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Automobile Safety Belt Activities Book



grades

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DEPARTMENT OF
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**Automobile
Safety Belt
Activities Book,**

GRADES 4 thru 7.

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The average school student in the US has many years of automobile travel to look forward to, first as a passenger, then as a driver. During these years, his chances of being killed or injured in an accident are extremely high — automobile accidents are the leading cause of death for young and middle-aged people in the US. However, this toll would be drastically reduced by the increased use of automobile safety belts. In fact, if we could persuade every driver and every passenger in every motor vehicle in the US to wear safety belts, we would save 10,000 to 20,000 lives and eliminate or minimize up to 2,000,000 personal injuries every year.

This is a book of activities designed for students in grades four through seven. Its purpose is to show them the importance of safety belts and to encourage them to use — and encourage others to use — this essential safety device.

The activities range from the simple to the complex, the simple for younger children or slow learners, the complex for older children or quick learners. They can be used to provide a focal point for other classroom activities such as reading skills, social studies, etc.

We suggest you read through all the activities in the book, then choose those that are most appropriate for the interests and abilities of your students. (Use the *Automobile Safety Belt Fact Book* as a resource book from which to draw additional information necessary for conducting activities.) Although you should be able to use some of the activities "as is," most of them will probably require adaptation to make them suitable for your particular needs.

ACTIVITY: *With students, develop a list of automotive safety devices (including, of course, safety belts). List function(s) of each device.*

EXAMPLES:

WINDSHIELD WIPERS, DEFROSTER: clean rain, snow, ice, and vapor off windshield.

BRAKE LIGHTS: visual warning device; car slowing down or stopping.

BLINKER/FLASHER: visual warning device; car stopped along roadside or traveling slow in fast moving traffic.

HORN: audible warning device; draws attention.

BUMPER: absorbs impact; prevents or minimizes damage to car body.

FENDER/MUDGUARD: catches "flying objects" such as mud, rocks, water, etc.

SAFETY BELT: reduces injuries and saves lives.

1. Keeps driver secure and comfortable in his seat. Helps driver stay alert and drive safely.
2. Prevents "ejection" from car. Person thrown from car can be crushed, dragged, or thrown into "hostile" objects, and is virtually certain to be killed or seriously injured.

3. Helps prevent "second collision." (First collision: collision of vehicle with another object or vehicle. Second collision: person within car "collides" with a hostile surface such as windshield, dashboard, seat back, control, roof, side panel and/or window, etc.)
4. Helps driver maintain control of car. In emergencies, driver is kept "in the driver's seat." He is able to avoid accidents or, if an accident should occur, he is able to prevent minor accidents from becoming major ones.
5. In case of accident, safety-belt user is less likely to be injured or rendered unconscious. He would be, therefore, better able to take care of himself and to aid and assist others after the accident.

ACTIVITY: Tell students about correct placement of safety belts.

Safety belts should be worn around the hip bones (pelvis), not around the stomach or waist. A shoulder harness should be loose enough to fit a fist between the belt and the chest.

Pass out copies of a figure of a man without a safety belt. Have students draw a belt and shoulder harness on him; then have them check with the completed drawing on this page.

OR

Draw a figure on the blackboard and have a student draw the belt and shoulder harness on the figure. Discuss and, if necessary, correct the drawing.



suggested activity 2

ACTIVITY: *Students complete simple safety-belt crossword puzzle.*

To the right is a sample crossword puzzle. You can duplicate this or put it on the board and have individual students complete parts of it.

OR

Have students create their own puzzles, using as many safety belt related clues and/or words as possible.



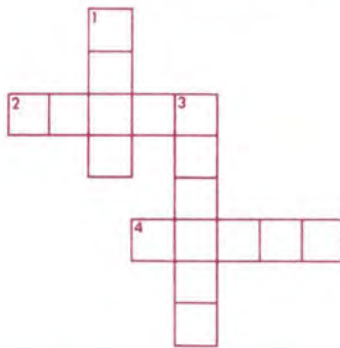
Safety belts save lives

ACROSS

2. A cat has nine of them.
4. You wear them to keep your pants up.

DOWN

1. What you do with baseball cards, mother does with trading stamps, a lifeguard does with swimmers, and a bank does with money.
3. A baby's diaper is kept on with a _____ pin.



Make a sentence of the four words in the puzzle.

suggested activity 3

ACTIVITY: *Students write poem in some way related to safety belts.*

Give or read students some examples of poems. Then show them how they can adapt, or write original poems, on the theme of safety belts.

EXAMPLES

We're driving home
from Grandma's tonight.
We've put on our seat belts,
all snug and tight.
Turn left, turn right,
drive fast, drive slow,
the moon seems to race us
wherever we go.

Mary had a safety belt,
in her motor car.
Mary wore it all the time,
traveling near or far.

A collection of student's poems could be posted on bulletin boards, published in school newspaper or in a special "literary magazine." Encourage students to show poems to their parents.

ACTIVITY: *Students design posters about safety and safety belts.*

Students can draw original pictures, or make collages of illustrations cut from magazines and newspapers.

