



THE CAR OCCUPANT SAFETY AWARENESS PROJECT:

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Lessons for English Language Learners on the Benefits
of Seat Belt and Child Safety Seat Usage

DEVELOPED BY:



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THE CAR OCCUPANT SAFETY AWARENESS PROJECT

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THE CAR OCCUPANT SAFETY AWARENESS PROJECT

Introduction

An important role that English as a Second Language (ESL) teachers can play in integrating new Americans into U.S. society is to make students aware of safe and unsafe behaviors.

These learning activities are designed to involve participants in learning about safe behavior in cars and engage them in activities that reinforce the use of seat belts and car seats, as part of being a good citizen and a responsible family member. As you may know, simply telling people what to do is one of the least effective methods for changing behavior. Giving people information and allowing them to process the information and make decisions does not always yield the desired result either, but it is generally considered to be a more effective strategy. This curriculum provides language associated with seat belts and safety, and offers facts about seat belt use with the expectation that people will understand the value of using seat belts and will conclude for themselves that using a seat belt is a wise decision.

Each lesson is designed to minimize teacher lesson preparation time. These activities could be part of a unit on safety and safe practices in transportation or they could be done as the warm up part of other lessons. Since they are designed to change behavior, there may be value in repeating the lesson in modified form over the course of a year. There are many resources available in different states to enhance these lessons. For instance, local community organizations, such as the police departments or hospitals, may have additional materials to use to supplement the original lessons. If teachers have access to video equipment, there are videos that can be borrowed to visually illustrate the effectiveness of seat belts during a car accident.

These lessons are aimed at low-intermediate students. If the teacher has a low beginning class, she/he will have to limit the amount of material presented and also limit the vocabulary used. If the teacher has a high intermediate class, the students should be asked to use the material presented in some way, such as making a poster or writing a paragraph, and use visual aids such as role play and pantomime. Also we would encourage the teacher to use the short student evaluation at the end of each lesson. If some students cannot write, they may be able to respond orally to the teacher. ESL teachers and/or administrators will likely want to adapt these lessons to their classes. Statistics have been included in some of the lessons to inform both the teacher and the students about the importance of car occupant safety. In some cases, statistics are part of the lesson. In other cases, the teacher may choose to rely on them for their “shock value” alone. The goal is not to have students memorize statistics, but to motivate students to take simple steps to protect themselves and their families when driving or riding in cars.

The Jazz Chant that is included in “Lesson 1: Occupant Safety Review” has various functions. It aids language learners in getting comfortable with the rhythms of the English language. It also can be looked upon as a mantra for maintaining car occupant safety. Jazz Chants are often used in adult ESL and can build linguistic capacity while being fun; teachers and students are encouraged to create their own chants if time allows.

Resources have been included in this introductory section, as well as in the lessons, for three reasons: 1) To further inform teachers; 2) To be assigned as research homework; and/or 3) To be used as helpful advice to language students who would like more information on car occupant safety.

Training Keys

There are some key strategies for teachers to remember when presenting any of the activities.

1. Demonstrate rather than tell people; show them rather than explain

Involve people in the process. Draw on what people already know and encourage their participation. Most people want to be able to contribute to the larger community; being a contributing participant in the class leads to empowerment in other parts of life (*WorkStyles Manual*, 2002, Spring Institute). Many adult language learners learn more effectively when shown something rather than listening to an analysis (i.e., a picture is worth a thousand words). Demonstration is more engaging and can be easily achieved through the use of visual aids, audio aids, role play, and pantomime (cf. learning styles literature and/or literature related to the constructivist approach).

2. Elicit Before you Teach

Adults bring a wealth of knowledge and life experiences to learning. Consequently, textbooks such as the “*Crossroads*” series encourage teachers to determine what students know before teaching them. This gets students engaged in the activity, it gives the teacher a chance to assess what they know, and it gives students “credit” for knowing something. (*Crossroads Teacher’s Manual, Book 1*, p. XIV, Oxford University Press, 1992)

3. Know your audience

Malcolm Knowles’ (1973) principles of teaching adults are the foundation for current theories about learning and instruction for adults. According to Knowles, adults:

- Are self-directed in their learning.
- Have reservoirs of experience that serve as resources as they learn.
- Are practical, problem-solving-oriented learners.
- Want their learning to be immediately applicable to their lives.
- Want to know why something needs to be learned.

Knowles, M. S. (1973) *The adult learner: A neglected species*. Houston, TX: Gulf.

The Spring Institute for Intercultural Learning

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Additional assistance was provided by Donald Weasenforth, Chair of Developmental Writing and Chair of English as a Second Language at Collin County Community College, Plano, Texas



THE CAR OCCUPANT SAFETY AWARENESS PROJECT

Lesson One: Why wear a seat belt?

