

A Car Safety Program for Tweens



Program Toolkit

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Make-it-Click: A Car Safety Program for Tweens

The *Make-it-Click* Initiative is a school-based program targeting increased safety-belt use and back-seat use among 8- to 12-year-old children (tweens). Less than half of tweens involved in crashes wear seatbelts, and 73% sit in the front seat when they are the sole passengers. Interventions include: (a) competition among classes to achieve a high rate of students buckled in the back; (b) a creativity contest with entries illustrating a car safety theme; (c) a series of parent education flyers; (d) safety-themed assignments that support state standards of learning objectives; (e) safety-themed plays and activities; (f) educational presentations; and (g) an interactive program website (www.umakeitclick.org). Results indicate significant improvements in safety behaviors, particularly regarding observed safety belt use. Tweens in the intervention schools were 3 times more likely to wear their safety belts at follow-up than tweens in the control schools.

A worksheet titled "BE THE BUCKLE BOSS!" with the "Make it CLICK" logo. It includes two sections: "Step 1: LOOK" and "Step 2: TELL".

BE THE BUCKLE BOSS!

Step 1: LOOK While you're in the car, look at the following things:

Is everyone wearing a seatbelt? ☐ Yes ☐ No

Are all the kids in the backseat? ☐ Yes ☐ No

Step 2: TELL Now tell your family how they did:

Tell your family why it's important.

Tell the kids why it's important.





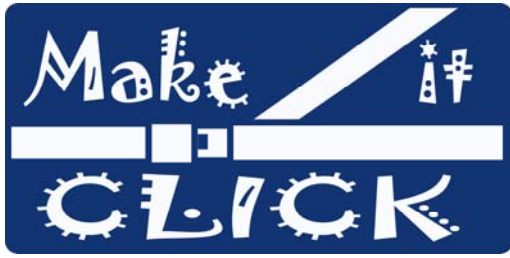
Toolkit Contents

	Section
Description of the Program and its Components	I
Belted in the Back Seat Challenge	II
Buckie Buckle Play	III
Classroom Activities (Expanded!)	IV
Creativity Contest	V
Newsletter Sample	VI
Parent Flyers/Posters	VII
Educational Presentation	VIII
Script for Radio Spot	IX
Effectiveness of the Program	X

Section I:

Description of the Program and its Components





MAKE-IT-CLICK: A Car Safety Program for Tweens

Make-it-Click Program Description

The *Make-it-Click* Initiative is an empirically-supported program targeting increased safety restraint use and back-seat use among 8- to 12-year-old children (tweens). Motor vehicle crashes are the leading cause of death for children. Less than half of tweens involved in crashes wear seatbelts, and 73% sit in the front seat when they are the sole passengers. Funded by the Virginia Highway Safety Office and led by Dr. Kelli England Will of Eastern Virginia Medical School, the program's design includes involvement of teachers, school staff, and after school organizations to implement components in ways that do not infringe upon academic time. Interventions include: (a) competition among classes to achieve a high rate of students buckled in the back; (b) a creativity contest with entries illustrating a car safety theme; (c) a series of parent education flyers; (d) safety-themed assignments that support state standards of learning objectives; (e) safety-themed plays and activities; and (f) educational presentations. Program components are further detailed below, and were originally designed to be implemented on a rolling basis (1-2 per month) over the course of a school year. However, the program may be adapted to suit your needs. Results indicate significant improvements in safety behaviors, particularly regarding observed safety belt use. Tweens in the intervention schools were 3 times more likely to wear their safety belts at follow-up than tweens in the control schools.

Program Components

- I. ***Belted in the Back Seat Challenge*** – This is an exciting competition in which groups compete to achieve the highest rate of children buckled up and sitting in the back seat. Children help promote the program and collect the data. Materials include detailed instructions for the challenge, a flyer, and a datasheet used for safety belt observations.
- II. ***Buckie Buckle Play*** – This is a fun activity that can involve a large group of tweens. The play increases children's knowledge and use of seatbelts and raises awareness of car safety issues among the audience. The play can be performed during class time or as an after-school event. Materials include a script, a costume checklist, and logistical information for performing the play.
- III. ***Classroom Activities (Expanded!)*** – Several homework assignments are provided. Each is packaged with teacher lesson notes and tips for how the assignment can fulfill state standards of learning for various subjects.
- IV. ***Creativity Contest*** – This activity encourages children to develop creative materials illustrating the theme: "How do I stay safe in a car?" Entries can be hung throughout the school to continually reinforce the program's message. A flyer used to promote the contest and recruit participants is included.
- V. ***Newsletter Sample*** – Use of teacher newsletters are encouraged and can be distributed periodically to all teachers to describe the program, notify of upcoming plans, and share accomplishments and results of interventions. A sample teacher newsletter is included.

- VI. ***Parent Flyers/Posters*** – This series of flyers/posters targeting parents was developed based on feedback garnered from tween focus groups. Each of the five flyers communicates (quickly) a method or reason for encouraging tweens to sit in the back seat and buckle up. Several of the parent flyers are available depicting White, Black, and Hispanic individuals.
- VII. ***Educational Presentation*** – This ready-made educational presentation targets adults and can be used to inform school, community, and parent groups about keeping 8-12 year-old children safe in the car.
- VII. ***Script for Radio Spot*** – This 60-second radio script can be used as a public service announcement in the community, or students can rehearse lines and read it over the loud-speaker at school or other events.
- IX. ***Effectiveness of the Program*** – Read about the remarkable effects of the Make-it-Click program, which was evaluated in four elementary schools in an urban school district in southeastern Virginia. This 2-page overview summarizes the evaluation study, which found significant increases in safety belt use at intervention schools. Students in intervention schools were 3.3 times more likely to wear their safety belts at follow-up compared to those in control schools, despite no difference among the schools at baseline.

Visit www.umakeitclick.org for Additional Activities, Information, and Materials

**MATERIALS ARE PUBLIC DOMAIN; FREE FOR EDUCATIONAL, NONPROFIT USE
PROPER CITATION IS APPRECIATED**

For additional information or materials, please contact Kelli England Will, Eastern Virginia Medical School, Department of Pediatrics, Williams Hall, 855 West Brambleton Avenue, Norfolk, Virginia, 23510-1001; Phone: 757-668-6449; FAX: 757-668-6475; Email: willke@evms.edu

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Section II:

Belted in the Back Seat Challenge



Belted in the Back Seat Challenge Instructions



The Make-it-Click program, which targets increased seatbelt and back seat use among 8-12 year olds (tweens), includes an intervention known as the “Belted in the Back Seat Challenge,” where grades compete to achieve the highest rate of students buckled up and sitting in the back seat (during parking lot observations). During our intervention, 3rd grade competed with 4th grade and 5th grade competed with 6th grade. Each class in the winning grade received a trophy, certificate, and class picture in a frame. All students received a Make-it-Click wristband. While prizes are not required, they increase student buy-in. The intervention has two main parts: promotion and observation.

Promotion (typically 1 week):

- 1) You (or someone else in your school community) will speak to the 3rd-6th grade teachers and students during convenient academic times. You should speak to each class for a maximum of 5 minutes to describe and promote the Belted in the Back Challenge and to get the children excited about the contest. Not only should you explain the challenge, but also highlight the competition aspect, as the kids really enjoy competing against their schoolmates. Be sure to highlight the 3 things they must do in order to win: 1) wear their belt, 2) sit in the back, and 3) tell their classmates to do the same.
- 2) You (or someone else in your school community) will select 3-4 children to hold signs (the Make-it-Click team can send you a sample of these) during bus pick-up time. These signs state “Please Buckle Up. I Care.” The signs should be visible to children exiting the school, and serve as another way of promoting the Belted in the Back Seat Challenge.

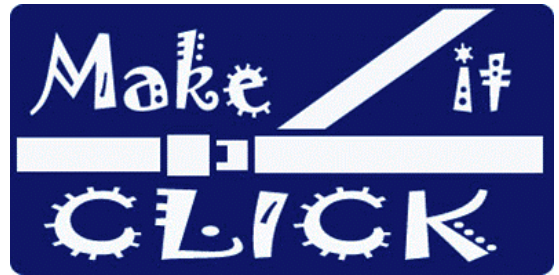
Observation (typically 2 days):

- 1). You should identify one or two student walkers from each grade (3rd-6th) who can arrive to school early to help conduct seatbelt and back seat observations of their own grade during drop off times. Each of these students is paired with an adult observer who collects the data on the Buckle Challenge Datasheet (use a different sheet for each grade). Involving students in data collection is essential for increasing peer-to-peer buckle-up conversations and student excitement about the program, as well as to help you identify which grade each student being dropped off is in (necessary to allow for competition among grades). Since the data collection occurs before school starts, students who are serving as data collectors may miss a maximum of 5 minutes of class time in the mornings.

After the data have been collected by the students, you should tally the results. Provide the winning grades with prizes, if you desire. Make a flyer of the results, and then provide the flyer to all 3rd-6th grade teachers to share with their students. The results can also be incorporated into morning/afternoon school announcements.

Help your grade win the

**Belted in the
Back Challenge**



1. Wear your safety belt
2. Sit in the back seat
3. Tell your friends to do the same







Buckle Challenge Data Sheet

Circle Yes/No for Students in Your Grade ONLY!

Your Name: _____ Your Grade: _____

School: _____ Today's Date: _____

	 IS STUDENT WEARING A SEATBELT?	IS STUDENT SITTING IN THE BACKSEAT? 
1	YES NO	YES NO
2	YES NO	YES NO
3	YES NO	YES NO
4	YES NO	YES NO
5	YES NO	YES NO
6	YES NO	YES NO
7	YES NO	YES NO
8	YES NO	YES NO
9	YES NO	YES NO
10	YES NO	YES NO
11	YES NO	YES NO
12	YES NO	YES NO

	 IS STUDENT WEARING A SEATBELT?	IS STUDENT SITTING IN THE BACKSEAT? 
13	YES NO	YES NO
14	YES NO	YES NO
15	YES NO	YES NO
16	YES NO	YES NO
17	YES NO	YES NO
18	YES NO	YES NO
19	YES NO	YES NO
20	YES NO	YES NO
21	YES NO	YES NO
22	YES NO	YES NO
23	YES NO	YES NO
24	YES NO	YES NO
25	YES NO	YES NO
26	YES NO	YES NO
27	YES NO	YES NO
28	YES NO	YES NO

Section III:

Buckie Buckle Play



BUCKIE BUCKLE PLAY – IMPORTANT INFORMATION



What is the Buckie Buckle play?

Buckie Buckle is a play about car safety. It focuses on the main character, Buckie Buckle, and his encounters with various family members who do not want to wear their seatbelts. The play is intended to be acted by 3rd - 6th graders (8-12 year olds).



Why should we put on this play?

The Buckie Buckle play has been shown to increase children's knowledge and use of seatbelts, and also to raise awareness of car safety issues among the viewers of the play (who are usually the children's parents). So, by putting on this play you'll be educating children and their families about traffic safety.