Try to initiate original slogans or to inspire different illustrations for existing slogans.

EXAMPLES:

Safety belts save lives.

Good drivers wear safety belts.

A cat has nine lives. You don't.
Wear safety belts.

Buckle up for safety.

When I drive I'll wear a safety belt.

Airline pilots (racing car drivers, etc.)
wear safety belts. Do you?

Display posters wherever possible: school and classroom bulletin boards are an obvious choice. Students may ask to have posters hung in community stores and churches. Students could ask parents to take posters to their places of work and post them there.

ACTIVITY: *Letter writing.*

As part of letter-writing lessons, students write letters explaining why safety belts are important and recommending their usage.

Students write letters suggesting action that influential individuals or organizations could take to increase the usage of safety belts. This activity could be used as the focal point of an analysis of the structure and responsibility of government, business, service and fraternal organizations, organized religion, the mass-communication media, etc. The class determines appropriate actions for the various organizations and prepares and sends letters requesting that such actions be taken.

EXAMPLE:

123 Shady Lane
Pittsburgh, Pa. 15201
July 1, 197-

XXX Hamburger Company
456 Main Street
Chicago, Illinois 60601

Gentlemen:

I noticed in your commercial on television that you show a boy driving home from one of your restaurants with a bag of your hamburgers and french fries.

This boy is not wearing a safety belt. In fact, you can see it lying on the seat beside him as he drives.

I'm sure you know how important safety belts are in preserving lives and reducing injuries. You should do everything you can to persuade people to use safety belts.

Thank you for your cooperation.

Sincerely,

Paula Richards

ACTIVITY: *Writing a short story.*

Students write a short story with safety belts as the theme.

Short stories can be published in the school newspaper or sent to school-age national magazines that accept stories for publication.

EXAMPLE:

Kevin was driving with Father to the baseball game.

"Daddy," Kevin said. "Why don't you wear your safety belt?"

Kevin's father laughed. "Oh, I don't need to wear a belt just to go a few miles. Now if we were going to the seashore, that would be different. It's dangerous driving at high speeds."

Kevin thought about all the things he'd learned in school about safety belts. He wondered if his dad would be mad at him if he told him that many accidents happen at low speeds not far from home. Maybe Dad would think he was acting smart.

They pulled to a stop at a red light. Kevin had an idea.

"Dad," he said, "I know you don't think it's dangerous driving in city traffic, but would you mind if I buckled *my* safety belt? I think *all* traffic is dangerous."

"You know, Son," Kevin's father said, "You might have a point there. We'll both buckle up. OK?"

"OK," Kevin said, smiling. It had worked! Sometimes you have to be careful how you talk to parents.

ACTIVITY: *Students write a newspaper article for the school paper.*

Stress that this is a persuasive article designed to encourage young people their own age to wear safety belts when they are passengers in cars.

Use information from the *Fact Book* to give students additional material for their articles.

EXAMPLE:

Many people do not know how important it is to wear safety belts when they are riding in cars. They think that belts are "too much trouble" or "not worth the bother." But think of this: Your chances of *not* getting hurt in a collision are much greater if you are held securely in your seat than if you are left to be thrown around inside the car if some careless driver hits your car.

Kids our age should be smart enough to learn the facts about safety and tell others about them. After all, we've got our whole lives ahead of us. Why spoil them? Come on, Kids; let's all buckle up!

Also, let's make sure the entire family buckles up too — Mom and Dad, sisters and brothers, aunts and uncles. Tell them to wear their safety belts because you love them and want them to stay healthy and happy. It might be one of the most important things you ever do.

ACTIVITY: *Students take a survey of young people and adults on their attitudes towards safety belts, and then analyze and report their findings.*

Suggested method: Present the students with blank sample interview form (see below), or devise one yourself. Read them a sample interview. Have the students fill in the form. Write the data from Table 1 on the board as an example, then ask the students questions about it to encourage them in analyzing the information. Then, either read or mimeograph the sample report of the survey. After ascertaining that the students understand the lesson, have them take their own survey among family, friends, neighbors, etc.

SAMPLE INTERVIEW FORM

Sex: Male Female

Age _____ Number of years driving _____

Do you wear a safety belt —

always usually (more
 never than 50%) sometimes (less
than 50%)

Why do you wear or not wear a safety belt when you drive? _____

SAMPLE INTERVIEW

YOU: Excuse me, Sir, but I'm doing a survey on safety in driving. Do you have time to answer a few questions for me?

HIM: Sure. What would you like to know?

YOU: First, how old are you?

HIM: I'm forty-five years old.

YOU: How many years have you been driving?

HIM: Let's see. About twenty-nine years.

YOU: Do you wear a safety belt when you drive?

HIM: Yes, I do.

YOU: Do you always wear it?

HIM: Yes, I wear it all the time.

YOU: Could you tell me your reason for wearing a safety belt?

HIM: I had an accident when I was younger and wasn't wearing a safety belt, and the doctor bills were pretty high. You might say I learned from experience.

YOU: Well, thank you very much for your time.