Purpose

To introduce information to encourage seat belt use among students and their families

Materials

Flipchart paper, markers, quiz as handout or on an overhead, interview sheets, Jazz Chant

Time

30 – 40 minutes

Procedure

- Ask participants to tell you what they see in the picture below. Record vocabulary on flip chart or whiteboard. Ask for definitions from participants. Be ready to provide simple definitions if needed.



- Ask students if anyone has ever been in a car accident. If so, ask if they were wearing a seat belt? Ask if students wear a seat belt when they are in a car? Tell the students this quiz has some information about the value of using your seat belt in the car. Distribute the quiz to small groups. Make sure at least one person in each group can read and understand the questions. With smaller classes or lower level literacy, write the quiz questions on the board and have a visual cue for each question. Be sure that the students know that the quiz will not be graded. They can't "fail" this quiz.

Beginning-level Quiz

- If you are in a car accident, are you more likely to be safe if you are buckled in the seat belt or thrown out of the car?

Answer: Buckled in the seat belt

- Is it against the law to ride in the front seat of the car without wearing a seat belt?

Answer: Yes (except in New Hampshire)

- Children need to use special seats to ride safely in a car. True or False?

Answer: True

- Where do most car accidents occur? Close to home or on long trips?

Answer: Close to home

Intermediate or Advanced-level Quiz

- Seat belts reduce deaths by 10%, 25%, 45%, or 100%?

Answer: 45%

- How many people are killed in car accidents in one year in the United States?
500, 1,500, 5,000, 15,000, over 40,000

Answer: Over 40,000

- In the United States, using child safety seats saves how many children's lives each year? 14, 40, 400

Answer: 400

- What percent of fatal car accidents occurs within 25 miles of home: 25%, 75%, or 100%?

Answer: 75%

- What is the leading cause of death for children and young adults: heart attack, car accidents, alcohol, or smoking?

Answer: Car accidents

Ask each group to share their answers. Look at the correct answers, and consider rewriting the statements to include the right answer and asking students to read the correct statements. Ask if the students have examples that would support the information.

Extension Activity – This optional activity will provide additional practice.

Ask the students to make posters with information from Lesson One on them and use these for classroom décor. Higher-level students may be able to incorporate some of the statistics provided in their posters.

Give each student a grid with the interview questions and have them ask four to five other students to answer the questions. The instructor should review the questions with the students to make sure they understand the questions. Introduce the answer categories: “always,” “sometimes,” “never.” [TEACHER: You may want to have a visual of the scale to show ahead of time. You may also want to ask a few practice questions to make sure everyone understands the answers. Practice questions could include:

- How often do you speak English?
- How often do you watch TV?
- How often do you read a book?”

Interview Questions

	Always	Sometimes	Never
How often do you drive?			
How often do you wear a seat belt?			
Do you wear your seat belt on short trips?			
Do you wear your seat belt on long trips?			
Do you wear a seat belt in your friend’s car?			
Do you buckle up children who ride in your car?			
Do you think seat belts can keep you safe in a car accident?			

After students have asked and answered the questions (or in a follow-up session), make a graphic of the answers (pie chart, bar chart, etc). You might want to ask a small group to do this and report back to the whole group.

End by asking students to tell you one thing they learned in this lesson. Record these answers on a flipchart to draw the activity to a close.

Practice the Jazz Chant

Jazz chants involve natural speech, which allows students to hear both the rhythm and the actual speed of the language. The language in a jazz chant mirrors what students will hear out in the general public and this is part of their value. Also the rhythm helps students to speak more quickly and more normally because they are learned phrases that are repeated rather than language the students have to come up with themselves.

To begin a jazz chant the teacher wants to say a line or phrase and then have the students repeat it. Sometimes it's helpful to clap or tap so that the syllable or word to be emphasized is readily apparent. If the class has some ability to read, the lines can be written on the board, but if reading would be difficult the whole poem can be practiced without written prompts.

The teacher goes through the whole poem line-by-line and has the students repeat. Then the teacher might ask a group of students or a pair of students to repeat the poem without the teacher's lead. When there is clearly a question and answer or call and response then it can be practiced by dividing the class in two by men and women, by counting off by 2, or by other means.

One key to this activity is to keep it lively and fun. Practicing something over and over again until everyone has it all memorized can dampen enthusiasm for the activity. The teacher also needs to allow time for three or four brief practice sessions after the initial lesson in which the poem is introduced.

With enough repetition some students will be able to memorize the entire poem but asking individual students to recite from memory should usually be a voluntary activity.

For a complete and comprehensive introduction to Jazz Chants, go to Carolyn Graham's book of the same name published by Oxford University Press (ISBN 0-19-502407-9) and read the introduction pages ix to xiv.

