

Pilot Project to Develop and Implement a Rural Youth Occupant Protection Education Platform

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ABSTRACT

Occupant protection is one of the easiest and most inexpensive ways to protect yourself when riding in a motor vehicle. Yet many North Dakota youth, especially rural youth, fail to wear their seat belts, even with a primary seat belt law for children under the age of 18 in the state of North Dakota. The primary goal of this project was to integrate occupant protection education of 'tweens' (youths aged 10 to 14) with one of the most widely known youth programs in North Dakota – 4-H. Education modules which were developed and compiled were not implemented due to a lack of partners. However, resources developed and knowledge gained will be used in future projects. Disseminating traffic safety education information through the 4-H program is possible as evidenced by success stories in other states outlined in this report.

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1. GOAL

Occupant protection is one of the easiest and cheapest ways to protect yourself when riding in a motor vehicle. Yet few North Dakota youth, especially rural youth, choose to wear their seat belts. One way to reach rural North Dakota youth is through education being disseminated by a local program with which they are already involved. The primary goal of the current project was to integrate occupant protection education with one of the most widely known youth programs in North Dakota – 4-H.

2. BACKGROUND

2.1 Motor Vehicle Safety and North Dakota Youth

There were 21 motor vehicle deaths in North Dakota in 2005 where the victims were age 18 or younger (WISQARS). Although the raw numbers of motor vehicle deaths for those aged 18 or younger does not seem extraordinarily high, the fact that it is one of the leading causes of death for children in North Dakota elicits some concern. In North Dakota, motor vehicle crashes were the leading cause of death for teens aged 15 to 18 from 2001 through 2005. In 2005, motor vehicle crashes were the leading cause of death for children between the ages of 1 and 9 and 15 to 18 (Table 2.1).

Table 2.1 Leading Causes of Death by Age Grouping and Year – North Dakota

Age	2001	2002	2003	2004	2005
<1	Congenital Anomalies	Congenital Anomalies	Congenital Anomalies	Congenital Anomalies	Congenital Anomalies
1-4	Congenital Anomalies	Malignant Neoplasms	Unintentional Injury (not Motor Vehicle Traffic)	Congenital Anomalies	Motor Vehicle Traffic
5-9	Unintentional Injury (not Motor Vehicle Traffic)	Unintentional Injury (not Motor Vehicle Traffic)	Unintentional Injury (not Motor Vehicle Traffic)	Motor Vehicle Traffic/Malignant Neoplasms	Motor Vehicle Traffic
10-14	Suicide	Unintentional Injury (not Motor Vehicle Traffic)	Motor Vehicle Traffic	Motor Vehicle Traffic	Malignant Neoplasms/Suicide
15-18	Motor Vehicle Traffic	Motor Vehicle Traffic	Motor Vehicle Traffic	Motor Vehicle Traffic	Motor Vehicle Traffic

Source: WISQARS

North Dakota motor vehicle traffic deaths as a percent of total deaths for those aged 18 or younger has been increasing, while this same statistic has been declining for the United States as a whole. In fact, motor vehicle traffic deaths as a percent of total deaths for those aged 18 or younger for North Dakota is twice that of the United States as a whole. This is concerning, as this same statistic for those aged 19 or older for North Dakota is comparable to national numbers, and hasn't fluctuated more than 0.2% in five years (Table 2.2). Are North Dakota youth simply driving more recklessly? Have they been participating in more high-risk activities while driving? Although not all of the children killed in motor vehicle crashes were unrestrained, research shows many of those victims could have been saved if they had been wearing their safety belts.

Table 2.2 Motor Vehicle Traffic Deaths as Percent of TOTAL Deaths by Year

	2001	2002	2003	2004	2005
18 or Younger					
North Dakota	19.0%	16.3%	14.8%	20.2%	22.6%
United States	12.0%	12.5%	12.0%	12.1%	11.1%
19 or Older					
North Dakota	1.6%	1.6%	1.6%	1.8%	1.8%
United States	1.5%	1.6%	1.6%	1.6%	1.6%

Source: WISQARS

Motor vehicle traffic deaths as a percent of total unintentional injury deaths in North Dakota for those aged 18 or younger has also been increasing in recent years (Table 2.3), while the same statistic for the United States as a whole has been declining. In 2005, the motor vehicle traffic deaths as a percent of the total unintentional injury deaths for North Dakota for those aged 18 or younger was substantially higher than that of the United States overall for the same age group. However, motor vehicle traffic deaths as a percent of the total unintentional injury deaths in North Dakota for those aged 19 or older was comparable to the United States overall for all stated years. Again, are North Dakota youth simply more reckless than youth in the United States as a whole? Is the difference attributable to the fact that North Dakota is a mostly rural state?

Table 2.3. Motor Vehicle Traffic Deaths as Percent of Unintentional Injury Deaths by Year

	2001	2002	2003	2004	2005
18 or Younger					
North Dakota	76.9%	60.9%	51.6%	64.3%	72.4%
United States	57.8%	59.4%	58.6%	55.7%	55.2%
19 or Older					
North Dakota	43.4%	40.4%	37.5%	39.8%	38.8%
United States	40.0%	39.3%	37.7%	36.8%	38.8%

Source: WISQARS

2.2 Occupant Protection and North Dakota Youth

Results of the 2007 Youth Risk Behavior Survey (YRBS) revealed that 9.1% of adolescents in grades 7 and 8 in North Dakota never or rarely wear their seat belt when riding in a car (Table 2.4). The non-use rate increases to 15% in grades 9 through 12. When separated into urban and rural locations, rural students are more likely to report that they never or rarely wear a seat belt when riding in a car (Table 2.4).

Table 2.4. Percentage of Students Who Never/Rarely Wear a Seat Belt When Riding in a Car

	2007 YRBS Results			
	Urban [1]	Rural [2]	Statewide	U.S.
Grades 7-8	8.8%	11.1%	9.1%	n/a
Grades 9-12	12.1%	19.2%	15.0%	11.1%

[1] 1,000+ K-12 in town

[2] <1,000 K-12 in town

Sources: ND Dept of Public Instruction; Centers for Disease Control

According to the NHTSA, when lap/shoulder seat belts are used properly, they reduce the risk of fatal injury to front-seat passenger car occupants by up to 45 percent and the risk of moderate-to-critical injury by 50 percent (NHTSA 2006). Increasing seat belt use “is the simplest and least expensive way to reduce deaths and serious injuries” on the roads (NHTSA 2006). This alone gives reason to focus on occupant protection. However, this is only the pilot project, and if this project is successful, the modules could be expanded to include older or younger participants and other areas of traffic safety such as drinking and driving, road rage, distracted driving, and speeding.