How many main roles are there? What are they?

There are 8 main roles. They are:

- Buckie Buckle (main character, male) – has the most lines
- Ben Buckle (Buckie's dad)
- Bridget Buckle (Buckie's mom)
- Grandpa
- Grandma
- Cousin (male)
- Cop (female)
- Narrator (adult or older child who can handle the responsibility)

There are also cue card holders (anywhere from 3-9 children)



Does it matter which kid plays which character?

Yes. Although most of the characters have three lines that are not difficult to memorize, Buckie, the Cop, and the narrator have more. Buckie has 16 lines, but they are repetitive and short. The Cop has 5 lines, and they are the hardest to memorize due to length and content. Because of this, the child playing Cop should be a strong reader and capable of memorization. The narrator has the most lines (but these can be read at a podium). The narrator should be an adult or older child who is a strong reader.

There are also a few non-memorization roles in the play. One child will be needed to "drive" the 2nd car in each scene, and this character does not speak. Also, at least 3 kids will hold up hand-

made cue cards saying “CRASH”, “CLICK”, and “I LOVE MY BUCKLE BUCKLED!” Every time these lines are said in the play, the cue card holders will hold up the appropriate poster and shout the line.



What do I need to put on the Buckie Buckle play?

At a **minimum**, you’ll need:

- Children to play the roles
 - o 7 kids to play the characters
 - o 1 narrator (adult or older kid)
 - o 3 kids to hold up hand-made safety cue cards at various points during the play
 - o 1 kid to “drive” 2nd car in each scene
- 2 cardboard (or other material) “cars” that the kids can fit into or hold up in front of them to simulate riding in a car. We worked with the art teacher to create our cars.
- Costumes for each character (see costume ideas attachment). Most of these costume elements can be purchased very inexpensively at a thrift store. Dressing up in costume makes the experience more fun for the kids!
- Cue cards (posters) with large dark block lettering
 - o CLICK
 - o CRASH
 - o I LOVE MY BUCKLE BUCKLED

Additional materials, if desired:

- Cymbals (or other instrument) to simulate the sound of cars crashing
- City landscape for the background



How long should we practice before putting on the play?

This really depends on the dedication of the kids to practice and learn their lines on their own, as well as know their movements on stage, but typically 6 practices at 30 minutes each will be enough time to master the play!

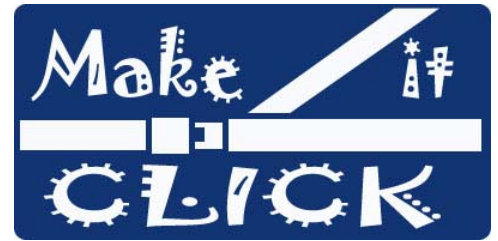


How long does the play last?

The play itself is very brief, only about 15 minutes. For this reason, it is easy to pair the play with another activity that involves the audience/family members, such as a potluck family dinner night, parent-teacher open house, or other activity showcasing children’s accomplishments. It can also be performed during school at the beginning of lunch periods.

The Buckie Buckle play is an original story by Galen R. Lehman and copyright 1989 by Make-a-Difference, Inc. Adapted for use with Make-it-Click project in Portsmouth, VA (Will, Dunaway, & Lorek, 2009; Eastern Virginia Medical School). Empirical support provided in: Lehman, G. R., & Geller, E. S. (1990). Participative education for children: An effective approach to increase safety belt use. *Journal of Applied Behavior Analysis*, 23, 219-225.

BUCKIE BUCKLE CHARACTER COSTUMES



Buckie (male): _____

- ☐ jeans/khakis
- ☐ t-shirt
- ☐ sneakers

Ben Buckle (Dad): _____

- ☐ khakis/slacks
- ☐ collared, button-down shirt
- ☐ tie
- ☐ nice shoes

Bridget Buckle (Mom): _____

- ☐ dress or skirt and nice shirt
- ☐ dress shoes
- ☐ purse
- ☐ jewelry

Grandpa: _____

- ☐ slacks
- ☐ collared, button-down shirt
- ☐ jacket or sweater
- ☐ glasses
- ☐ rings
- ☐ chain
- ☐ fedora or other hat

Grandma: _____

- ☐ dress
- ☐ pearl or other fancy necklace
- ☐ glasses
- ☐ shawl
- ☐ dress shoes

Cousin (male): _____

- ☐ t-shirt or muscle shirt
- ☐ basketball or gym shorts
- ☐ sneakers

Cop (female): _____

- ☐ black collared shirt
- ☐ black pants
- ☐ black shoes
- ☐ police hat
- ☐ badge
- ☐ sunglasses
- ☐ small flip pad and pen



Tip: print, cut, and tape this badge to a hat and shirt

BUCKIE BUCKLE: A PLAY FOR SAFETY



Original story by Galen R. Lehman and copyright 1989 by Make-A-Difference, Inc.
Adapted for use with Make-it-Click project in Portsmouth, VA (Will, Dunaway, & Lorek, 2009;
Eastern Virginia Medical School).

Empirical support provided in:

Lehman, G. R., & Geller, E. S. (1990). Participative education for children: An effective approach to increase safety belt use. *Journal of Applied Behavior Analysis*, 23, 219-225.

8 Roles:

Narrator – stands on the edge of the stage and narrates events

Buckie Buckle – main character; male; ~10 years old; casual dress (as if going to school)

Ben Buckle – Buckie’s dad; ~35 years old; casual dress

Bridget Buckle – Buckie’s mom; ~35 years old; casual dress

Grandpa: ~ 60 years old; dressed extravagantly, with fancy shoes, cane, sunglasses, fur, rings, chain, etc.

Grandma: ~ 60 years old; fancy dress, high heels

Cousin: male; ~20 years old; very muscular and tall; athletic-looking; wearing a muscle shirt and b-ball shorts, sneakers

Cop: female; dressed like a police officer; sunglasses; carries a small flip notepad and pen

Cue card holders: A group of children who stand to the side of the stage and hold up cue cards and shout the words when prompted in the story

Key Props:

Buckie’s family car – has to have a “back seat” for Buckie and “safety belts” – the car can be made of cardboard

2nd car

3 types of cue cards (posters) – CRASH!, CLICK!, I LOVE MY BUCKLE BUCKLED!

Script:

[TEXT IN BRACKETS PROVIDE STAGE DIRECTION]

[***NOTE: EVERY TIME “CLICK!”, “CRASH!”, OR “I LOVE MY BUCKLE BUCKLED!” APPEAR IN THE SCRIPT, ALL CHILDREN ASSIGNED TO HOLD CUE CARDS SHOULD SHOUT THE WORDS AND HOLD UP THE CORRESPONDING SIGN FOR THE AUDIENCE TO CHIME IN.]

[THE PLAY BEGINS AS THE CURTAIN OPENS AND THE NARRATOR BEGINS READING THE STORY. PICTURED ON STAGE ARE BUCKIE AND BEN BUCKLE IN A CAR ON THE SIDE OF THE STAGE.]

Narrator: This is the story of Buckie Buckle. When Buckie Buckle was born and his parents brought him home from the hospital, Buckie's parents buckled him into a child safety seat and Buckie Buckle's first words were, "**I LOVE MY BUCKLE BUCKLED!**"

[CAR BEGINS MOVING TO CENTER STAGE.]

Narrator: One day, many years later, Buckie Buckle went with his Dad, whose name was Ben Buckle, in the car to the gas station. Buckie Buckle pulled on his safety belt and made it go **CLICK!** [CUE CARD HOLDERS SHOUT "CLICK" AND HOLD UP SIGN] And he said...

[BUCKIE PUTS HIS BELT ON AND SAYS...]

Buckie: "**I LOVE MY BUCKLE BUCKLED!**"

[ALL CUE CARD HOLDERS SHOULD REPEAT THIS LINE WHILE HOLDING UP THE APPROPRIATE CUE CARD]

Narrator: Buckie looked over and his Dad didn't have his safety belt on. Buckie Buckle said,

Buckie: "Daddy, may I ask you a question?"

Dad: "Sure."

Buckie: "Why don't you have your safety belt on?"

Dad: "But Buckie, we are just going to get some gas on the next street."

[BEN AND BUCKIE GET INTO A CRASH WITH ANOTHER CAR. A FEW SECONDS AFTER THE CRASH, THE COP PULLS UP IN HER CAR]

Narrator: Just then a car came around the corner and **CRASH!** [CUE CARD HOLDERS SHOUT "CRASH" AND HOLD UP SIGN] Buckie's Dad hit his nose on the steering wheel.

Cop: "Ben Buckle, don't you know that three out of four accidents happen close to home?"

Narrator: Three out of four! Buckie's dad went to the hospital and got five stitches in his nose!

[THE CRASH CLEARS, AND ALL CHARACTERS EXIT AS THE CURTAIN CLOSES. IT THEN RE-OPENS AS IF IT IS THE FOLLOWING DAY. THIS OCCURS AS THE NARRATOR BEGINS HIS LINE. PICTURED ON THE STAGE ARE BUCKIE AND BRIDGET BUCKLE IN A CAR DRIVING DOWN THE ROAD.]

Narrator: The next day, Buckie Buckle went with his Mom, whose name was Bridget Buckle, in the car to the grocery store. Buckie Buckle pulled on his safety belt and made it go **CLICK!** [CUE CARD HOLDERS SHOUT “CLICK” AND HOLD UP SIGN] And he said...

Buckie: **“I LOVE MY BUCKLE BUCKLED!”**

[ALL CUE CARD HOLDERS SHOULD REPEAT THIS LINE WHILE HOLDING UP THE APPROPRIATE CUE CARD]

Narrator: Buckie looked over and his Mom didn’t have her safety belt on. Buckie Buckle said,

Buckie: “Mommy, may I ask you a question?”

Mom: “Sure.”

Buckie: “Why don’t you have your safety belt on?”

Mom: “But Buckie, I have been driving for ten years and never had an accident.”

[BRIDGET AND BUCKIE GET INTO A CRASH WITH ANOTHER CAR – can be same car, but should have new student driving. A FEW SECONDS AFTER THE CRASH, THE COP PULLS UP IN HER CAR.]

Narrator: Just then a car came around the corner and **CRASH!** [CUE CARD HOLDERS SHOUT “CRASH” AND HOLD UP SIGN] Buckie’s Mom hit her head on the windshield.

Cop: “Bridget Buckle, don’t you know that every one of us can expect to be in an accident once in every 10 years?”

Narrator: Once every ten years! Buckie’s mom went to the hospital and got six stitches in her head.

[THE CRASH CLEARS, AND ALL CHARACTERS EXIT AS THE CURTAIN CLOSES. IT THEN RE-OPENS AS IF IT IS THE FOLLOWING DAY. THIS OCCURS AS THE NARRATOR BEGINS HIS LINE. PICTURED ON THE STAGE ARE BUCKIE AND GRANDPA IN A CAR DRIVING DOWN THE ROAD.]