Homework

Give the participants a new interview sheet. Have them ask the interview questions to three to five members of their family and friends and bring back the responses.

Vocabulary

Things	Actions	Other
Traffic	Buckle up	Fatal
Car accident	Fasten	Death
Fatalities	Click it	Injury
Trip	Wear a seat belt	Percent
Seat belt		
Child safety seat		

Jazz Chant: "Everyone in my Car Buckles their seat belt"

Call: *Do you buckle your seat belt? Yes, of course, I do.
It keeps me safe and my children, too*

Response:

EVERYONE IN MY CAR
BUCKLES THEIR BELT
IT'S THE LAW AND IT KEEPS US SAFE

*Do you buckle your seat belt? Yes, of course, I do.
It's the law and I don't wanna ticket, do you?*

Response

*Do you buckle your seat belt?
No, I don't
I like my freedom
No, I won't
I like my freedom
I like to speed
I don't, I won't,
You can't make me*

Response

*Do you buckle your seat belt?
Maybe I should
But I'm in a hurry
Will it do any good?*

Response: 2 times



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Lesson Two: Behind the Wheel

Purpose

- To develop the habit of fastening one's seat belt
- To raise awareness of the value of seat belts
- To use words for car parts appropriately

Materials

Flipchart or whiteboard (or chalk board), flip chart paper, markers (or chalk), props to simulate a car (chair, belt, drawing of a steering wheel, rear view mirror, side view mirrors, key hole, brake pedal, key). Matching cards with pictures and words for parts of the car.



Strategies

Total Physical Response, Vocabulary Recognition, Active Listening (see RESOURCES for a description of “*Listen. Repeat. Do.*”)

Time

20 – 45 minutes

Procedure

Review Lesson One

Say to the learners, “Why is it important to wear a seat belt?” Tell a partner one thing you remember from Lesson One.” (Ask leading questions from the “quiz” in Lesson One if they have trouble getting started: What percent of car accidents happen within 25 miles of home?) “Share your information with the group.” Check their statements against the correct written answers generated in Lesson One.

A. Statistics

Leading Causes of Death in 2003 in USA By Age Group					
Ages 0 – 3	Age 4 to 34				35 and older
	Age: 4 – 15	16 – 20	21 – 24	25 – 34	
	N = 2,061	5,988	4,312	6,675	
Disease	Car Accidents				Disease
www.nhtsa.dot.gov – National Highway Safety Administration					

Display the table on the Overhead Projector. Invite participants to look at the table. Ask:

- What do you notice? Elicit statistics from the group.

Ask leading questions:

- What is the leading cause of death for people age 3 through 34? (**Car accidents**)
- How many young people age 16 to 20 died in car accidents in 2003? (**5,988**)
- How many people age 25 to 34 died in car accidents in 2002? (**6,675**)

Add other facts and statistics: (TEACHER: Put some of these on posters around the room. Have students memorize one fact that is meaningful to them.)

- Car accidents are responsible for the largest number of fatalities and injuries in the US.
- Injuries are preventable.
- You can protect yourself.
- You are much less likely to get killed in a car accident if you use your seat belt.
- Child safety seats keep children safe in cars.
- Children are precious. They start learning to drive by watching mom and dad drive.
- Love your children; buckle them up.
- Seat belts save lives.

B. Behind the wheel

1. Before class begins, set up the simulated “car”: Attach a belt to a chair. Place the chair in front of a flip chart sheet hung on the board. Draw a steering wheel on the lower half of the flip chart paper; attach three index cards to the paper (one in the middle above the steering wheel for the rear view mirror, one on each side of the paper for two side view mirrors); draw a small circle to the right of the steering wheel to represent the ignition.

2. Gather students around the “car.” Very quickly, elicit the parts of the car they recognize.
3. Pantomime each of the following actions while saying the commands:
 1. Unlock the door.
 2. Open the door.
 3. Get in the car and sit down.
 4. Close the door.
 5. Adjust the seat.
 6. Put on your seat belt. (Fasten/Buckle)
 7. Adjust the mirrors.
 8. Put your right foot on the brake.
 9. Put the key in the ignition.
 10. Start the car.

Repeat the commands and invite students to pantomime the actions. [NOTE: With a higher-level group, ask them about the steps for starting a car, refine the terms (for example, provide the word “adjust” if they don’t know it), write the steps on the board or flip chart. Briefly cover vocabulary and steps #4 to 6 in the procedure section.]

4. Confirm the vocabulary: Gesture to each part of the “car” and say, “Point to the door.” (Everyone points to the door). “Point to the seat.” “Point to the mirrors, ignition, brake, key, etc.”
5. Ask, “Where’s the _____?” Invite students to point to or touch each part.

Ask, “What’s this?” Again point to each part of the car to elicit the vocabulary.