In addition to seat belt use, placement within the car will also be a focus of these modules. According to Automotive Coalition for Traffic Safety (2006), the safest place for a child younger than 13 years old is in the back seat, restrained. If placed in the front seat, children are 40% more likely to be injured. However, the older the child, the less likely they are to wear a seat belt or sit in a back seat. According to statistics from Partners for Child Passenger Safety (PCPS), 35% of 9 to 12 year olds were riding in the front seat, versus only 7% of those aged 4 to 8. Another surprising statistic is that children who were the only passengers at the time of the crash, 74% of 9 to 12 year olds were riding in the front seat. Children’s front row seating appears to be highly affected by the presence of other passengers in the vehicle. Despite education regarding the safety of sitting in the back seat, teens are still overwhelmingly sitting in a front seat.

2.3 RURAL AREAS AND TRAFFIC SAFETY

According to the National Highway Traffic Safety Administration (NHTSA), “highway fatalities are a major epidemic” in the United States, with most of the fatalities occurring on rural roads and involving rural populations (NHTSA 2006). One-fifth of the population in the United States population reside in rural areas, however two-fifths of the vehicle miles traveled and three-fifths of all fatal crashes occur in rural areas (NHTSA 2006). People are more likely to have motor vehicle crashes where they live, and therefore, where they drive (NHTSA 2006). Rural residents, because they live in rural areas, are more likely to crash on rural roads and urban residents, because they live in urban areas, are more likely to crash on urban roads (NHTSA 2006).

The fatality rate per million vehicle miles traveled for rural crashes is more than twice the fatality rate of urban crashes (NHTSA 2006). According to the NHTSA (2006) there are several possible reasons for this alarming statistic:

1. The higher number of miles traveled by rural populations. The lack of public transportation offered in rural areas and the greater distances between destinations contribute to this risk factor.
2. The greater likelihood that rural residents will be traveling on a road that has a speed limit of 55 mph or higher.
3. The population has a higher probability of traveling on a road that is not straight.
4. The timeliness of medical intervention. It takes more than twice as long for EMS personnel to arrive at a crash in a rural area, as compared to an urban area – 19 minutes versus 7 minutes. Also, the total time from the occurrence of a crash to actually getting a crash victim to the hospital (crash to door) is almost an hour in rural areas as compared to about a half-hour in urban areas.

2.4 “TWEENS” AND TRAFFIC SAFETY

Teenagers drive less than drivers from nearly every other age category, yet they are involved in proportionately more fatal crashes than other drivers (Diener and Richardson 2007). In 2005, teens accounted for about 10% of the population in the United States, but they were involved in 12% of all motor vehicle crash deaths per vehicle mile traveled (Diener and Richardson 2007). In general, teens and young adults have low seat belt use rates; and use rates in this group are even lower in rural areas (NHTSA 2006).

In 2007, teenage drivers between the ages of 14 and 18 accounted for about 8% of the population in North Dakota, but were involved in 13% of all motor vehicle crashes involving a passenger car, pickup truck, van, or sport utility vehicle (Figure 2.1).

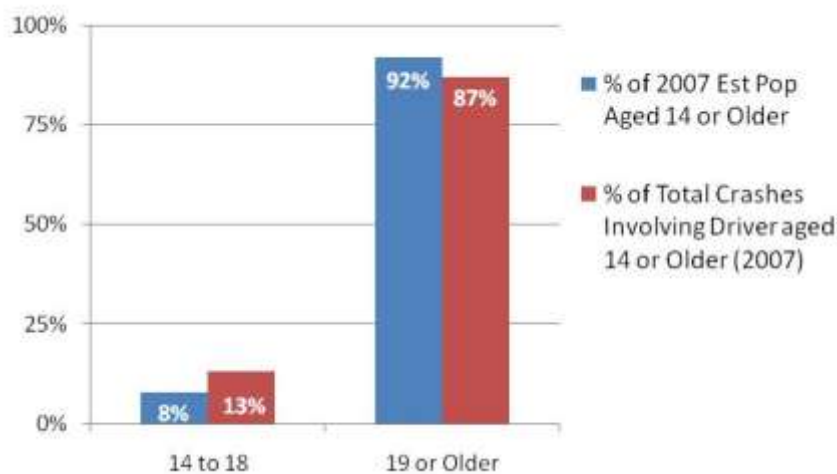


Figure 2.1 2007 Population Estimates and 2007 Crashes by Specified Age Group - North Dakota
Sources: U.S. Census Bureau, North Dakota Department of Transportation

One of the main reasons for focusing on “tweens” (adolescents between the ages of 10 and 14) was to target those who were not yet driving (pre-teen) in the hopes of educating this population on the importance of seat belt use and possibly developing the habit of using seat belts before they became licensed drivers.

Another reason to target this population is to educate them regarding seat belt use so that they change their current seat belt use behavior. According to ACTS (2006), one tween dies in a car crash every day, and many more are injured. Approximately half of the tweens who are killed are not wearing a seat belt, and a third of those who are killed are sitting in the front seat (ACTS 2006).

According to a 2006 study by the Institute of Public Policy in Missouri focusing on seatbelt use of Missouri teens, “seatbelt habits are formed much earlier than driving age so efforts to change behavior need to be directed to children and young teens.”

2.5 4-H AS A PLATFORM FOR TRAFFIC SAFETY EDUCATION

Rural road traffic safety has been identified as a target area for traffic safety in the United States (The Road Information Program, 2005; U.S. Department of Transportation 2005). Programs such as the U.S. Department of Transportation's (DOT) Federal Highway Administration's High Risk Rural Roads Program focuses on engineering aspects of road safety, while its National Highway Traffic Safety Administration offers several programs to promote rural roads safety through education and policy initiatives.