Narrator: The next day, Buckie Buckle went with his Grandpa in the car to the bank. Buckie Buckle pulled on his safety belt and made it go **CLICK!** [CUE CARD HOLDERS SHOUT “CLICK” AND HOLD UP SIGN] And he said...

Buckie: **“I LOVE MY BUCKLE BUCKLED!”**

[ALL CUE CARD HOLDERS SHOULD REPEAT THIS LINE WHILE HOLDING UP THE APPROPRIATE CUE CARD]

Narrator: Buckie looked over and his grandpa didn’t have his safety belt on. Buckie said,

Buckie: “Grandpa, may I ask you a question?”

Grandpa: “Sure.”

Buckie: “Why don’t you have your safety belt on?”

Grandpa: “But Buckie, I feel safe because my car has an airbag that will protect me in a crash.”

[GRANDPA AND BUCKIE GET INTO A CRASH WITH ANOTHER CAR – can be same car, but should have new student driving. A FEW SECONDS AFTER THE CRASH, THE COP PULLS UP IN HER CAR.]

Narrator: Just then a car came around the corner and **CRASH!** [CUE CARD HOLDERS SHOUT “CRASH” AND HOLD UP SIGN] Buckie’s grandpa hit his head on the roof of the car.

Cop: “Grandpa, don’t you know that airbags are just meant to keep you from hitting the steering wheel and dashboard? You need to wear your seatbelt to keep you from being thrown in a crash.”

Narrator: Airbags do not replace seatbelts! Seatbelts are important for keeping you secure in your seat. Buckie’s grandpa went to the hospital and got seven stitches in his head.

[THE CRASH CLEARS, AND ALL CHARACTERS EXIT AS THE CURTAIN CLOSES. IT THEN RE-OPENS AS IF IT IS THE FOLLOWING DAY. THIS OCCURS AS THE NARRATOR BEGINS HIS LINE. PICTURED ON THE STAGE ARE BUCKIE AND GRANDMA IN A CAR DRIVING DOWN THE ROAD.]

Narrator: The next day, Buckie Buckle went with his Grandma in the car to the shopping mall. Buckie Buckle pulled on his safety belt and made it go **CLICK!** [CUE CARD HOLDERS SHOUT “CLICK” AND HOLD UP SIGN] And he said...

Buckie: “**I LOVE MY BUCKLE BUCKLED!**”

[ALL CUE CARD HOLDERS SHOULD REPEAT THIS LINE WHILE HOLDING UP THE APPROPRIATE CUE CARD]

Narrator: Buckie looked over and his Grandma didn’t have her safety belt on. Buckie said,

Buckie: “Grandma, may I ask you a question?”

Grandma: “Sure.”

Buckie: “Why don’t you have your safety belt on?”

Grandma: “But Buckie, the safety belt might make my dress wrinkled.”

[GRANDMA AND BUCKIE GET INTO A CRASH WITH ANOTHER CAR – can be same car, but should have new student driving. A FEW SECONDS AFTER THE CRASH, THE COP PULLS UP IN HER CAR.]

Narrator: Just then a car came around the corner and **CRASH!** [CUE CARD HOLDERS SHOUT “CRASH” AND HOLD UP SIGN] Buckie’s Grandma tore her dress on the turn signal and broke her leg.

Cop: “Grandma, don’t you know that lots of dresses get torn every year when more than 200 thousand people are injured in car accidents?”

Narrator: 200 thousand people! Buckie’s grandma went to the hospital and got a cast on her leg.

[THE CRASH CLEARS, AND ALL CHARACTERS EXIT AS THE CURTAIN CLOSES. IT THEN RE-OPENS AS IF IT IS THE FOLLOWING DAY. THIS OCCURS AS THE NARRATOR BEGINS HIS LINE. PICTURED ON THE STAGE ARE BUCKIE AND COUSIN IN A CAR DRIVING DOWN THE ROAD.]

Narrator: The next day, Buckie Buckle went with his cousin in the car to a football game. Buckie Buckle pulled on his safety belt and made it go **CLICK!** [CUE CARD HOLDERS SHOUT “CLICK” AND HOLD UP SIGN] And he said...

Buckie: “**I LOVE MY BUCKLE BUCKLED!**”

[ALL CUE CARD HOLDERS SHOULD REPEAT THIS LINE WHILE HOLDING UP THE APPROPRIATE CUE CARD]

Narrator: Buckie looked over and his cousin didn’t have his safety belt on. Buckie Buckle said,

Buckie: “May I ask you a question?”

Cousin: “Sure.”

Buckie: “Why don’t you have your safety belt on?”

Cousin: “But Buckie, my huge SUV and my huge muscles will protect me so I won’t get hurt if we get in a crash.”

[COUSIN AND BUCKIE GET INTO A CRASH WITH ANOTHER CAR – can be same car, but should have new student driving. A FEW SECONDS AFTER THE CRASH, THE COP PULLS UP IN HER CAR.]

Narrator: Just then, a car came around the corner and **CRASH!** [CUE CARD HOLDERS SHOUT “CRASH” AND HOLD UP SIGN] Buckie’s cousin cut his huge muscles on the broken windshield.

Cop: “Cousin, don’t you know that when you are in a crash your body can weigh more than ten tons!”

Narrator: Ten Tons! Buckie’s cousin went to the hospital and got nine stitches in his arm.

[THE CRASH CLEARS, AND ALL CHARACTERS EXIT AS THE CURTAIN CLOSES. IT THEN RE-OPENS. THIS OCCURS AS THE NARRATOR BEGINS HIS LINE. PICTURED ON THE STAGE IS BUCKIE WEARING HIS SEATBELT IN A CAR DRIVING TO PICK UP ALL OF HIS RELATIVES. EACH CHARACTER GETS IN THE CAR AND BUCKLES HIS SEATBELT.]

Narrator: Finally, when Buckie grew up to be 16 years old, he got his own driver’s license. One day, he picked up all of his relatives. Buckie’s dad got in the car and pulled on his safety belt and made it go **CLICK!** [CUE CARD HOLDERS SHOUT “CLICK” AND HOLD UP SIGN] Buckie’s mom got in the car and pulled on her safety belt and made it go **CLICK!** [CUE CARD HOLDERS SHOUT “CLICK” AND HOLD UP SIGN] Buckie’s grandpa got in the car and pulled on his safety belt and made it go **CLICK!** [CUE CARD HOLDERS SHOUT “CLICK” AND HOLD UP SIGN] Buckie’s grandma got in the car and pulled on her safety belt and made it go **CLICK!** [CUE CARD HOLDERS SHOUT “CLICK” AND HOLD UP SIGN] Buckie’s cousin got in the car and pulled on his safety belt and made it go **CLICK!** [CUE CARD HOLDERS SHOUT “CLICK” AND HOLD UP SIGN] Buckie Buckle asked,

Buckie: “Why are you all buckling your buckles?”

All characters: “We love our buckles buckled!”

[CHILDREN HOLD UP APPROPRIATE CUE CARD]

Narrator: Make the Buckie Buckle Promise: I promise to always buckle my safety belt and say,

All children: “**I LOVE MY BUCKLE BUCKLED!**”

Section IV:

Classroom Activities





TEACHER INSTRUCTIONS FOR "BE THE BUCKLE BOSS!"

- Instruct students to answer each question each time they get into the car. Every car ride should be recorded on a new "Buckle Boss" form.
- Explain that "Step 1" answers two questions based on their own observations of the people riding in the car with them.
- Explain that "Step 2" is more like checking off a "To Do" list.
- Let students know when all "Buckle Boss" forms are due.
- Remind students a couple of days in advance when project is due.
- To make compliant with standards of learning for Math:
 - Total # of people wearing belts and not wearing belts.
 - Total # of kids sitting in the back seat and not sitting in the back seat.
 - Compare each total using ratios.
 - Make graphs of the data collected and study/interpret them.
 - Find the likelihood (or percentage) of wearing belts and sitting in the back.

Please help us keep track of our program's reach within your school by letting us know if you used this assignment with your students. Please remove this section and return it to _____.
Thanks!

Your name: _____ Grade: _____

Did you use the Scavenger Hunt assignment with your students? _____ YES _____ NO

If NO, why not? _____

Comments/Suggestions: _____

BE THE BUCKLE BOSS!

Step 1:
LOOK

While you're in the car, look at the following things:

Is everyone wearing a seatbelt?

___ Yes

___ No



Are all the kids in the backseat?

___ Yes

___ No



Step 2:
TELL

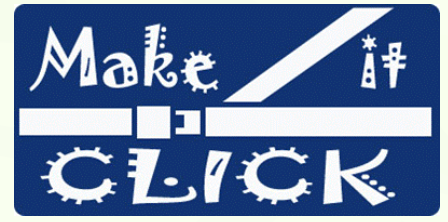
Now tell your family how they did:

___ Tell your family why it's important to wear their seatbelts.

___ Tell the kids why it's important to ride in the backseat.

Good job, Buckle Boss!!

Teacher's Instructions for Safety Scavenger Hunt



Dear Teacher,

Enclosed you will find a pack of Safety Scavenger Hunt homework assignments to give to each one of your students as part of the Make-it-Click Program. The purpose of this assignment is to get the kids into the safety mind-set. Below are instructions to help you guide the students in their safety pursuit. We've also provided tips for how to make this assignment compliant with standards of learning. We appreciate you participating in the effort to keep our children safe.

- Instruct students to find as many pictures of the objects. The pictures can be from magazines, newspapers, the internet, etc. The students can even take the pictures and print them themselves.
- Pictures should be glued/taped onto paper or otherwise clipped together.
- Remind students that the point of this is to get them thinking about car safety.
- We'd appreciate it if you can include this assignment in your lesson plans.
- To expand the fun and make this assignment compliant with standards of learning for Math, you might consider:
 - 1) Have students work in groups to sum up each type of picture brought in, and/or
 - 2) Create ratios using the sums created
 - e.g.) total # kids wearing seatbelts
total # of all kids pictured in cars
 - e.g.) total # of stop signs
total # of all street signs
- To make this assignment compliant with standards of learning for English, you might consider:
 - 1) Have students arrange pictures in a sequence to tell a story, and/or
 - 2) Have students plan and present an oral presentation related to their Scavenger Hunt findings



Please help us keep track of our program's reach within your school by letting us know if you used this assignment with your students. Please remove this section and return it to _____.

Thanks!

Your name: _____ Grade: _____

Did you use the Scavenger Hunt assignment with your students? _____ YES _____ NO

If NO, why not? _____

Comments/Suggestions: _____

WANTED:

SAFETY

SCAVENGER HUNTERS

**YOUR GOAL IS TO FIND AS MANY
PICTURES OF THE
OBJECTS ON THE LIST BELOW:**

- 1) A SEAT BELT**
- 2) AIRBAG/AIRBAG SYMBOL**
- 3) WINDSHIELD**
- 4) STEERING WHEEL**
- 5) CAR DOOR LOCK**
- 6) KID WEARING A SEATBELT**
- 7) KID SITTING IN THE BACK SEAT**
- 8) DRIVER WEARING A SEAT BELT**
- 9) CHILD SAFETY SEAT/BOOSTER SEAT**
- 10) SPEED LIMIT SIGN**
- 11) STOP SIGN**
- 12) STREET SIGN OF ANY KIND**

**- TURN IN YOUR ITEMS TO YOUR
TEACHER BY:**





Seat Belt Scramble

General Instructions for Teachers

This SOL-friendly activity will teach your students the valuable lesson of wearing one's safety belt in a car. This could be an individual assignment (in class or take home), or you can have students work in groups. To encourage creativity, consider having students decorate their "cars" (boxes) before beginning.