SAMPLE: RESULTS OF SURVEY

(Table 1)

	Always wear	Usually wear (more than 50%)	Sometimes wear (less than 50%)	Never	Comments
AGE					
16-20	//				
21-25	/				
26-30	/		/		
31-35	//				
36-40		/		/	
41-45		//		///	
SEX					
Men	/	///		//	
Women	///		/ ²	//	<u>I DRIVING IN BAD WEATHER</u>
YEARS DRIVING					
1-5	///	/			
6-10	//	/			
11-15		/	/		
16-20	/			/	
21-25				///	

suggested activity 9, continued

SAMPLE QUESTIONS

On the previous page are the results of a survey.

1. Do more young drivers or older drivers *always* wear their safety belts? _____
2. Do more men or more women *always* wear their safety belts?

3. Drivers who *always* wear safety belts have (more/less) driving experience than those who never wear safety belts.

Answers

Younger drivers

More women

Less

SAMPLE REPORT OF SURVEY

In a survey taken in late October we found younger drivers are more likely to wear safety belts than older drivers. Six drivers ranging in age from 16 to 35 said they always wear safety belts, while four drivers aged from 36 to 45 said that they never wear their safety belts. Of the remaining four drivers, three drivers from 36 to 45 said that they wore safety belts on more than 50% of their trips and one driver aged 27 said that she wore her safety belt less than 50% of the time, mainly when driving in bad weather.

Five women said they wear safety belts all the time when driving; only one man said he wore his belt all the time.

Five drivers with one to ten years driving experience reported that they always wear their safety belts, but four drivers with 16 to 25 years experience stated that they never wear their safety belts.

The total number of people surveyed was fourteen, eight women and six men.

ACTIVITY: *Conducting a safety-belt campaign.*

Class plans and executes a campaign to increase safety-belt usage among their fellow students, families, and/or the general public.

Use the *Automobile Safety Belt Fact Book* as a campaign guide book. Obtain from it factual information and guidance in selecting campaign strategies.

The campaign should be designed to make use of all the special skills and interests of your class. It could, therefore, incorporate stories, articles, a letter-writing campaign, radio and TV shows, motion pictures, assembly programs, skits, parades and pep rallies, exhibits, etc.

Numerous research studies have shown that the chances for success of a campaign of this sort are increased if it can develop "centers of influence" who work actively to further the campaign goals. In your campaign, your students would constitute the initial centers of influence among the target populations to whom the campaign is directed.

The research studies also show that person-to-person interaction — especially at the peer-group level — is effective. Any campaign strategies that offer opportunities for such interaction are highly recommended.



suggested activity 10

The amount of supplementary materials specifically designed for teaching children about safety belts is limited.

A selection of films is listed below along with organizations and their addresses to which you can write requesting current materials.

Love That Car

10 minutes, color, 16 mm

AIMS Instructional Media Services, Inc.
P.O. Box 1010
Hollywood, California 90028

Emphasizes the point that when a car is improperly maintained, many accidents can result. It should be mentioned, however, that dangerous practices are treated as humorous eccentricities throughout this film. At the end of the film safety belts are mentioned by the announcer who cheerfully reminds us to "Keep your seat belt fastened."

She Purrs Like A Kitten

5 minutes, color, 16 mm

Data Films
2625 Temple Street
Hollywood, California

A pair of elderly ladies in a chauffeur-driven car are busily chatting. The narrator says sarcastically that they have too many fascinating things to talk about to fasten their safety belts. The car stops suddenly and they both are shown getting up and back into their seats in a "comic" manner. In a second shot of the ladies later in the film, he reminds viewers to keep their safety belts fastened.

How And Why To Use Safety Belts

8 minutes, color, 16 mm

American Safety Belt Council Inc.
Public Education Office
P.O. Box 589
Los Angeles, California 90028

A definitive in-depth approach, dramatizing the need for safety belts, and explaining why safety belts save lives. Footage covers standard seat belts, lap-shoulder belts, full-harness belts, and includes the best current protection for the traveling child. Buckle assemblies and buckle adjustments for foreign as well as domestic model cars are explained in detail, with instructions for use and maintenance of these as well.

Organizations To Contact For Assistance

National Safety Council
425 N. Michigan Avenue
Chicago, Ill. 60611

AAA Foundation for Traffic Safety
1712 G Street N.W.
Washington, D.C. 20006

AIMS Instructional Media Services, Inc.
P.O. Box 1010
Hollywood, Calif. 90028

Automobile Manufacturers Association, Inc.
320 New Center Bldg.
Detroit, Mich. 48202

Bureau of Highways, Dept. of Public Works
Safety Director
414 N. Calvert Street
Baltimore, Maryland 21202

Bureau of Safety
Brunswick Bldg. — 33rd floor
69 W. Washington Street
Chicago, Ill. 60602

Data Films
2625 Temple Street
Hollywood, Calif.

National Congress of Parents and Teachers
700 N. Rush Street
Chicago, Ill. 60611

U.S. Dept. of Health, Education & Welfare
Public Health Service
7915 Eastern Avenue
Silver Springs, Md. 20910

American Safety Belt Council Incorporated
Public Education Office — P.O. Box 589
Los Angeles, Calif. 90028