At the local level, ND DOT supports Safe Communities and the ND Safety Council's Safe Kids program, which receives support from the ND Department of Public Health, offers training and education aimed at reducing traffic deaths. However, the review of literature and activities calendars for these groups, along with discussions with state safety experts, suggests that the exposure for these programs is largely in more urban areas. Due to resource constraints and proximity to more rural areas, it is difficult for these groups to develop and offer traffic safety programs designed for rural areas.

The North Dakota Extension Service has been identified as an underutilized partner and resource in reaching the rural population with respect to safe driving. The state specialists who work with educators and a state-wide network of county extension agents provide a potential nexus for developing and deploying educational materials directed at this high-risk population or rural drivers and passengers.

Although 4-H clubs appear to be on the decline in North Dakota with a 14% decline in the number of clubs from 2000 to 2007 (Figure 2.2) and a 24% decline in overall membership from 2000 to 2007 (Figure 2.3), they have experienced a small jump in the number of organized clubs and club enrollment from 2007 to 2008. 4-H clubs currently provide a large audience (many in the target age group) through which to disseminate the seat belt education curriculum.

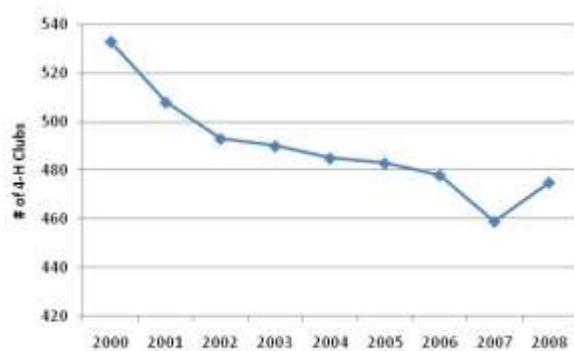


Figure 2.2 North Dakota 4-H Clubs: 2000-2008

Source: http://www.ndsu.edu/fileadmin/4h/Staff_Resources/ND4HStatistics.pdf

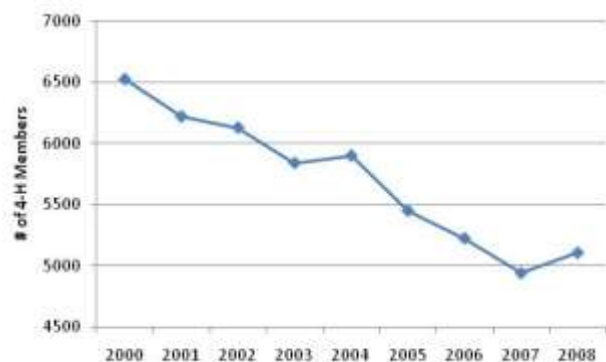


Figure 2.3 North Dakota 4-H Membership: 2000-2008

Source: http://www.ndsu.edu/fileadmin/4h/Staff_Resources/ND4HStatistics.pdf

Also, nearly 90% of the North Dakota 4-H members reside on a farm or in a rural area, which fits well with the rural focus of this research (Figure 2.4).

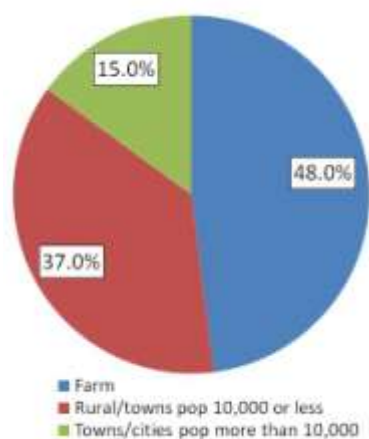


Figure 2.4 Percent of 2008 Enrolled Members by Residence

Source: http://www.ndsu.edu/fileadmin/4h/Staff_Resources/ND4HStatistics.pdf

3. MODULE DEVELOPMENT AND IMPLEMENTATION

3.1 Relevant Studies

Research for the seat belt modules began with a cursory literature review on tween seat belt and seat placement behavior.

There have been two pertinent studies conducted on seat belt use and seat placement in tweens in recent years: one sponsored by the Automotive Coalition for Traffic Safety (ACTS) and one sponsored by the National Highway Traffic Safety Administration (NHTSA).

3.1.1 “A Tale of Two Cities” (ACTS 2006)

The Automotive Coalition for Traffic Safety (2006) sponsored two pilot projects in 2005 focusing specifically on seat belt use among tweens and getting tweens to sit in the back seat – one in Joplin, MO and one in Dallas, TX. The interventions included activities such as a middle school contest, a parent flyer, using coaches as spokespeople, interactive assemblies and weekly drawings for a CD/DVD player – no on-going education interventions. There were eight key findings regarding tweens and seat belt use/seat placement that came out of these two pilot projects:

1. Many tweens don't always use their seat belts. However, when a driver wears his or her seat belt, the passengers in the car are more likely to do the same. According to ACTS (2006), when examining data from fatal crashes between 1991 to 2001, when the driver of a passenger vehicle was unrestrained, 91% of passengers between the ages of 8 and 15 killed in the crashes were also unrestrained.

In addition, teenage drivers are less likely to require younger passengers to ride in the back or wear their seatbelt (ACTS 2006). Teenage drivers (as stated previously) are also less likely to wear a seatbelt themselves.
2. Tweens ride in the front seat too soon.
3. Risk may not be a concern for tweens sitting in front. One-third of tweens interviewed prior to the ACTS pilot projects believed that the back seat is safer and yet regularly sat in the front seat.
4. Tweens want comfort and control. Of the tweens interviewed during the ACTS pilot intervention, many cited control of the radio as a benefit for sitting up front. They also said that using a seat belt can be uncomfortable.
5. Peers are very influential. Tweens who wore their seat belts all the time were more likely to say that others did as well. That was similar to results for sitting in the back seat. Tweens who thought their friends buckled up most or all of the time were more likely to wear their seatbelts.
6. Parents matter. Tweens reported being influenced by their parents a great deal. Tweens were more likely to sit in the back seat when their parents decided where they should sit. In addition, the top two factors tweens gave when asked what would make them use their seat belt more were if their parents asked them to, and if the driver asked them to.
7. Gender matters. Girls were more likely than boys to cite safety and act safely.