☑ **Remember to discuss the following key facts with the students:**

- Car crashes are the #1 cause of death for children.
- Seatbelts prevent ejection from the car during a crash. You are 4 times more likely to be killed if you are thrown from the vehicle.
- Wearing a seatbelt cuts the risk of injury in a collision by half and is the single most important thing a person can do to keep themselves safe while riding in a vehicle.
- You can also illustrate the dynamics of movement when in a traveling vehicle: Explain that when the "car" is traveling at 35 MPH, so is the egg. If the "car" stops suddenly, the egg continues to travel at 35 MPH if not "buckled" in.

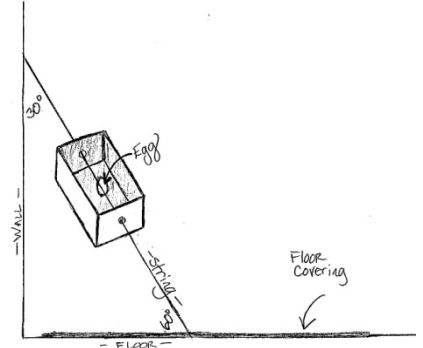
☑ **This assignment can easily satisfy Standards of Learning (SOL) objectives. Here are some suggestions:**

- To make this compliant with English SOLs, you might consider having the students expand on their short answer questions by writing a full essay.
- To make this compliant with Science SOLs, you could elaborate upon concepts such as crash forces and forward motion. Sir Isaac Newton's theory of motion states that "An object in motion continues to remain in motion at the original speed until acted upon by an outside force." Discuss with students the advantages of being stopped by the seat belt (which is meant to stretch slightly) versus the windshield/pavement/hard ground.
- To make this compliant with Math SOLs, you might vary the angle of the string to the floor to see what happens with the unbelted egg when the "car" is traveling on string that is positioned at various decline angles.

☑ **Instructions for student exercise (to complete individually or in groups):**

Materials Needed:

- Shoe boxes (1 for each person or group)
- Eggs (2 per person or group)
- Ball of twine (string) cut into 8 feet pieces
- Tape (masking, packing, or other heavy-duty tape)
- Plastic bag, newspaper, or other item to cover floor for easy clean-up



1. Cut a small hole in each end of the shoe box (about in the middle). Thread the piece of string through each hole so that the string is running through the inside of the box (see diagram).
2. Place egg into shoe box; gently tape it down into the shoe box.
3. Tape one end of the string to the floor and the other end to a wall, so that the string makes a steep decent (downward slope should make an angle about 30 degrees out from the wall).
4. Put plastic bag/floor covering around the string.
5. Hold box with egg at the top of string (near wall), let go of box.
6. Using the same box, place the 2nd egg in the box without taping it.
7. Hold box with the un-restrained egg at the top of the string, let go.

☑ **After the first run**, discuss the outcome with students. Did the egg break? Why not? If egg cracks during this run, discuss the fact that although the egg was "injured", it would have been worse unbelted. What did the students learn from this assignment?

☑ **After the second run**, discuss with students what happened to the egg. Why did the egg break? Discuss the fact that seat belts keep people from being ejected during a crash. Would a similar outcome happen if unrestrained during a car crash?

Seat Belt Scramble

Name: _____

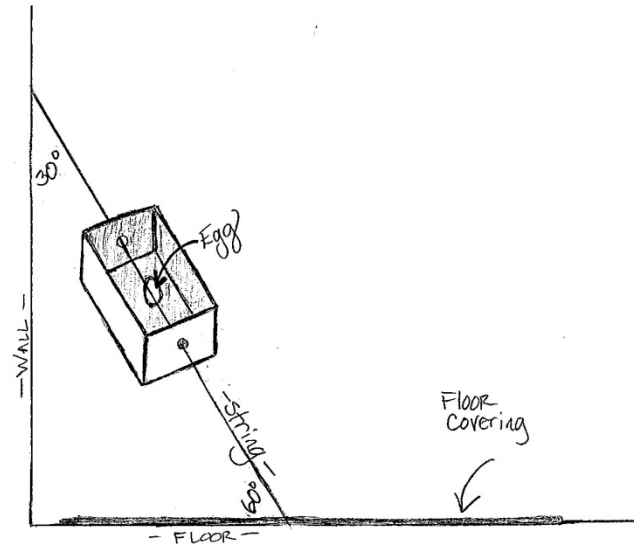
Objective: To learn what happens during a car crash when wearing and not wearing a safety belt.

Materials Needed:

- Shoe boxes (1 for each person or group)
- Eggs (2 per person or group)
- Ball of twine (string) cut into 8 feet pieces
- Tape (Masking, packing, or other heavy-duty tape)
- Plastic bag, newspaper, or other item to cover floor for easy clean-up

Instructions:

1. Cut a small hole in each end of the shoe box (about in the middle). Thread the piece of string through each hole so that the string is running through the inside of the box (See diagram).
2. Place egg into shoe box; gently tape it down into the shoe box.
3. Tape one end of the string to the floor and the other end to a wall, so that the string makes a steep decent (downward slope should make an angle about 30 degrees out from the wall).
4. Put plastic bag/floor covering around the string.
5. Hold box with egg at the top of string (near wall), let go of box. What happened?
6. Using the same box, place the 2nd egg in the box without taping it.
7. Hold box with the un-restrained egg at the top of the string, let go. What happened this time?



Short-Answer Questions:

1. What happened when you dropped the box the first time? Did the egg break? Why or Why not?
2. What happened when you dropped the box the second time? Did the egg break? Why or Why not?
3. How does this experiment relate to traveling in a real vehicle? In other words, what can you share about car safety that you've learned from this activity?

TEACHER'S INSTRUCTIONS FOR "BODIES IN MOTION!"

Dear Teacher,

In this assignment, students will calculate the amount of force (in pounds) it would take to restrain an occupant in the event of a car crash. Enclosed you will find the "Bodies in Motion!" worksheet. Below are the instructions to help you guide the students in thinking about proper vehicle safety.

- **Give students background information about crash forces and Newton's law to help them complete this assignment:**
 - Newton's Law of Motion states that an object in motion keeps moving in the direction and speed it was traveling in unless it is stopped by something.
 - In the case of a vehicle, this could mean the brakes, another vehicle, or a tree/pole.
 - In the case of the occupants in that vehicle, this could mean the windshield, seat belt, or anything else inside or outside the vehicle. If the vehicle is traveling at 35 mph, occupants will continue traveling at 35 mph once the vehicle crashes, unless they are belted in and thus, stop with the vehicle.
 - There are three collisions during a car crash
 - Vehicle collision: vehicle begins to stop when it collides with another vehicle, object, etc.
 - Human collision: Occupants in the vehicle continue to move forward in the same speed until they collide with something inside the vehicle.
 - Internal collision: The occupant's internal organs continue to move forward in the same speed until they collide with other organs, bones, etc.
 - To illustrate the power of crash forces, you might use the following example:
 - A car going 40 mph would hit a tree with the same force as hitting the ground after falling off of a 50 foot cliff. An unrestrained person in that car would go through the windshield with the same force as hitting the ground after a fall from a 5-story building.
- **Crash forces can be calculated using the following formula:** person's weight X speed of vehicle = pounds of force needed to keep the occupant in his/her seat. The student exercises can be solved using this crash forces equation. Go over this equation with your students, and consider using some of the following examples:
 - If an average man weighing 180 pounds crashes his car into another vehicle going 50 MPH, the force needed for the seat belt to keep him in the car would be 9,000 pounds. This roughly equals to the weight of an adult African Elephant! Without the seatbelt, the man will propel forward with the force of an elephant.
 - If a 90 pound child is properly restrained with a seat belt in a car that crashes when going 30 MPH, the restraining force provided by the seat belt in a crash is 2,700 pounds. This roughly equals to the weight of a small car! Without the seat belt, the child will propel forward with the force of the weight of a small car.
- **Remind students of the importance of wearing a seat belt while riding in a vehicle, especially when involved in a car crash.** Emphasize the following points:
 - Car crashes are the #1 cause of death for children.
 - Seat belts prevent ejection from the vehicle. You are 4 times more likely to be killed if you are thrown from the vehicle during a crash.
 - Wearing a seatbelt cuts the risk of injury in a collision by half.
 - Wearing a seatbelt is the single most important thing a child can do to keep themselves safe while riding in a vehicle.
- **This assignment can be used to fulfill math or science SOL objectives (for 5th or 6th grade).** To expand the fun, ask the students to think of objects that weigh as much as the answers,
 - 1a) Abby = 3,600 lbs
 - 1b) Abby's mom = 5,400 lbs
 - 2a) Ryan = 2,750 lbs
 - 2b) Matthew = 3,500 lbs
 - 3a) Amanda = 4,350 lbs
 - 3b) Amanda's baby = 300 lbs
- **Answer Key:**



Bodies in Motion!

Instructions: Read each word problem carefully, and complete the questions. Show all of your work on the back of this sheet or a separate sheet of paper. Use the following equation to help you.

Person's Weight	×	Car's Speed	=	Pounds of Force
--------------------	---	----------------	---	--------------------

1. Abby and her mom are driving to the mall. They are both wearing safety belts and they are traveling at 45 MPH. Abby weighs 80 pounds, and her mom weighs 120 pounds. What are the pounds of force Abby's seat belt will need to provide to keep Abby in her seat during a crash? What are the pounds of force the seat belt will need to provide to keep Abby's mom in her seat during a crash?
2. Ryan is riding in a car with his older brother Matthew when they are involved in a car crash. Neither Ryan nor Matthew was seriously hurt during the crash because they were both properly restrained by their seat belts. They were traveling down the road going 25 MPH when they collided with another car. Ryan weighs 110 pounds and Matthew weighs 140 pounds. Calculate pounds of force that were needed to keep both Ryan and Matthew in their seats.
3. Amanda is taking her baby to her friend's house for a visit. Both Amanda and her baby are practicing good car safety and are restrained properly in their seats (using a seat belt and car seat, respectfully). On the way, Amanda's car is struck by another car on the road. Amanda weighs 145 pounds, and her baby weighs 10 pounds. Calculate the pounds of force necessary to keep both Amanda and her baby safe in their seats during the crash, when they were driving 30 MPH.