Show picture cards of the parts of the car, have students identify them orally. Do the same with the word cards. Have students attach the word cards to the appropriate part of the simulated car with tape.

6. Return to starting the car. Elicit the steps from anyone who can give you a step. Say, “What do I do first?” “Unlock the door.” Pantomime the action and invite students to imitate. Then write the command on the board or flipchart. Do this for each step.

Ask, “What do I do after I close the door?” Elicit, “Adjust the seat.” “What’s next?” Elicit, “Put on your seat belt.” Etc. Incorporate variants for “Put on your seat belt,” “Buckle...” “Buckle up” and “Fasten...”

7. Practice: Say, “Listen, Repeat, Do.” Then write, “LISTEN. REPEAT. DO.” on the board or flip chart. Ask for a volunteer to demonstrate starting the car using the simulated car by following your commands. Ask him/her to *listen* to the commands, *repeat* what he/she understands, and *do* the action. Invite several students to do the same thing after the first student’s demonstration. (Make sure people repeat each command before they perform the action.)

Have students take turns giving commands to one student.

Then give commands out of sequence, giving “Put on your seat belt.” and the variants “Buckle up” and “Fasten your seat belt.” more often than any other. Have people pantomime them to be sure they all know the steps in starting a car.

Activities for practice or extension

Give instructions

Student pairs sit in chairs side-by-side; give each other instructions using *LISTEN. REPEAT. DO.* Teacher circulates and listens for “Fasten your seat belt.”

Identify Vocabulary

- Recognition: Write words and/or attach picture and word cards (car parts and action words) in random order on the board or flip chart. Divide the class into teams and play the relay flyswatter game. (See Resources)
- Crossword puzzle: use picture or short definition cues.
- Synonyms: Write synonyms in random order on the board or a work sheet. Students draw a line to connect the words that mean the same thing (adjust, check; fasten, buckle, put on; seat belt; death, fatality; reduce, decrease; occur, happen; etc.) Do this activity orally by saying one word, they look at the words on the board and say the synonym.
- Matching cards: Two teams match picture and word cards, each working to do it the fastest. Play concentration with picture and word cards. Play Go Fish.
- Create a bingo game or use a form of Jeopardy.

Jazz Chant

Recite the Jazz Chant from Lesson One.

Close

End the class by asking students to tell you one thing they learned in this lesson. Add these to the flipchart of “lessons” generated in Lesson One.

Class Activity/Field Trip/Homework

If your class is located near an intersection, you may want to do this activity. Or you may be able to walk with your class to an area where they can observe drivers. If you are able to assign homework in addition to observation, you could use the activity below or some variation to follow up.

Give the students the following instructions: “Stand on a corner for 5 minutes and check the cars that pass. Count the number of people including children in each car. Count those who are wearing a seat belt. Count those who are not. Keep a tally in the chart. Report back to the class tomorrow. We will pool our information to create a graph.”

As an alternative activity, consider asking students to interview friends and family about wearing seat belts and why/when they do or do not use them.

Car	Total # of people in car	# Wearing a belt.	# Not wearing a belt.
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
Etc.			

Create a graph (pie chart, bar graph, etc.) that shows the results of the observation survey they all did for homework. [TEACHER: depending on the level of the students in the class, they could indicate drivers versus passengers in each category.]

Vocabulary

Things	Actions	Other
Door	Adjust	Death
Key	Check	Fatality
Seat	Fasten	Front
Seat belt	Buckle	Rear
Rear view mirror	Put on	Car accident
Side view mirror	Reduce	
Steering wheel	Decrease	
Brake pedal	Occur	
Gas pedal	Happen	
Light		

Matching Cards

Door	
Seat	
Rear view mirror	
Steering Wheel	
Key	

Seat belt	
Side view mirror	
Brake pedal Gas pedal	

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Lesson Three: Child Safety Seats

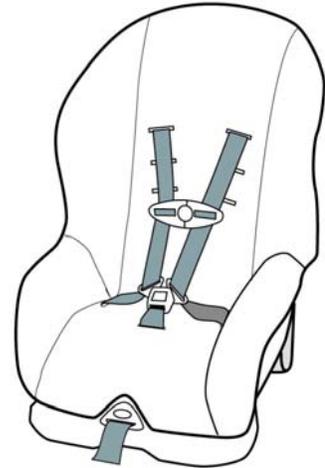
Purpose

To demonstrate the effectiveness of child car safety seats in injury prevention and fatality reduction in car accidents.

Participants will identify the benefits of and reasons for properly restraining children in child car safety seats.

Materials

AAA has a child passenger safety brochure “Fragile, Transport Safely,” which is also available in Spanish, “Fragile, Transporte Seguro.” Contact your local AAA Club www.aaa.com to get copies of the brochure.