8. The law matters. Tweens who said the “law” was the reason they sat in the back, were most likely to sit in the back seat.

3.1.2 Increasing Seat Belt Use Among 8 to 15 Year Olds (NHTSA 2008)

The NHTSA study wanted to determine the nature and causes of non-use of seat belts among 8 to 15 year olds and to recommend interventions and strategic approaches to increase usage among this group. The NHTSA study involved three phases. The first phase included conducting a review of existing literature. The second phase included conducting immersion interviews (focus groups) on seat belt usage and seat placement in several cities. The final phase included testing intervention concepts in a series of additional focus groups with tweens and teens and also with parents and ‘influencers’ (i.e. teachers, coaches).

The research sponsored by the NHTSA starting in 2003 found results similar to the ACTS studies in that parents play an integral role in whether tweens buckle up. However, several recommendations also came out of this study, none of which focused on developing educational lessons for schools or youth clubs. The majority of the recommendations included media interventions or physical changes that could be made in the vehicles themselves to remind the target audience to buckle up.

3.2 Existing Seat Belt Safety Educational Programs

The second stage of module development continued with an online review of formal seat belt safety educational programs. An initial examination of seat belt-related programs reveals relatively few formal, on-going safety belt education programs in schools or youth clubs – especially 4-H affiliated education programs. However, it is probable that there are more programs in existence than appear online. It would be ideal to do a survey of local schools to determine how many have seat belt safety (or any other traffic safety issue) as part of their curriculum, however, that is not within the scope of this study.

An informal survey of state 4-H programs was conducted and of the 50 state 4-H programs surveyed, only three states were found to have traffic safety education as formal curriculum within their 4-H programming: Michigan, Florida, and Ohio. Their programs are outlined below.

3.2.1 Success Stories

3.2.1.1 Michigan. Michigan 4-H Youth Development and Michigan State University currently have a seat belt program which they developed nearly five years ago with the help of various teen and adult volunteers (Michigan State University Extension 2006). The Michigan 4-H seat belt curriculum was the basis for most of the lessons outlined in each of the modules (see Appendix A). The lessons are age-specific, and for the purpose of this project only those deemed appropriate for persons between the ages of 8 and 12 were used. The goal of the Michigan 4-H Safety Belt Program was to increase safety belt use and awareness among children and teens aged 8 to 19.

3.2.1.2 Florida. The Florida 4-H Classroom Enrichment project offered through the University of Florida Institute of Food and Agricultural Sciences focuses on bringing 4-H educational modules to the traditional school classroom, and one of their main focuses is seat belt safety (University of Florida Extension 2009). Two of the ‘modules’ they offer include:

1. Buckle Up Kids (Grades 4-5) - Introduces inertia and other scientific principles to help students realize the risk associated with collisions.

2. **Your Car and Your Life (Grades 6-8)** - Points out what happens in collisions and how safety belts work to save lives.

The materials need to be updated, but are complete age appropriate lesson plans with the ultimate goal of educating children and teens about seat belt use.

3.2.1.3 Ohio. The 4-H CARTEENS program offered in Ohio is a traffic safety program conducted by 4-H teen leaders (Ohio State University Extension 2009). These teen leaders teach traffic education safety programs to teens that have had a first-time traffic offense. These offenders have been cited for any number of traffic violations including speeding, stop sign violations, reckless operation, and other moving violations. This peer-based program covers topics including excessive speed, driving under the influence, and seat belt use, among others. The goals of the program are as follows:

1. To reduce the number of repeat juvenile traffic offenders
2. To decrease the number of teen traffic offenders
3. To increase teen awareness of traffic/vehicular safety

According to the Ohio 4-H and data they collected regarding this program, participants who have gone through the CARTEENS program have seen a significant reduction in second-time traffic offenses, increased safety belt use, reduced driving while impaired, and an increased “use of caution” while driving.

3.3 Curriculum Development

Because the toolkit developed by the Michigan 4-H Youth Development and MSU was the most up-to-date and complete set of activities related to seat belt use, most of the activities outlined in the two modules in Appendix A are either modeled after these activities or taken directly out of their toolkit. The activities in these modules could be modified or activities could be added to allow for a larger choice of activities.

One of the major drawbacks to these activities is the noted lack of parental involvement. As was stated earlier, children between the ages of 8 and 12 are still very much driven by parental influence. Modifying one or more of the activities to include a take-home activity that could be done with parents and siblings might be a worthy adaptation.

An advantage of these activities is that they can very easily be conducted in a traditional classroom. Offering seat belt education modules to North Dakota 4-H clubs is an ideal way to educate the rural communities about traffic safety. However, a positive outcome of this project would be to see traffic safety as a part of the formal curriculum in the public school system.

3.4 Next Steps

The initial phase of this project focused on module development. Pilot implementation within select 4-H clubs in North Dakota would have been the next step. Education modules were not implemented or tested due to a lack of interested partners. However, resources which were developed and knowledge gained will be used in future projects.

If this initial educational module would have proven successful with the target audiences, other educational modules could have been developed which deal with traffic safety, such as:

- Impaired driving
- Aggressive driving (road rage)
- A focus on pick-up truck safety
- Rollovers
- Driving on “rural roads” (i.e. gravel roads)
- Distracted driving
- Speeding
- School zone safety

4. CONCLUSION

Although the curriculum researched in this project was not piloted, 4-H traffic safety education programs such as those in Michigan, Florida, and Ohio do bode well for future success if such a program were to be established in North Dakota.

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APPENDIX A: SEAT BELT EDUCATION MODULES

SEAT BELT SAFETY MODULE FOR GRADES 4-6

ACTIVITY #1

Title: Egg Vehicle Demonstration

Purpose(s): To raise awareness about seat belt use
To educate youth on the proper use of seat belts
To educate youth on the consequences of not wearing a seat belt

Recommended Audience Grade/Age: Grades 4-6

Recommended Audience Size: A smaller group would be ideal (10-15) as discussion is involved

Recommended Physical Setting: Classroom or setting where 4-H groups meet. There needs to be enough room to build a small ramp and space for everyone to watch the demonstration.