CLICK-TOGETHER-SENTENCES: TEACHER'S INSTRUCTIONS

Dear Teacher,

The purpose of this assignment is to encourage the students to think more about car safety while learning how to construct compound sentences. Below are instructions to help you guide the students in completing the assignment. We appreciate you participating in the effort to keep children safe.

- **Explain to the students that the simple sentences can be combined into one (often longer) compound sentence that conveys the same information. They may need to use punctuation (such as commas) and/or conjunction words (such as "and," "because," "when," and others).**
- **Remember to discuss the following key facts with the students:**
 - **Car crashes are the #1 cause of death for children.**
 - **Seat belts and other restraints prevent ejection from the car during a crash. You are 4 times more likely to be killed if you are thrown from the vehicle.**
 - **Wearing a seat belt cuts the risk of injury in a collision by half and is the single most important thing a person can do to keep themselves safe while riding in a vehicle.**
 - **For this age group, sitting in the back seat reduces mortality risk by almost half.**
- **There are many right ways to combine the sentences for each item. We've provided an example answer for each below, but students may choose to combine them in other ways.**

Sample Answers:

- 1. Miguel wears his seat belt when he rides in his mother's blue car.**
- 2. Juan's little sister, Maria, uses a car seat.**
- 3. Amanda eats a vanilla sundae in the back seat of the car on the way home from the ice cream shop.**
- 4. Quentin always wears his seat belt when he rides in the car.**
- 5. Amy always wears her seat belt and sits in the back seat when she goes on a trip.**
- 6. Jamal is safe because he always wears his seat belt.**
- 7. Kyras's grandma will not let her sit in the front seat because it is safer for her to sit in the back seat.**



Click Together Sentences



Directions: "Click" the simple sentences together into one compound sentence that provides the same information as the simple sentences. You may need to use punctuation (such as commas) and/or conjunction words (such as "and," "because," or "when").

1. a) Miguel wears his seat belt. b) Miguel rides in his mother's car. c) Miguel's mother's car is blue.

2. a) Juan has a little sister. b) Juan's little sister uses a car seat. c) Juan's sister's name is Maria.

3. a) Amanda eats a vanilla sundae. b) Amanda sits in the back seat of the car. c) Amanda is on her way home from the ice cream shop.

4. a) Quentin rides in the car. b) Quentin always wears his seat belt.

5. a) Amy goes on a trip. b) Amy sits in the back seat. c) Amy always wears her seat belt.

6. a) Jamal is safe. b) Jamal always wears his seat belt.

7. a) It is safer to sit in the back seat. b) Kyras's grandma will not let her sit in the front seat.



TEACHER'S INSTRUCTIONS FOR THE "ULTIMATE BACK SEAT BLUEPRINT!"

For children under the age of 13, the back seat is the safest place to ride in the car. Though many children are given the option to sit in the front seat prior to age 13, it is unsafe for a number of reasons. First, airbags are often not designed to account for smaller passengers and may deploy with too much force and cause injury or even death. Second and more importantly, *most* crashes are frontal, meaning kids in the back are farther from the point of impact. This protection is especially important for the fragile bodies of children under 13 years old.

One way to encourage pre-teens to sit in the back seat is to teach them the benefits and allow them to create their own space. This activity is an opportunity for students to think about how they would re-design the back seat of their family's car if they could add their own style and have everything they need at their fingertips. Below are instructions to help you challenge the students to design the blueprints for the ultimate back seat.

- Teach students about the advantages of sitting in the back seat:
 - a. Car crashes are the #1 cause of death for children. The two most important things children can do to stay safe are to use the proper safety restraint and sit in the back seat.
 - b. For this age group, sitting buckled in the back seat reduces mortality risk by almost half.
 - c. Most crashes are frontal, so sitting in the back seat moves children farther away from the point of impact.
 - d. Airbags can seriously injure or kill smaller children who are seated in the front seat.
- On the attached sheet or any kind of poster paper, ask students to draw what they consider is the perfect back seat. What are the kinds of things they would want within reach of them? For instance, they might want coloring books/crayons, stickers, etc. How would they redecorate the seat? Encourage the students to be creative!
- You can make this activity extra exciting by staging a friendly contest among students and perhaps giving away small prizes/ribbons. One suggestion is to post their work around the room/school, and have the students vote on the most creative back seat.
- To make this assignment compliant with English SOLs, you might accompany this assignment with an essay question and have the students complete oral presentations.
- To make this assignment compliant with Math SOLs, ask students to categorize and tally similar themes in students' pictures. Then, ask them to calculate proportions and/or graph the results.



Ultimate Back Seat Blueprint

Instructions: Think about how you would re-design the back seat of your family's car if you could add your own style and have everything you need at your fingertips.

Draw your ultimate back seat!



VEHICLE SAFETY DATA: TEACHER'S INSTRUCTIONS



Dear Teacher,

This homework assignment will involve the students in an observation exercise that can fulfill math and science standards of learning objectives; plus, students will learn about the importance of buckling up for safety. Enclosed you will find a Vehicle Safety Data Sheet for your students. Students will observe people driving or riding in cars, and indicate on the attached sheets if drivers and passengers are using their seat belts.

- **Instruct students to observe cars that they see driving slowly in familiar places.** Ideas include parking lots of shopping centers/malls, schools, churches, etc. Instruct students to stand a safe distance from traffic on sidewalks or grassy areas, away from the street or intersections.
- **Be sure to emphasize student safety.** Students are to be accompanied by an adult when collecting data, and to always stand on sidewalks at an entrance, and to never collect data in the street, at dusk or at night. Remind them that they should NEVER observe from medians in the middle of the street.
- **On the attached sheet, students are to record the belt use and back seat use of people in passing vehicles.** They are to use one line per vehicle, and record yes or no for (a) whether the driver is wearing a safety belt, (b) whether all passengers are wearing safety belts/restraints, and (c) whether all children are in the back seat. Tell students that if they are unsure of what they saw or couldn't see at all, they should not record the information on the sheet.
- **Remember to convey to students some important facts about wearing a safety belt and sitting in the back seat:**
 - Car crashes are the #1 cause of death for children.
 - For this age group, sitting in the back seat reduces mortality risk by almost half.
 - Most crashes are frontal, so sitting in the back seat moves children farther away from the point of impact.
 - Seatbelts prevent ejection from the car during a crash. You are 4 times more likely to be killed if you are thrown from the vehicle during a crash.
 - Wearing a seatbelt cuts the risk of injury in a collision by half and is the single most important thing a child can do to keep themselves safe while riding in a vehicle.
- **This assignment can easily satisfy Standards of Learning (SOL) objectives. Here are some suggestions:**
 - To expand the fun and make this assignment compliant with **Math SOLs**, you might consider:
 - Ask students to sum up the total of *Yes* responses and *No* responses by column.
 - Create ratios using sums for each column (Examples):
 - *Driver seat belt use.*
$$\frac{\text{Total number of drivers wearing seatbelts [i.e., Yes in driver column]}}{\text{Total number of drivers observed [i.e., Yes + No in driver column]}}$$
 - *Passenger seat belt use.*
$$\frac{\text{Total number of cars observed with all passengers wearing belts [i.e., Yes in passenger column]}}{\text{Total number of cars observed with passengers [i.e., Yes + No in passenger column]}}$$
 - *Children observed in the back.*
$$\frac{\text{Total number of cars observed with kids in the back seat [i.e., Yes in kids in back column]}}{\text{Total number of cars observed with kids [i.e., Yes + No in kids in back column]}}$$
 - To make this assignment compliant with **Science SOLs**:
 - Ask the students to create graphs of the data collected and study/interpret them.
 - Beforehand, have the students make predictions about what they might observe. After they collect the data, ask them to make inferences about the data, and draw conclusions about what they found.
 - To make this assignment compliant with **English SOLs**:
 - The students could write an essay about what they found, and whether the people they observed were traveling safely. Students could also present their findings orally to the class.






Vehicle Safety Data Sheet




Circle Yes/No for seat belt use you observe in passing vehicles.
Use a separate line for each vehicle.

Your Name: _____ Date: _____

Time: _____ Location: _____

	 Is the driver wearing a seat belt?	 Are all the other people in the car wearing a seat belt? (Leave blank if no passengers)	 If there are kids, are they all in the back seat? (Leave blank if no kids)
1	YES NO	YES NO	YES NO
2	YES NO	YES NO	YES NO
3	YES NO	YES NO	YES NO
4	YES NO	YES NO	YES NO
5	YES NO	YES NO	YES NO
6	YES NO	YES NO	YES NO
7	YES NO	YES NO	YES NO
8	YES NO	YES NO	YES NO
9	YES NO	YES NO	YES NO
10	YES NO	YES NO	YES NO
11	YES NO	YES NO	YES NO
12	YES NO	YES NO	YES NO

Always stand a safe distance from traffic on sidewalks or grassy areas, away from the street or intersections. Never observe from medians in the middle of the street!

	 Is the driver wearing a seat belt?	 Are all the other people in the car wearing a seat belt? (Leave blank if no passengers)	 If there are kids, are they all in the back seat? (Leave blank if no kids)
13	YES NO	YES NO	YES NO
14	YES NO	YES NO	YES NO
15	YES NO	YES NO	YES NO
16	YES NO	YES NO	YES NO
17	YES NO	YES NO	YES NO
18	YES NO	YES NO	YES NO
19	YES NO	YES NO	YES NO
20	YES NO	YES NO	YES NO
21	YES NO	YES NO	YES NO
22	YES NO	YES NO	YES NO
23	YES NO	YES NO	YES NO
24	YES NO	YES NO	YES NO
25	YES NO	YES NO	YES NO
26	YES NO	YES NO	YES NO
27	YES NO	YES NO	YES NO
28	YES NO	YES NO	YES NO

Always stand a safe distance from traffic on sidewalks or grassy areas, away from the street or intersections. Never observe from medians in the middle of the street!

Section V:

Creativity Contest





Creativity Contest!

The contest theme is:

HOW DO YOU STAY SAFE IN A CAR?

You can submit:

- **Artwork (drawing, sculpture, etc.)**
- **Essay or poem**
- **Song**

Remember, all submissions must relate to the theme!

Turn in entries to _____
by _____ (date)

Winners will receive fun prizes!!

Winning submissions will be displayed in the building!

Section VI:

Newsletter Sample



Make-It-Click Newsletter

Volume I, Issue I

Important Car Safety Facts for Tweens

- Over 1200 tweens are injured *daily* in motor vehicle crashes in the U.S.
- Annually in Virginia, 50% of tweens involved in crashes are *completely unrestrained*.
- Safety belts *reduce the risk* of moderate to fatal injury by 50%.
- The safest place in a car for a child under 13 is the back seat; however, 73% of tweens sit in the front seat.

Want to get involved?

Let us know!

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What is Make-It-Click?

December 2008

The Make-it-Click program aims to increase seatbelt and backseat use among 8-12 year-old children, or tweens, in the Portsmouth Public School System.

This safety program teaches motor vehicle safety through a peer-led student program, parent flyers, buckle-up contests, safety-themed classroom assignments, and other educational activities.