Click here for more [illustrations](#), such as the above, from
The Children’s Hospital of Philadelphia

Strategies

Total Physical Response, Vocabulary Recognition, Active Listening

Time

20 – 45 minutes

Statistics – These are intended as information for the teacher, not necessarily as something students would memorize. If you have a more advanced level class they may be interested in some statistics. If not, read the sentences following the statistics and use them as an introduction.

- In a 30-mph accident, a 15-pound child can generate an impact force greater than 450 pounds!
- When correctly installed and used, child safety seats reduce the risk of death by 70% for infants and 54% for toddlers and reduce the need for hospitalization by 69% for children aged 4 years and younger <http://www.thecommunityguide.org/mvoi/mvoi-child-seat-enforce.pdf>
- In the United States during 2003, 1,591 children ages 14 years and younger died as occupants in car accidents, and approximately 220,000 were injured. That’s an average of 4 deaths and 602 injuries each day (NHTSA 2004a). (National Center for Injury Prevention and Control, <http://www.cdc.gov/ncipc/factsheets/childpas.htm>). Of the children ages 0 to 14 years who were killed in car accidents during 2003, more than half were unrestrained (NHTSA 2004a). Of the children ages 4 years and younger who were fatally injured in 2003, 35% were unrestrained (NHTSA 2004a). (ibid.)

- Restraint use among young children often depends upon the driver’s restraint use. Almost 40% of children riding with unbelted drivers were themselves unrestrained (Cody 2002). (ibid.)
- Many children who ride in child safety seats are improperly secured. A survey of more than 17,500 children found that only 15% of children in safety seats were correctly harnessed into correctly installed seats (Taft 1999). (ibid.)

Sentences for Introductory Purposes

- The best way to keep your child safe is to buckle him/her up.
- You can’t hold your child in the car. No matter how strong you are, your child will get hurt if you get in an accident. Your body could hit or crush the child.
- Children younger than 8 are safest in a child safety seat. An important part of keeping your child safe is to be sure the child sits in the backseat of the vehicle.
- Children are more likely to understand that they must be buckled up if the parent and other passengers are also buckled up.
- A child safety seat only works if it is buckled tightly into the vehicle and the child is buckled tightly in the seat.

Procedure

A. Present homework from Lesson Two.

1. Review previous lesson on seat belts Use matching cards or worksheet or fact sheet.
2. Create graphs

B. Ask the class – Does anyone have young children? Do you take your children in the car? Do they sit in the front seat or back seat? Do the children sit in a child safety seat?

C. Find out from your students ahead of time if someone would be willing to bring a child safety seat to the class.

LISTEN-REPEAT-DO

TEACHER:

1. Teacher reads aloud statistics and writes the numbers on the board.
2. Teacher goes over which seat to use.

Use the pictures from the vocabulary words to show how each seat looks.

- Is the child younger than one year old and less than 20 pounds? Use the child safety seat that faces backwards. These are called infant seats.
- Is the child older than one and weighs between 20 and 40 pounds? Use the forward facing seat. These are called combination seats or toddler seats.
- Does the child weigh 40 – 80pounds? Use a booster seat. This seat lifts the child so that the seat belt of the vehicle will fit the child.

- Always put children in the back seat to protect them.

3. Teacher explains that there are 2 main things to remember to correctly install a child safety seat in a car.

- Your child must be buckled snugly into the seat.
- The seat must be buckled as tightly as possible into your vehicle.



Plant the idea:

1. Teacher leads the students in a chant with motions to plant the steps necessary to keep children safe.

Words for chant

Actions for chant

Choose the seat	point at three different seats (pretend)
Install the seat	open the back door and buckle the belt
Check for wiggle	move the pretend child safety seat back and forth, wiggle back and forth
Put your child in the seat	motion like lifting the child
Fasten the belts	motion pulling down the shoulder straps
One, two, three, four, five	motion leg straps and crouch strap and shoulder straps being snapped into place
Pinch the straps	pinch motion
Be sure your child is safe	hug self
Then buckle up yourself	motion buckling own seat belt

2. Reinforce actions and vocabulary by putting the cards in sequential order. Teacher should copy and cut apart the cards (on the next page) before class. Give each student (or two students) the cards to put in order.

The correct order will be:

1. Choose the right type of safety seat for your child.
2. Install the child safety seat in the back seat.
3. In 2001 or newer models, attach the seat to “The Latch”
4. Check for wiggle.
5. Put the child into the child safety seat.
6. Buckle the child into the seat.
7. Pinch the straps to be sure the straps are tight on the child.
8. Buckle your own seat belt.
9. Go to a CPS fitting station and make sure it’s right and tight!

Instructors: Print out this page, make copies, and ask students to number them in chronological order.