Presentation Time Needed: 30 minutes

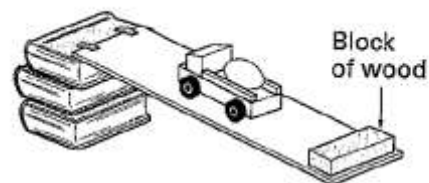
Materials/Equipment Needed:

- ✓ Cardboard ramp (about 1 foot by 4 feet)
- ✓ Several books
- ✓ Masking tape
- ✓ One large wheeled toy car made of plastic building bricks (such as Legos)
- ✓ Block of wood
- ✓ At least four (4) raw eggs, in shells
- ✓ Rags or paper towels (for clean up)
- ✓ “Safety Belt Quiz” or “Safety Belt Statistics” handouts (one per person, optional) (See Appendix B for the “Safety Belt Quiz” and “Safety Belt Statistics” handouts.)

Meeting/Lesson Script:

Before the meeting –

1. Before the group arrives, set up a demonstration station. Stack the books on a flat surface and set the cardboard at an angle on the books to create a steep ramp.
2. Tape a block of wood at the lower end of the ram. The block of wood should be almost the same height as the front of the car.



3. Take a test run without the egg in the car by starting the car from the top of the ramp. Allow it to roll down the ramp and hit the block of wood. The car should hit the block of wood and stop. If it pitches over the wood, you will have to adjust the height of the wood stop.
4. If you intend to use them, make one photocopy of the “Safety Belt Quiz” and/or “Safety Belt Statistics” handout for each person.

During the meeting –

1. Have the group sit in a circle. Introduce the activity by telling them they're going to watch a simulated car crash in which eggs will 'sit in' for the car's passengers.
2. Prior to the activity, hand out the "Safety Belt Statistics" handout and discuss why seat belts are important.
3. Continue with the activity. Place the first egg in the car without any restraint, then push the car forward so that it travels down the ramp. Observe what happens when the car hits the block of wood at the end of the ramp.
4. Place the second egg in the car but this time use tape to secure the egg inside the car, and repeat step 3.
5. Now place the third egg in the car. This time tape cotton balls to the front of the egg that is taped in the car. Repeat step 3.
6. Finally, remove the tape that was used to secure the egg inside the car. Tape the cotton balls to the front of the egg. Repeat step 3.
7. Repeat the demonstration as desired, then clean up any broken eggs and wash your hands thoroughly with warm, soapy water.

Discussion -

Following the demonstration, ask the group the following questions:

- a. What happened when the egg wasn't wearing the safety belt (i.e. tape)? (Answer – It fell out of the car and broke)
 - b. What happened when the egg was wearing the safety belt properly (i.e. tape)? (Answer – It was protected and remained securely in the car)
 - c. What happened when the egg was only using the 'air bag' (i.e. cotton balls)? (Discuss the momentum gained from the ramp, any collision effect, and the danger of relying only on the airbag.)
 - d. What could happen if this was a person in a vehicle? What might be the consequences? (The person could be thrown from the vehicle, suffer severe injuries or even die.)
8. Hand out the "Safety Belt Quiz". Give the participants a few minutes to complete the quiz. Go over the correct answers.

Evaluation Methods/Instruments: See Appendix C for a selection of evaluation instruments

Adapted from: A Michigan 4-H Safety Belt Program Toolkit Activity – Egg Vehicle Demonstration and a seat belt lesson plan (Seat-Belt Safety I and II) obtained from www.teachervision.fen.com/newtons-laws/printable/25994.html.

Reference(s) Used:

Michigan 4-H Safety Belt Program Toolkit. 4-H Youth Development. Michigan State University Extension. 2006. <http://web1.msue.msu.edu/cyf/youth/safetybelt/documents/MI4-HSafetybeltProgamToolkit.pdf>. Accessed January 14, 2009.

Seat-Belt I and II lesson plans. www.teachervision.fen.com/newtons-laws/printable/25994.html. Accessed January 22, 2009.

Other Suggestions/Directions/Helpful Hints: To decrease the messiness of the activity, possibly use hard-boiled eggs instead of raw eggs.

ACTIVITY #2

Title: Safety Belt Covers

Purpose(s): To raise awareness about seat belt use
To educate youth on the proper use of seat belts
To educate youth on the consequences of not wearing a seat belt

Recommended Audience Grade/Age: Grades 4-6 (can be modified for older groups)

Recommended Audience Size: A smaller group would be ideal (10-15) as discussion is involved

Recommended Physical Setting: Classroom or setting where 4-H groups meet. The room should have a table large enough for the entire group to gather around, and large enough to place the art supplies.

Presentation Time Needed: 30 minutes

Materials/Equipment Needed:

- ✓ 8.5 inch by 5.5 inch felt rectangles (one per person)
- ✓ Craft foam stickers (at least three per person)
- ✓ Glow in the dark craft foam stickers (one or two per person, optional)
- ✓ Puff paint or fabric paint (optional)
- ✓ Self-adhesive hook-and-loop tape squares (three per person)
- ✓ Scissors (one pair for every two or three people)
- ✓ Ruler or measuring tape (one for every two or three people, optional)
- ✓ “Safety Belt Quiz” or “Safety Belt Statistics” handouts (one per person, optional) (See Appendix B for the “Safety Belt Quiz” and “Safety Belt Statistics” handouts.)

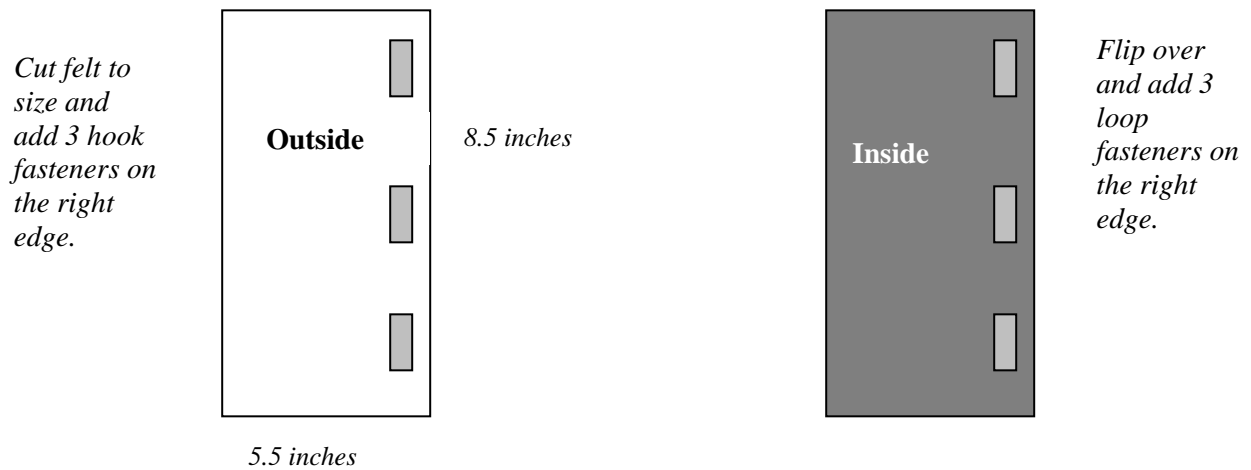
Meeting/Lesson Script:

Before the meeting –

1. Gather the supplies and equipment you will need for the activity. If you intend to use them, make one photocopy of the “safety Belt Quiz” and/or “Safety Belt Statistics” handout for each person.

VOLUNTEER NOTE: Depending on the ages and skill levels of your group members and the amount of time you have for the activity, you may want to either make one safety belt cover that the group can use as a pattern or make all of the safety belt covers ahead of time and let the group members decorate them. It would probably to recruit one or two extra volunteers to help the group with this craft activity.

2. To make a safety belt cover, start by cutting the felt rectangles to a finished size of about 8.5 inches by 5.5 inches.
3. With a short edge of the felt facing you, apply three self-adhesive pieces of hook-and-loop tape (such as Velcro) to the far right edge.



4. Next, flip the felt over and apply the matching hook and loop pieces along the right side.
5. Fold the left side toward the middle and fold the right side on top of it so that the hook-and-loop pieces match up. This will allow the cover to wrap around the safety belt and connect.
6. Use the craft foam stickers to decorate the basic safety belt cover.

During the meeting –

1. Begin by asking the group the following questions:
 - a. Do you wear your safety belt every time you're in a vehicle? If you don't, why not?
 - b. Do your parents buckle up every time they're in a vehicle?
 - c. Do you know people who don't buckle up? If you do, what are their excuses?
2. Lead a discussion on some of the reasons people don't wear safety belts. Explain that wearing a safety belt is very important to help prevent injury or death during a crash.
3. Explain why safety belt use is important. At this point, you may want to hand out the "Safety Belt Statistics" handout and walk through the worksheet with the participants.
4. Next, tell the group they're going to make decorative safety belt covers. Explain that the covers will help remind them to wear their safety belts.
5. It may be helpful to divide the group into smaller teams and assign an adult or older teen helper to each group. If you made the basic safety belt covers before the meeting, pass them out now and have the group use the stickers to decorate the covers as they choose. If the group will be making their own covers, pass out the supplies and walk the group through the steps for making and decorating the covers.
6. Complete the activity by reiterating why safety belt use is important. Distribute the "Safety Belt Quiz" handout. Have them complete the quiz, and then go over the answers to the quiz.

Discussion -

Following the activity, ask the group the following questions:

- a. Why is it important to always wear your safety belt?
- b. What are some ways your life might change if you were injured in a crash after not wearing your safety belt?
- c. What could you say to a friend or family member who isn't wearing a safety belt to encourage the person to buckle up?

Evaluation Methods/Instruments: See Appendix C for a selection of evaluation instruments

Adapted from: A Michigan 4-H Safety Belt Program Toolkit Activity – Safety Belt Covers

Reference(s) Used:

Michigan 4-H Safety Belt Program Toolkit. 4-H Youth Development. Michigan State University Extension. 2006. <http://web1.msue.msu.edu/cyf/youth/safetybelt/documents/MI4-HSafetybeltProgamToolkit.pdf>. Accessed January 14, 2009.

Other Suggestions/Directions/Helpful Hints:

1. This activity could be modified to include older participants.
2. Modify the activity to create a ‘banner’ that hangs from the back of the front seat which is then decorated with names, pictures and favorite phrases. According to ACTS (2006), the pilot project they sponsored implemented this project and both older and younger kids in the group enjoyed the project.

ACTIVITY #3

Title: “The Back is Where It’s At”

Purpose(s): To raise awareness about seat belt use
To educate youth on the proper use of seat belts
To educate youth on the consequences of not wearing a seat belt

Recommended Audience Grade/Age: Grades 4-6

Recommended Audience Size: Smaller groups would be ideal (10-15) as discussion is involved

Recommended Physical Setting: Classroom or setting where 4-H groups meet

Presentation Time Needed: 30 minutes

Materials/Equipment Needed:

- ✓ “The Back Is Where It’s At” video**
- ✓ Television
- ✓ VHS player
- ✓ “Safety Belt Quiz” or “Safety Belt Statistics” handouts (one per person, optional) (See Appendix B for the “Safety Belt Quiz” and “Safety Belt Statistics” handouts.)

Meeting/Lesson Script:

Before the Meeting –

1. Gather the supplies and equipment you will need for the activity.
2. Purchase (or borrow) a copy of “The Back is Where It’s At”.
3. Set up a television and VHS player.
4. If you intend to use them, make one photocopy of the “Safety Belt Quiz” and/or “Safety Belt Statistics” handout for each person.

During the Meeting –

1. Ask the group if anyone knows a person whose life was SAVED by a seat belt. Give them time to share their stories.
2. Explain why safety belt use is important. At this point, you may want to hand out the “Safety Belt Statistics” handout and walk through the worksheet with the participants.
3. Ask the group where they sit when they ride in a car.
4. Explain to the group that they’re going to watching a video called “The Back is Where It’s At” that will explain why young people are safer riding securely belted or buckled into a child booster seat in the back seat of a vehicle.
5. Show the video.

Discussion -

Following the video, ask the group the following questions:

- a. Where is the safest place to ride in a vehicle?
- b. Why should young people like you ride in the back seat?
- c. How do safety belts and airbags work together?
- d. What is the correct way to wear your safety belt?