Make-it-Click is the first and only seat belt program in VA that specifically targets tweens. Tweens are at an ideal age for intervention because they are just starting to make their own decisions and are starting to develop safety habits.

Make-it-Click is a partnership between Ports-

mouth Public Schools and Eastern Virginia Medical School. It is funded by a grant from the US Department of Transportation and Virginia Department of Motor Vehicles.



Why is Make-It-Click Important for Douglass Park Students?

To understand the safety knowledge and practices of Douglass Park students, we surveyed 177 tweens and conducted 57 parking lot observations at Douglass Park in Fall 2008. The results were troublesome.

In response to the surveys, nearly half

(46%) of the tweens responded that they do not wear their seatbelt every time they ride in a car, and 44% responded that they usually sit in the front seat.

Also, we observed that **60% of Douglass Park tweens were not wearing their seatbelt and 54%**

were sitting in the front seat when dropped off for school.

These results demonstrate an unfortunate trend among tweens across the state and further underscore the need for the Make-it-Click program at Douglass Park.

Current Make-It-Click Initiatives

Make-it-Click program staff are working with teachers in Douglass Park and the Boys & Girls Club on a number of initiatives planned for 2008-2009 school year. Special thanks to Mr. Brown, Mr. Burdick, Mr. Bond, and Mrs. Waring-Sorrell for their help planning and rolling out this year's initiatives!

Some interventions planned for this winter include the Make-it-Click Creativity Contest, where students are encouraged to submit posters or musical works supporting the theme, "How do you stay safe in the car?"

Second, all teachers will soon receive copies of an SOL-compliant homework assign-

ment that encourages tweens to "Be the Buckle Boss" by observing and teaching car safety practices in the family car. Another homework assignment will send tweens on a Safety Scavenger Hunt.



Make-It-Click Initiatives are SOL Compliant!

Not only is Make-it-Click a great program to teach tweens about safety belt and backseat use, but many of the initiatives we plan to roll out this year are SOL compliant!

Specifically, the "Be the Buckle Boss" homework assignment, the "Belted in the Back Challenge", and the Safety Scavenger Hunt support many Math SOL requirements. These include telling time to the nearest minute, collecting and organizing data using observations and sur-

veys, constructing and interpreting graphs, predicting the likelihood of outcomes, finding the mean, median, mode, and range of a set of data, and describing and comparing two sets of data using ratios.

The Buckie Buckle play and Public Service Announcements support many English SOL requirements, such as reading and demonstrating compre-

hension of fiction, writing narratives and explanations, and making oral presentations.

The "Belted in the Back Challenge" also supports some Science SOL requirements, including conducting investigations in which predictions and observa-

tions are made and developing questions to formulate hypotheses.

"Many of the initiatives we plan to introduce this year are SOL compliant!"

Upcoming Make-It-Click Initiatives

Some interventions planned for this spring include a "Belted in the Back Challenge," where classes or grades will compete to achieve the highest rate of students buckled in



the back (during parking lot observations).

We are also working with the Boys & Girls Club to implement a number of safety-themed activities after school, which will include

hosting a Make-it-Click Student Club, staging a Buckie Buckle play, and having students write and direct their own Public Service Announcements. Finally, we will continue distributing various parent education flyers in order to help parents persuade tweens to sit buckled in the backseat.

Section VII:

Parent Flyers/Posters



**It's your responsibility
to keep them buckled
in the back!**



Most 8-12 year olds (tweens) think it's safe to sit in the front seat, but actually the safest place for kids under age 13 is in the back seat. Keep your tween safe and tell him/her to sit in the back.



**It's your responsibility
to keep them buckled
in the back!**



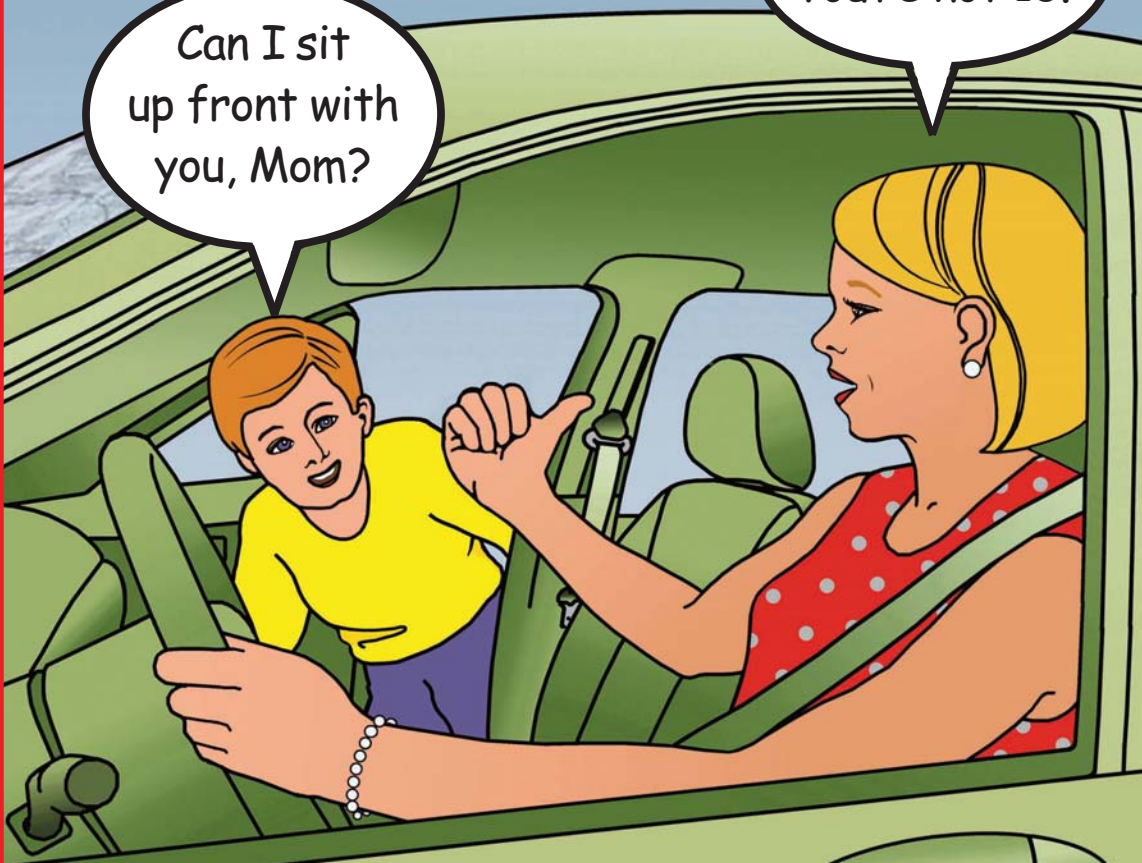
Most 8-12 year olds (tweens) think it's safe to sit in the front seat, but actually the safest place for kids under age 13 is in the back seat. Keep your tween safe and tell him/her to sit in the back.



**It's your responsibility
to keep them buckled
in the back!**

Can I sit
up front with
you, Mom?

Not yet.
You're not 13.



Most 8-12 year olds (tweens) think it's safe to sit in the front seat, but actually the safest place for kids under age 13 is in the back seat. Keep your tween safe and tell him/her to sit in the back.



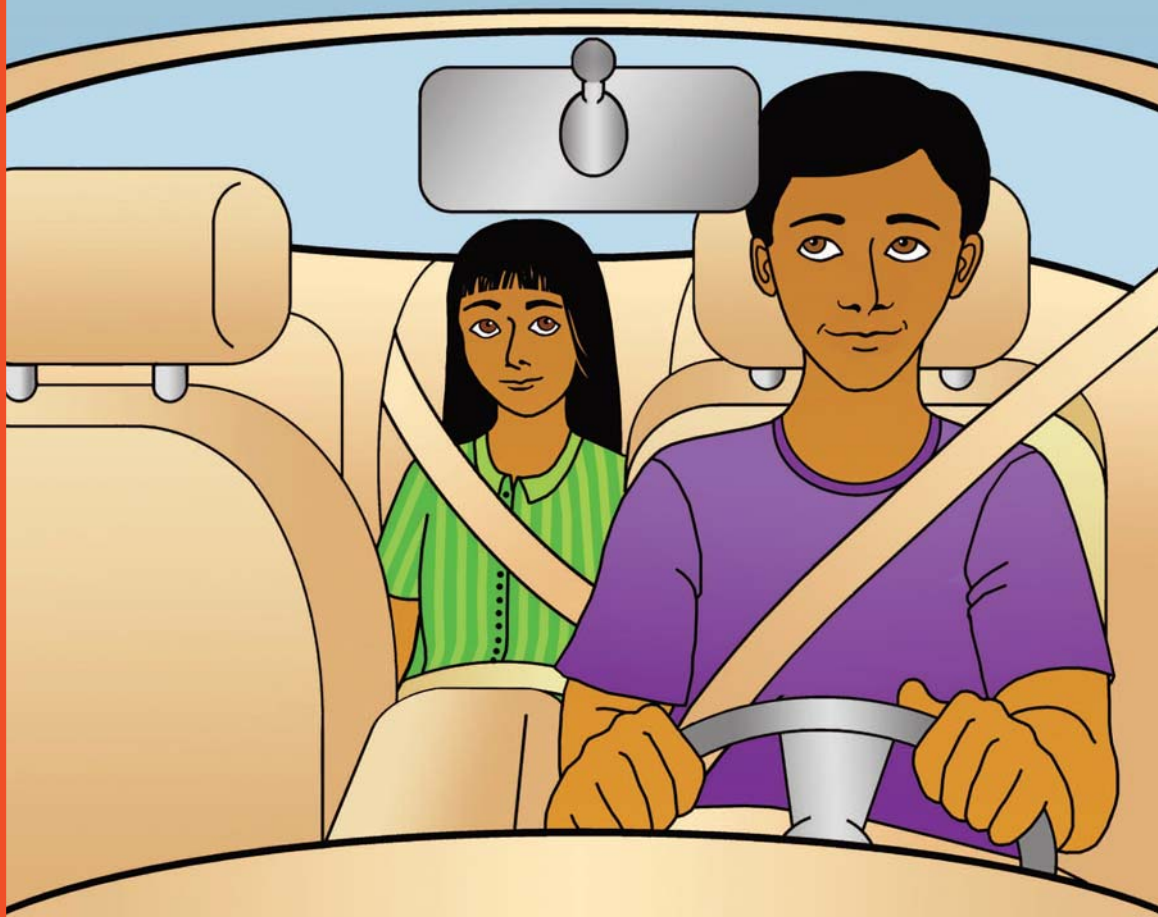
**If you want your kids
to use their safety belts,
use yours!**



Wearing a safety belt is the single most important thing you can do to prevent injury in a crash. Safety belts decrease injury risk by 50%. Set a good example—wear your belt and remind your 8-12 year-old (tween) to wear it, too.