Buckle your own seat belt.	Buckle the child into the seat.
Put the child into the child safety seat.	Install the child safety seat in the back seat.
Check for wiggle.	Pinch the straps to be sure the straps are tight on the child.
Go to a child passenger safety fitting station and make sure it's right and tight!	Choose the right type of safety seat for your child.
In 2001 and newer cars, attach the child safety seat to "The Latch"	

Activities for practice or extension

Additional points that might be incorporated

- The youngest child should sit in the middle of the back seat. This is the safest place in the vehicle.
- Install the child safety seat in the car using the seat belt and Latch system. Pull the seat belt as tight as possible.
- Check to be sure the seat does not wiggle.
- Put the child in the safety seat.
- Buckle the straps of the child safety seat across the child.
- The straps should lie flat with no slack (you should not be able to pinch the straps together). Don't worry, tight straps will not hurt the child.
- Buckle yourself in too!

Give instructions

Student pairs sit in chairs side by side; give each other instructions using the sequence cards and using LISTEN. REPEAT. DO. Teacher circulates and listens for correct usage.

Identify Vocabulary

Write words and/or attach picture and word cards (car parts and action words) in random order on the board or flip chart. Divide the class into teams and play the relay flyswatter game. (see Resources)

Child Safety Seat Checkup

Inform students that parents can be assisted with correctly installing a child safety seat by attending a child safety seat check-up. Sometimes these are called fitting stations or inspection stations. Usually these are free. They must take the vehicle, the child safety seat, and the child to the inspection. Technicians will teach the parent the correct way to install the child safety seat.

A list of certified CPS Technicians is available by state or ZIP code on the National Highway Traffic Safety Administration (NHTSA) Web site at www.nhtsa.dot.gov/people/injury/childps/contacts, or at www.seatcheck.org. You can also get this information by calling the NHTSA Auto Safety Hot Line at 888/ DASH-2-DOT (888/327-4236), from 8:00 am to 10:00 pm ET, Monday through Friday, or by calling 1-866-SEATCHECK. Also check with your local AAA club. Local clubs can be identified by searching for your zip code at www.aaa.com

The class might want to attend a local fitting station as a field trip.

Close

End the class by asking students to tell you one thing they learned in this lesson. Add these to the flipchart of “lessons” generated in Lessons One and Two.

Matching Cards Vocabulary

Unless noted otherwise, photos are courtesy of AAA.

		Infant seat (rear facing)
		Toddler seat (front facing)
		Booster seat (front facing)



Photo from AAA Foundation for Traffic Safety

Unrestrained child



Safety Seat
Harness

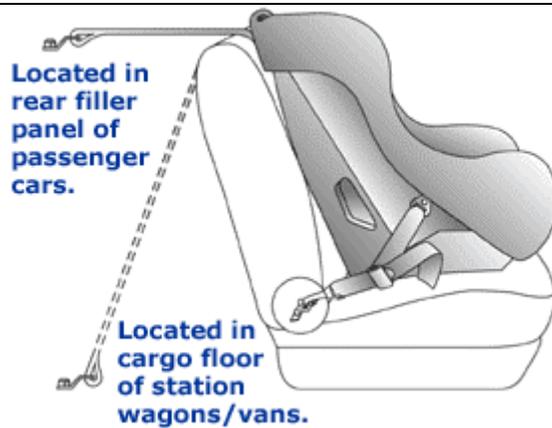


Illustration from the National Highway Traffic Safety Administration

The "LATCH"



THE CAR OCCUPANT SAFETY AWARENESS PROJECT

Lesson Four: Occupant Safety Review

Purpose

To review information that encourages seat belt use for participants and their families

Time

20 – 45 minutes

Procedure

The following are review activities that could be used by the teacher as a wrap-up for the car occupant safety lessons. Not all of these exercises could be done in a 20-minute class. The teacher might want to choose one or two activities depending on what fits with assessment as it is usually done in the class.

- **Memory Test:** Give each student a half sheet of paper and ask him or her to write five reasons why it is good to wear your seat belt?
- **Bingo:** Utilize a bingo game to review vocabulary
- **Family Feud:** Divide into teams and compete to see who can come up with the correct answer the fastest.
- **“Jeopardy”-style game:** Reproduce the following table on the board:

Adults	Within 25 miles of home	Seat belt use
Teenagers	Speeding	Alcohol
Children over 4 feet 9 inches	Booster seat	Back seat
Toddler	Child safety seat	Front seat
Babies	Rear-facing seat	Lap

Students come up with questions that are answered by the words in the squares.

Example for children – Where should children never ride? Answer: front seat

Example for babies: How can you keep a baby safe in the car? Answer: Rear-facing seat

This could be done as teams or with individuals.

- **Create dialogues in groups:** Have the groups practice their dialogue by writing it out, then after the students are confident, have them practice the dialogue without using a written prompt.

A: I can't wear my seat belt because...