6. Complete the activity by reiterating why safety belt use is important and why sitting in the back seat is the safest place for young people to sit when riding in a car. Distribute the “Safety Belt Quiz” handout. Have them complete the quiz, and then go over the answers to the quiz.

Evaluation Methods/Instruments: See Appendix C for a selection of evaluation instruments

Adapted from: A Michigan 4-H Safety Belt Program Toolkit Activity – “The Back is Where It’s At” Video

Reference(s) Used:

Michigan 4-H Safety Belt Program Toolkit. 4-H Youth Development. Michigan State University Extension. 2006. <http://web1.msue.msu.edu/cyf/youth/safetybelt/documents/MI4-HSafetybeltProgramToolkit.pdf>. Accessed January 14, 2009.

Other Suggestions/Directions/Helpful Hints: This lesson uses the video “The Back is Where It’s At”, however, research could be done on alternative videos to use with this same lesson plan format.

****NOTE:** “The Back is Where It’s At” VHS is available for purchase from Amazon.com at a cost of approximately \$80.

Seat Belt Safety Module for Grades 7-9

ACTIVITY #1

Title: “Diana’s Last Message” Video

Purpose(s): To raise awareness about seat belt use
To educate youth on the proper use of seat belts
To educate youth on the consequences of not wearing a seat belt
View an example of a real-life situation in which a safety belt could have saved someone’s life.

Recommended Audience Grade/Age: Grades 7-9

Recommended Audience Size: Smaller groups would be ideal (10-15) as discussion is involved

Recommended Physical Setting: Classroom or setting where 4-H groups meet

Presentation Time Needed: 30 minutes

Materials/Equipment Needed:

- ✓ “Diana’s Last Message” video**
- ✓ Television
- ✓ DVD player
- ✓ “Safety Belt Quiz” or “Safety Belt Statistics” handouts (one per person, optional) (See Appendix B for the “Safety Belt Quiz” and “Safety Belt Statistics” handouts.)

Meeting/Lesson Script:

Before the Meeting –

5. Gather the supplies and equipment you will need for the activity.
6. Purchase (or borrow) a copy of “Diana’s Last Message”.
7. Set up a television and DVD player.
8. If you intend to use them, make one photocopy of the “Safety Belt Quiz” and/or “Safety Belt Statistics” handout for each person.

During the Meeting –

7. Ask the group if anyone knows a person whose life was SAVED by a seat belt. Give them time to share their stories.
8. Explain why safety belt use is important. At this point, you may want to hand out the “Safety Belt Statistics” handout and walk through the worksheet with the participants.
9. Tell the group that they’re going to watch a video called “Diana’s Last Message” that’s about real-life experiences with safety belts, including that of Diana, Princess of Wales, who was killed in a car crash in 1997.
10. Show the video.

Discussion -

- Following the video, ask the group the following questions:
- a. What did you learn from watching this video?
 - b. How did the stories in the video affect you?

- c. When a person is thrown from a vehicle during a crash, how many more times likely are they to die than a person who stays in the vehicle? (Answer – 4 times more likely)
- d. Is it safer to be “thrown clear of the crash”? Why or why not? (Answer – No. More fatal injuries occur this way than when people are held in the vehicle by safety belts)
- e. Will this video influence the way you view your family or friends’ safety belt use? How?

11. Complete the activity by reiterating why safety belt use is important. Distribute the “Safety Belt Quiz” handout. Have them complete the quiz, and then go over the answers to the quiz.

Evaluation Methods/Instruments: See Appendix C for a selection of evaluation instruments

Adapted from: A Michigan 4-H Safety Belt Program Toolkit Activity – “Diana’s Last Message” Video

Reference(s) Used:

Michigan 4-H Safety Belt Program Toolkit. 4-H Youth Development. Michigan State University Extension. 2006. <http://web1.msue.msu.edu/cyf/youth/safetybelt/documents/MI4-HSafetybeltProgamToolkit.pdf>. Accessed January 14, 2009.

Other Suggestions/Directions/Helpful Hints: This lesson uses the video “Diana’s Last Message”, however, research could be done on alternative videos to use with this same lesson plan format. (i.e. Safety Belts: Always Wear Them)

**NOTE: “Diana’s Last Message” video is available for purchase from <http://www.southwestsafetysource.com/c/videos/344730000.html> at a cost of \$135.

ACTIVITY #2

Title: Safety Belt Relay

Purpose(s): To raise awareness about seat belt use
To educate youth on the proper use of seat belts
To educate youth on the consequences of not wearing a seat belt

Recommended Audience Grade/Age: Grades 7-9

Recommended Audience Size: Smaller groups would be ideal (10-15)

Recommended Physical Setting: A flat, open, grassy area where it is safe and legal to park a car.

Presentation Time Needed: 30 minutes

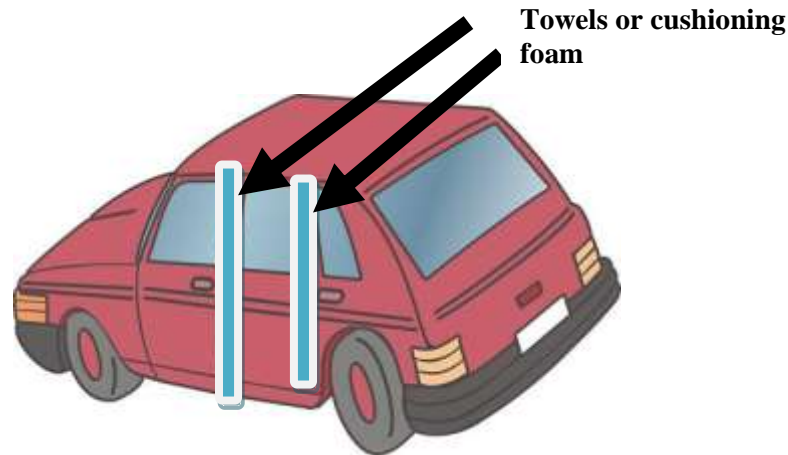
Materials/Equipment Needed:

- ✓ One four door vehicle
- ✓ Towels or cushioning foam
- ✓ 4 safety cones (milk or other large plastic beverage jugs partly filled with sand or water will do if you don't have cones)
- ✓ Stopwatch or a watch with a second hand
- ✓ Whistle
- ✓ Tape that won't damage vehicle paint
- ✓ Large sheet of paper (optional)
- ✓ Marker (optional)
- ✓ Small prizes for the winning team (optional)
- ✓ "Safety Belt Quiz" or "Safety Belt Statistics" handouts (one per person, optional) (See Appendix B for the "Safety Belt Quiz" and "Safety Belt Statistics" handouts.)