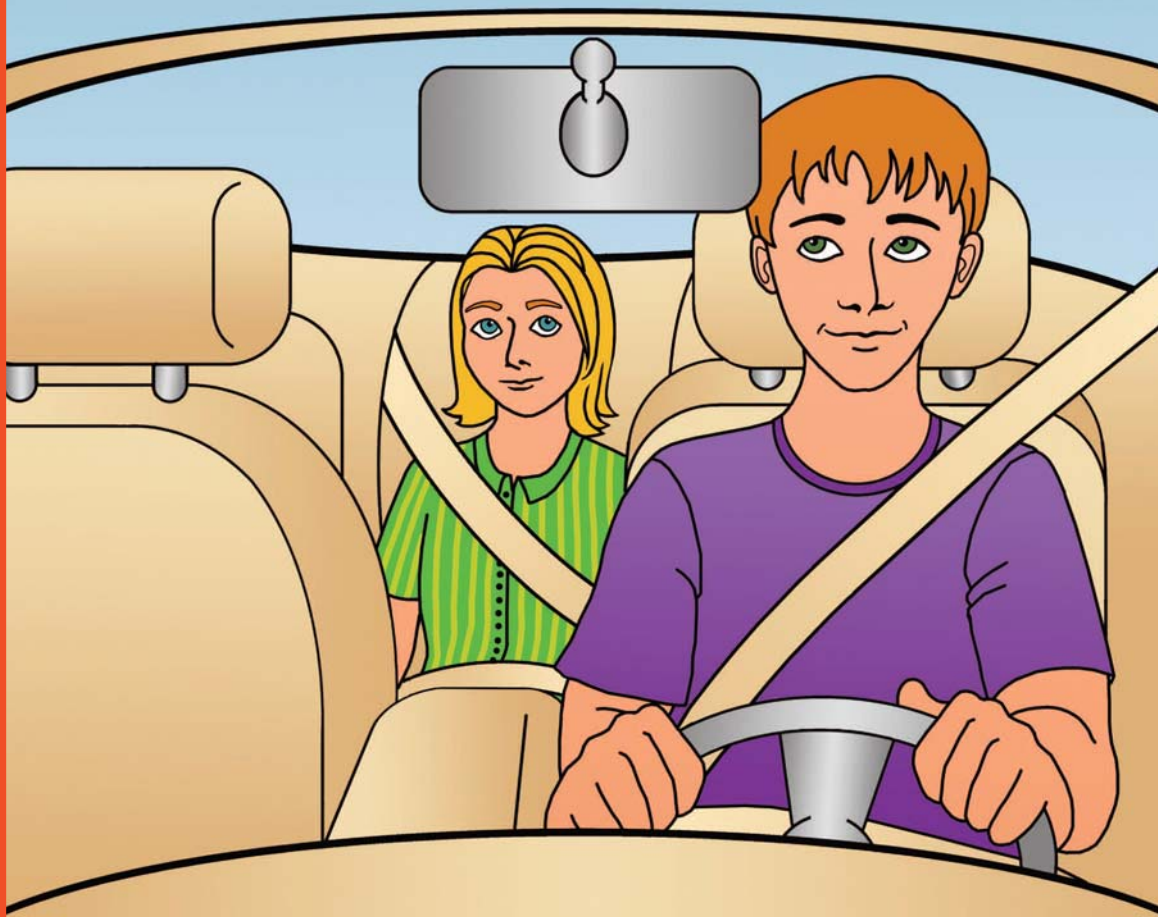
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Compromise and keep them buckled in the back!



Since most crashes are frontal, the safest place for kids under age 13 is in the back seat. Wearing a seatbelt AND sitting in the back seat greatly reduces injury. To keep kids happy in the back seat, let them choose the station and point the A/C vents in their direction.



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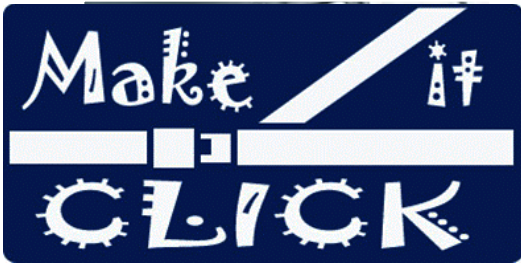
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Hold onto the one you love



– with a seat belt.

Five Ways to Get Your Tween Safely Buckled Up in a Back Seat:

Most parents agree it's the right thing to do: Every child should wear his or her seat belt, and, if they are under 13, the child should sit in a back seat. The challenge is making it happen. But guess what?

You may have more influence than you think. When 8- to 13-year-olds were asked in a recent survey what might get them to wear a seat belt, most cited their own parents. What's more, tweens mimic their parents when it comes to belts: If parents buckle up, so do their children. How can you get your child buckled safely in back? Check out these five ideas:

1 Let them pick the radio stations.

Eight to 12-year-olds, like tweens everywhere, are eager to make their own choices, and picking a radio station is often high on their list. Make a deal with your child: If the child sits buckled in back, he or she can pick the radio stations. Otherwise, it's my old-fogey music or the radio news.

2 Give them something to do.

A back seat can be a great place for playing electronic games. Store games in a back seat and make games in the front seat off limits.

3 Let them own the space.

Tweens are eager to claim their own space. Let them set up places to keep things in a back seat so that's the first place they want to go.

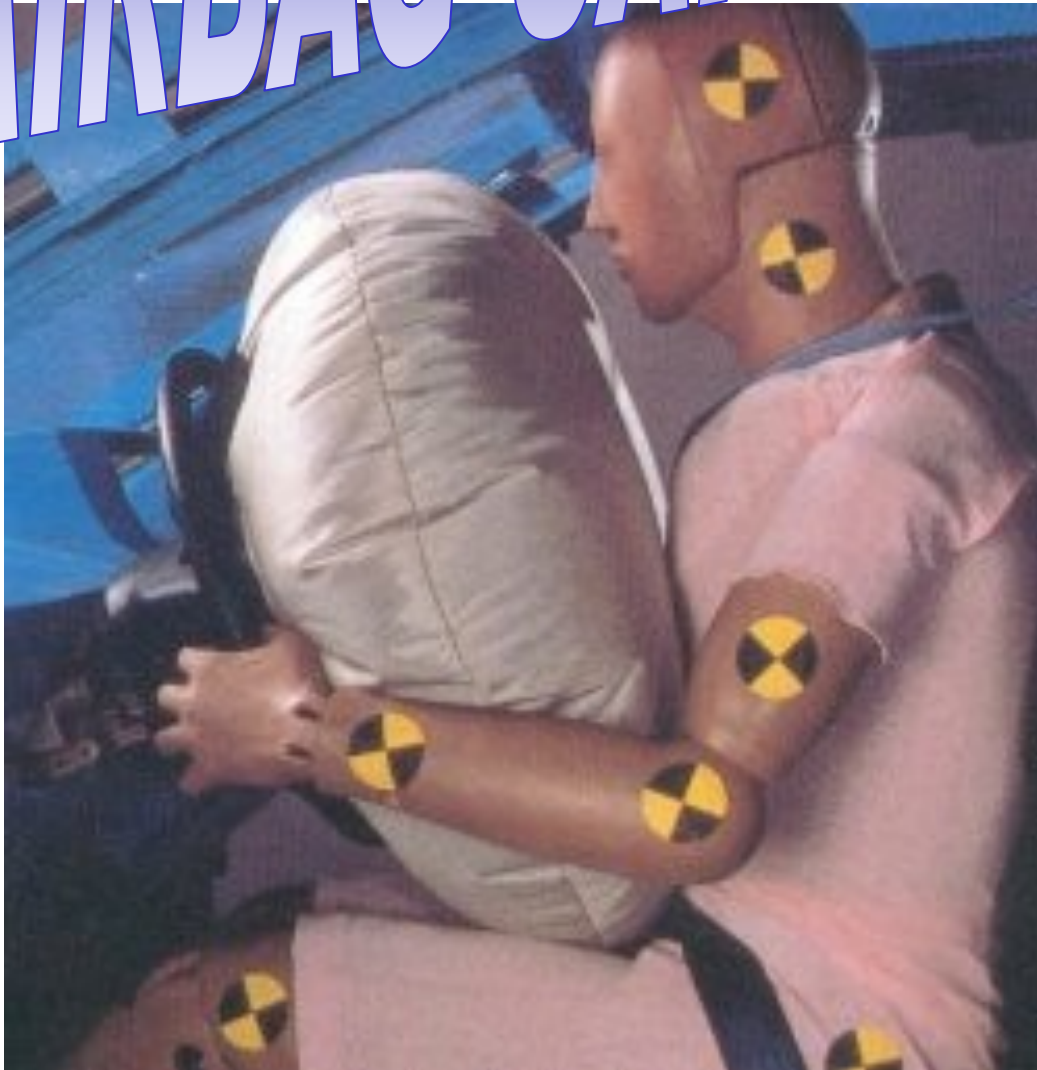
4 Buckle up.

Tweens do what you do — if you buckle up, they are more likely to do the same.

5 Tell them it's the law.

Seat belts are mandatory by law. Let tweens know belt use isn't an option; it's the law.

AIRBAG SAFETY



Airbags DO NOT replace seatbelts. In a crash, the seat belt and airbag work together to keep you secure in your seat and shielded from harm. Without your seat belt, the airbag *cannot* protect you. For kids under 13, the safest place to ride is buckled in the back seat.





Q: Which of these kids needs a booster seat?

A: Both!

Most children are not ready for regular seat belts until they are at least 80 pounds, at least 8 years old, and 4 foot 9 inches tall.

•
Booster seats are just as important for older kids as they are for younger kids.

•
Booster seats should be used until children are big enough to safely use adult-sized seat belts.

If you answer "no" to any of these questions, your child is **not ready to come out of the booster seat:**

1. Does the child sit all the way back in the vehicle seat?
2. Do the child's knees bend comfortably at the edge of the vehicle seat?
3. Does the shoulder belt cross the chest at the shoulder, not the neck?
4. Does the lap belt fit low and snug on the hip bones, touching the upper thighs?
5. Can the child stay seated like this for the whole trip?



Find out more: www.boosterseats4safety.org

Section VIII:

Educational Presentation



What You Should Know About Keeping 8-12 year-old “Tweens” Safe In The Car



Why is Tween Safety Important?

- Motor vehicle crashes are the leading cause of death for children
 - Many children are unrestrained or restrained improperly, which greatly increases their chances of injury¹
- Tweens (8-12 year olds) are at higher risk for crash injury.
 - As children age, their crash injury rate rises
 - Can be attributed to lower restraint use among older children²
- Tweens are at an important age for intervention.
 - Time of transition and developing life-long habits
 - Highly impressionable to peer *AND* parent influence³



What is the Issue?

- Less than half of tweens (8-12 year olds) involved in crashes wear safety belts⁴
 - Proper restraint use reduces risk of dying in a crash by 45%-60%, depending on the type of vehicle⁴
- Nearly three-fourths of tweens sit in the front seat when they are the sole passengers in the vehicle⁵
 - Rear seating until age 13 reduces risk of dying in a crash by 40%⁶



What Do You Need to Know?