- I'm short and it hits me in the neck
- It wrinkles my clothes
- I'm only going a short distance
- I won't look cool
- My mom doesn't wear hers

B: Did you know...

- Riding in cars can be very dangerous
- Be safe. Buckle up. Protect yourself.

- **Dear Abby:** speak or write advice column (higher level students)
- **Post Test:** Fill in the blanks or choose correct word from word bank at bottom of page or respond to a number of true and false statements.

1. Wearing a _____ could save your life.
2. Most car accidents happen (close to, far away from home).
3. A policeman could give you a _____ for not wearing your seat belt
4. Holding your child in your lap in the car is _____.
5. I (usually, sometimes, never) wear my seat belt.

- **Song:** Write a song to the tune of "My Bonnie Lies Over the Ocean" chorus.

For example,

Buckle up, Buckle Up
Your life is important to us, to us
Buckle up, Buckle Up
Be safe and secure everyday

Review the tune with the group. Put up the example song. Underline the syllables in the example song. Give the group a blank sheet of paper or one that has blanks for the syllables and ask them to fit words/syllables into the spaces. This does not require using the word syllable if that is something you have not previously discussed. It can be simply demonstrated by choosing a few words and listening to how many parts they have.

- **The Fly-Swatter Relay Game:** see RESOURCES for a description
- **TIC-TAC-TOE:**
 1. Break the class into two teams.
 2. Draw a tic-tac-toe grid with a vocabulary word in each space of the grid. Pre-teach the rules of tic-tac-toe.
 3. Elicit vocabulary words either comprehensively covering the program or specific to an area in which the participants need improvement. Explain that a team cannot get an X or O without giving a definition/description of the word in the desired space.

4. Allow about 10 minutes for teams to “huddle” to be sure everyone understands all of the words and is prepared to give a definition. With a higher-level group you could ask for teams to give a sentence using the word rather than just a definition.
5. Flip a coin to see which team will start.
6. Rotate through team members as they give definitions of words to get X’s and O’s. Three in a row wins.

Vocabulary

Things	Actions	Other
Ticket	Failure to obey safety rules	Maximum
Police officer	Speeding	Minimum
Car	Drinking	Fine
Truck		Penalty

Appendix A

Internet Resources

For Children

- Check your local AAA Website for activities for children; local clubs can be identified entering your zip code at: www.aaa.com.
- Be Smart, Be Safe, Buckle Up Activities Book, Virginia Department of Health, 800-732-8333:
www.vahealth.org/civp/safetyseat/Buckle%20Up%20Activity%20Book.pdf
This book is an activity book for children. It can be downloaded and printed from the Website.

For Instructors

- Partners for Child Passenger Safety
<http://www.chop.edu/consumer/jsp/division/generic.jsp?id=77971>
- Excellent illustrations from the Children's Hospital of Philadelphia
http://stokes.chop.edu/programs/injury/educational_advocacy/educational_illustrations.php
- AAA clubs. You might want to contact local clubs to see if they have any gifts like bumper stickers that could be given to students to reinforce the safety lessons. Local clubs can be identified by entering your zip code at www.aaa.com.
- The AAA Foundation for Traffic Safety has information on research concerning traffic safety. www.aaafoundation.org.
Highway Safety Movie Catalog, Wisconsin Department of Transportation, This catalogue provides a variety of movies that can be rented or used by contacting the Wisconsin Department of Transportation.
- National Highway Traffic Safety Administration (NHTSA), www.nhtsa.dot.gov
- Buckle Up America, www.buckleupamerica.org
- The Governor's Highway Safety Association lists the state highway safety offices
<http://www.ghsa.org/html/links/highwaysafetywebsites.html>
- Insurance Institute for Highway Safety, www.iihs.org
- To look up the laws in your state, go to www.AAApublicaffairs.com
- www.youtube.com is a good source for videos of car accidents. Type "car accidents" in the Website search box.

Child Passenger Safety Sites

- AAA <http://www.aaapublicaffairs.com> Information on booster seats and state laws
- American Academy of Pediatrics <http://www.aap.org/parents.html>
Information about child passenger safety from pediatricians for you and your family.
- Insurance Institute for Highway Safety <http://www.iihs.org/>
Fatality facts, air bag information and much more.
- National Highway Traffic Safety Administration <http://www.nhtsa.dot.gov/>
Child passenger safety information and much more, from the U.S. Department of Transportation.
- Be Smart Be Safe: Buckle Up Activities Book www.vahealth.org/civp
- Buckle Up America has resources to download www.buckleupamerica.org
- Booster seat information at www.boosterseat.gov

Appendix B

Additional Activities

Brainstorm of activities

- Cut out magazine pictures of the number of faces of fatal car accidents where a seat belt wasn't worn (for example, a picture in the *Denver Post* in Denver, Colorado of pairs of shoes set on the capital steps to symbolize traffic deaths) or create some other way of counting out that number. The local highway patrol could be a resource.
- Make a list of ways people in the class could get the seat belt safety message out and track some of the ways. For example, writing letters for a school newsletter or to public officials. Tracking seat belt safety use on a chart (self reporting)
- Have students go home and discuss the information with their spouses, family, and friends. Ask them to report on their discussion.

Listen. Repeat. Do.

Procedure:

1. Demonstrate and give commands; have students follow your commands (using Total Physical Response). Initially the commands can be classroom instructions like, "Stand up. Sit down. Open the door. Close the door. Write your name. Use the red marker." (As much as possible, give commands which might be heard on the job like, "Follow me. Have a seat. Fill out this form. When you are finished, put your application on the table.")
2. Introduce *Listen, Repeat, Do* with a volunteer by having one of the more advanced students come to the front of the room. Say, "Listen to what I tell you, repeat what I said, and then do it." Ask your volunteer to repeat what you just said. If he/she repeats the instructions in a way that indicates understanding, say, "Okay. That's right." If not, repeat the process. Then write *Listen, Repeat, Do* on the blackboard or flip chart.
3. Next, give the volunteer two or three step instructions [Listen]. The student restates the instructions [Repeat]. And then the student follows the instructions [Do]. For example, say, "Please stand up, walk to the door, and close the door." The student says, "You want me to stand up, walk to the door and close it?" "That's right." Have the student follow the instructions. Then, increase the difficulty. Again, as much as possible, give commands which might be heard on the job. For example, "Use a black pen. Write your last name, then write your first name on the application." "Okay, I write my name with this?" (Holds up the blue pen.) "No, use the black pen and write your last name first." "My last name first?" "Yes, write your last name, then your first name." When the person follows the instructions correctly, we always applaud the effort. Give several people a chance to follow your instructions. Vary the number of steps and the difficulty of the instructions based on the level of the individual's language proficiency. (For example, a MELT Level 1 or 2 student can follow one or two step directions when items are within the room; a MELT Level 5 student can follow multi-step directions for procedures outside the room.)

4. Teach introductory phrases like “So I should...”, “You want me to ...”, “Let me see if I understand...”, as well as the use of rising intonation with repeated phrases which indicates a question as in, “My last name first?”
5. Finally, have students give each other instructions to *Listen, Repeat, Do* in pairs. Note the use of active listening and phrases asking for clarification. If students simply *Listen* and then *Do* and skip the feedback step, refer to the words, *Listen, Repeat, Do*, which were written on the board. Encourage students to increase the difficulty of the steps if people can follow the instructions correctly without repeating them.

The Fly-Swatter Relay Game

Procedure:

1. Elicit from the group any words they feel are particularly challenging, new for them, or that they want to practice. Fill a flipchart page with these words randomly placed.
2. Have participants stand in two lines representing two teams. Pair up participants from opposite teams according to similar mastery of vocabulary words.
3. Have the first member of each team stand a given distance from the flipchart with a fly swatter.
4. The trainer calls the definition of one of the words on the flipchart and participants holding fly swatters race to swat the word.
5. The first person to swat the correct word earns a point for their team.
6. The fly swatters are then passed down to the next two players and the game continues until all words have been called.

Appendix C

Terms and Definitions

A

Accident	Something bad that happens by chance
Adjust	Change
Adults	People older than 19
Against the law	not legal

B

Babies	Ages 0-2
Buckled	Fastened

C

Cause of Death	Reason someone died
Children	Ages 4 – 12

D

Drinking	Consuming alcohol
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E

No words

F

Fatal	Causing death
Fine	Payment for breaking a rule

G, H

No words

I

Ignition	Where key goes into car
Illegal	Not legal
Injury	Damage
Install	Put in

J No words

K

Keep a tally Count

L No words

M

Maximum The most
Minimum The least (smallest)

N, O No words

P

Penalty Punishment for breaking a rule
Percent An amount stated as if it is part of a whole which is 100
Pinch Hold between fingers and squeeze
Pool our information Add everyone's information together
Preventable Can be stopped

Q No words

R

Reduce Make less
Responsible Trustworthy

S

Snugly Tightly
Speeding Going faster than the speed limit

T

Teenagers	Ages 13- 19
Ticket	Printed notice law has been broken
Tight	Firm
Toddlers	Ages 2-4
Traffic	Moving cars, bicycles, motorcycles, buses, etc
Trip	Going from one place to another

U, V

No words

W

Wiggle	Movement back and forth
Wrinkles	Not smooth

X, Y, Z

No words

Note: Many of the above definitions are from the Longman Dictionary of American English, Copyright 1983, <http://www.longman.com/ae/ldae/>.