- The two most important things tweens can do to protect themselves in a crash are to use the proper safety restraint (safety belt or booster seat) and sit in the back seat.
- People are 4x more likely to be killed if thrown from the vehicle. Safety restraints prevent being thrown from the vehicle and spread crash forces over the strongest parts of the body.
- Most crashes are frontal, so rear seating moves children farther from the point of impact and away from airbags that are not safe for smaller passengers. Rear seating cuts mortality risk in half.



Many Tweens May Still Need a Booster Seat

- When children are too small for a seat belt, the seat belt can cause injuries in a crash.
 - Many adults are surprised to learn that it can take up to 12 years for a child to be big enough for safety belts — close to 5 feet tall and between 80 and 100 pounds.
- Is your child ready for a seat belt? If you answer “no” to any of these questions, your child is not ready to transition out of the booster seat:
 - Does the child sit all the way in the back seat?
 - Do the child’s knees bend comfortably at the edge of the auto seat?
 - Does the shoulder belt cross the chest at the shoulder, not the neck?
 - Does the lap belt fit low and snug on the hip bones, touching the upper thighs?
 - Can the child stay seated like this for the whole trip?



What Should You Do?

- Parents should tell their children to sit in the back seat, and to buckle up
 - Require use of a booster seat until the belt fits properly
- Tell them why its important for every ride, every time (no exceptions)!
- To help keep them happy in the back seat, let them pick the radio station, and point the A/C vents in their direction.
- Practice buckling up yourself (children may not **hear** what you say, but they will **do** what you do!)



Thank You!

- Presentation slides provided as a public service by Eastern Virginia Medical School Department of Pediatrics as part of the Make-It-Click program.
- Funding provided by the Virginia Highway Safety Office.
- For more information, please visit www.umakeitclick.org or contact: Dr. Kelli England Will at willke@evms.edu or 757-668-6449.



Section IX:

Script for Radio Spot





<Billy, 10 year-old child>

Why are you wearing a seat belt?

<Sarah, 10 year-old child>

I *always* buckle my seat belt... every time I ride in the car

<Billy>

Every time? We're just going down the street to the store?

<Sarah>

Yeah silly! It's *more* dangerous when you're closer to home, right mom?

<Sarah's Mother, From front seat>

That's right, three out of every four car crashes happen close to home. That's why it's important to *always* wear your seatbelt... no matter how far you're going.

<Billy>

I guess I should wear mine too then... Is that why you always sit in the back seat Sarah?

<Sarah>

Uh huh... because sitting in the back seat is safer if we get in an accident.

<Sarah's Mother>

Yep. Since most car crashes happen from the front, anyone under 13 is a lot safer sitting in the back seat.

<Billy>

You know, I saw Chad's mom dropping him and Tyrone off at school the other day, and *they* were both sitting in the back seat too!

<Sarah>

See?

SFX

<Car Doors Shut, cut to Ambient Interior Stationary Car>

<FRONT MIX: Seat Belt Clicks>

<BACK MIX: Interior Car Start>

<Transition to: Ambient Interior Car in Motion>

<FRONT MIX: Seat Belt Clicks>



<Sarah's Mother>

And Sarah and I made a deal, Billy. If she sits in the back and wears her seatbelt, I let *her* choose the radio station...

<Sarah>

<Interrupting> And *she* wears her seatbelt too!

<Sarah's Mother>

<Laughing> That's right!

<Billy>

That's cool! I'm gonna see if *my* mom will make that deal too!

<VO Male>

If you're under the age of 13, the safest place to be is in the back seat with your seatbelt fastened... no matter how short of a trip you're taking. Tell your friends... and remember to 'make it click!'

SFX

<BACK MIX: Sarah and Billy start discussing what radio station to listen to>

Section X:

Effectiveness of the Program





MAKE-IT-CLICK PROGRAM

NEARY DOUBLES SAFETY BELT USE RATE IN TWO PORTSMOUTH ELEMENTARY SCHOOLS



WHY WE CARE ABOUT THE SAFETY BEHAVIORS OF TWEENS

Motor vehicle crashes are the leading cause of death for children (NHTSA, 2007; CDC, 2007). Unfortunately, few vehicle safety programs specifically target 8-12 year olds (tweens). Tweens are at a time of transition, and are just starting to make their own decisions and develop safety habits. Less than 50% of tweens involved in crashes wear safety belts (NHTSA, 2007), and 73% of tweens sit in the front seat when they are the sole passengers in the vehicle (Durbin, Chen, Elliott, & Winston, 2005). These factors increase risk of serious injury or death in a car crash by 45-55%.

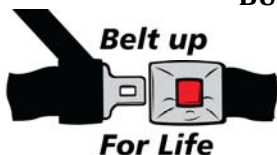
THE MAKE-IT-CLICK PROGRAM

The purpose of the Make-it-Click program was to develop, implement, and evaluate a school-based program targeting increased safety-belt and back-seat use among 8-12 year-old children (tweens) in 4 Portsmouth, VA elementary schools (2 intervention and 2 control). Funded by the Virginia Highway Safety Office and led by Dr. Kelli England Will of Eastern Virginia Medical School, the program's design included involvement of teachers, school staff, and after school organizations (primarily Boys and Girls Clubs of America) to implement components in ways that would not infringe upon academic time. The program's interventions were implemented on a rolling basis (1-2 per month) in the 2008-2009 school year and included:



CREATIVITY CONTEST

Students were asked to create an original piece of art to illustrate the theme: "How do I stay safe in a car?" All artwork was displayed throughout the school, with ribbons and loud speaker announcements noting the winning entries. Winners received prizes ranging in cost from \$5 to \$20.



BUCKIE BUCKLE PLAY

Was implemented with the help of the Boys and Girls Clubs of America. The play increases children's knowledge and use of seatbelts and raises awareness of car safety issues among the audience. Children had play rehearsals once per week after school for 6 weeks. The play was performed at both intervention schools (January-February 2009), and garnered great attendance by parents and schoolmates.

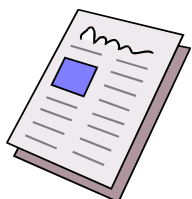


BELTED IN THE BACK SEAT CHALLENGE

Was implemented with assistance from teachers and guidance counselors. Grades competed to achieve the highest rate of students buckled up and sitting in the backseat. Students helped promote the program and collect the data. Each class in the winning grade received a trophy and framed certificate with the class picture. All students received a Make-it-Click wristband.

SAFETY-THEMED ASSIGNMENTS

Included two assignments: Be the Buckle Boss and Safety Scavenger Hunt. Each was packaged with teacher lesson notes and tips for how the assignment can fulfill Virginia standards of learning for various subjects.



PARENT EDUCATION FLYERS

Five flyers were developed based on feedback garnered from student focus groups. Flyers were sent home with students at various times throughout the school year.

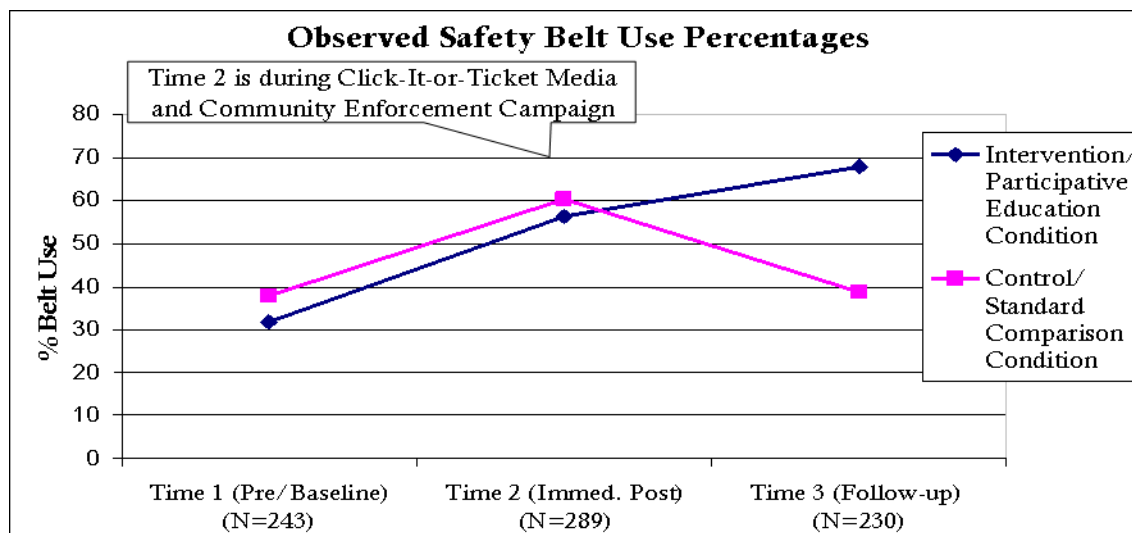
TEACHER NEWSLETTERS

Were distributed periodically and were used to describe the program, notify of upcoming plans, and share accomplishments and results of interventions. Newsletters were put in every teacher's mailbox.

Parking lot observations were conducted at the beginning (in September) of the 2008-2009 school year at all four schools. Following these observations, the intervention program was implemented in stages throughout the school year at the intervention schools. Post-intervention parking lot observations were conducted at all four schools at the end of the school year (in May) and follow-up observations were conducted after summer break, in September of the following school year. Parking lot observations of tweens' safety belt and back seat use occurred twice per school per phase during drop-off times.

WHAT WE FOUND

At baseline (pre-intervention), tweens at intervention and control schools had very low seat belt use rates: 31.9% for intervention schools and 37.8% for control schools. After the Make-it-Click program took place in the intervention schools, observations were conducted again. This time, tweens' seat belt use at the intervention schools had increased to 56.2%. However, seat belt use at the control schools had also increased to 60.4%, which was unexpected. We realized that our observations coincided with the 1-month national Click it or Ticket (media + enforcement) campaign, which explained the increase at the control schools. So we decided to conduct observations again after the Click it or Ticket campaign ended.



At the follow-up observations, we found that seat belt use at the control schools had dropped back to its original level: 38.8%. However, tweens' seat belt use at the intervention schools maintained at a significantly higher level than at baseline: 67.9%. This means that **the Make-it-Click program was successful at increasing and maintaining seat belt use among tweens!** In fact, it shows that **tweens at the intervention schools were 3.3 times more likely to wear their safety belts than tweens at the control schools.** Unfortunately, rates of back seat use did not significantly differ between tweens in the intervention and control groups at any phase of the study (overall mean back seat use = 39.6%).

AUTHOR NOTE: The Make-it-Click Program was developed, implemented, and evaluated by Dr. Kelli England Will's research team at Eastern Virginia Medical School and funded by the Virginia Highway Safety Office.



QUESTIONS? FEEL FREE TO CONTACT US:
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Dr. Krystall Dunaway (dunawake@evms.edu)
(757) 668-6449



For More Information & Activities:

www.umakeitclick.org