Meeting/Lesson Script:

Before the Meeting –

1. Gather the supplies and equipment you will need for this activity. Find a vehicle with four doors whose owner is willing to let you tape towels or foam cushioning material to the door frames and allow many young people to climb in and out of it in a hurry.
2. Scout a location near your regular meeting place that is suitable for this activity. Look for a flat area where it is legal to park a car and that has space to run around it safely.
3. Park the vehicle and place the four safety cones about 4 or 5 feet out from each corner of it to keep the participants within the designated area and any spectators a safe distance away from the action. Attach towels or cushioning foam to the rear part of all the door frames (being careful not to damage the vehicle's paint) to protect the car from damage caused by the safety belts swinging out of the vehicle when participants unbuckle (see the illustration).



4. Recruit one or two adults or older teen helpers for the activity. It may also be helpful to recruit a four-person team of participants to arrive a little early so you can teach them how to play the game and they can demonstrate it to the rest of the group.

During the Meeting –

1. Tell the group that they're going to do a safety belt relay to demonstrate that lack of time is no excuse for not using a safety belt. Divide the group into four-person teams. If there is an odd number of participants, possibly have one member of another group work on two teams.
2. If you were able to train a team before the meeting, ask them to come up and demonstrate the game. If not, ask for one team to volunteer.
3. Have the demonstration team get into the vehicle, with one person in each front seat and one person in each of the outer two back seats, and put on their safety belts correctly. Tell them to throw their hands up in the air when they have their belts on correctly.
4. Explain to the group that an adult or teen 'referee' will stand in front of the vehicle and blow a whistle when all the team members have their safety belts on properly and their hands in the air. That's the signal for the team members to get out of the vehicle and move to the next seat clockwise from their current position. Point out that it's very important for the team to leave the vehicle doors open at all times.
5. When they're in the next seat, the team members will quickly buckle their safety belts and once again throw their hands into the air. Explain that they'll repeat these steps until each person has returned to his or her original seat.
6. Tell the group that each team will be timed from the opening whistle until they are all successfully buckled into their original seats. Answer any questions the group may have about how to play. (OPTIONAL – Mention that each member of the winning team will receive a small prize)
7. Have all the teams take a turn at the relay. You may want to record their times on a large sheet of paper where everyone can see them.

Discussion -

Following the activity, ask the group the following questions:

- a. Were you surprised by anything you discovered playing this game? (Possible Answer – How little time it really takes to buckle up.)
- b. What did you learn from this activity? (Possible Answer – It only takes a few seconds to buckle your safety belt.)

- c. How can you apply this to real life? (Possible Answer – If it takes EVERYONE less than a minute to put their safety belt on in every seat, then it only takes one person a few seconds. Those few seconds could save your life, so BUCKLE UP! Time is NEVER an excuse.)
8. Explain why safety belt use is important. At this point, you may want to hand out the “Safety Belt Statistics” handout and walk through the worksheet with the participants.
9. Complete the activity by reiterating why safety belt use is important. Distribute the “Safety Belt Quiz” handout. Have them complete the quiz, and then go over the answers to the quiz.

Evaluation Methods/Instruments: See Appendix C for a selection of evaluation instruments

Adapted from: A Michigan 4-H Safety Belt Program Toolkit Activity – Safety Belt Relay

Reference(s) Used:

Michigan 4-H Safety Belt Program Toolkit. 4-H Youth Development. Michigan State University Extension. 2006. <http://web1.msue.msu.edu/cyf/youth/safetybelt/documents/MI4-HSafetybeltProgamToolkit.pdf>. Accessed January 14, 2009.

ACTIVITY #3

Title: Conducting a Traffic Survey

Purpose(s): To raise awareness about seat belt use
To educate youth on the proper use of seat belts
To educate youth on the consequences of not wearing a seat belt

Recommended Audience Grade/Age: Grades 7-9

Recommended Audience Size: Under 20 would be ideal

Recommended Physical Setting: Classroom or setting where 4-H groups meet

Presentation Time Needed: 2 hours

Materials/Equipment Needed:

- ✓ Pens or pencils
- ✓ Clipboards (one per person)
- ✓ Watch (one per team)
- ✓ Prepared surveys (see Appendix B for survey pages)
- ✓ Orange safety vests (one per person, optional)
- ✓ “Safety Belt Quiz” or “Safety Belt Statistics” handouts (one per person, optional) (See Appendix B for the “Safety Belt Quiz” and “Safety Belt Statistics” handouts.)

Meeting/Lesson Script:

Before the Meeting –

1. Gather the supplies and equipment you will need for the activity.
2. Make copies of the seat belt survey form found in Appendix B.
3. Identify one or more locations in your area in which it will be safe for the group members to conduct the survey. Make sure that you have enough sites to spread the group members around a bit, but there should be at least two young people at each data collection station. The sites should be fairly busy, such as at an intersection or near a school.
4. Recruit at least one adult to help supervise the data collection at each site. Ask them to visit the sites before the meeting and confirm that they’re safe places for the survey teams to be stationed.
5. You may want to assign the group members to teams before the meeting to take advantage of various members’ skills and abilities. Doing so may also reduce the amount of meeting time it takes to form teams.

During the Meeting –

1. Explain to the group that they’ll be acting as data collectors to find out about safety belt use in the community. Tell them where they’ll be stationed, what kind of information they’ll need to collect and how long to do the collecting.
2. If they will be working in teams on a fairly complex survey, you may want to suggest that they split up the tasks (by having one person count the total number of vehicles that go by, for example, and another team member count the drivers wearing safety belts). Emphasize that they must conduct the surveys with safety in mind, and make sure that each location is supervised by an adult.
3. Distribute the surveys or notebook paper, clipboards, pens or pencils, and orange safety vests (if you have them). Walk or drive the teams to the data collection site or sites. Leave at least one

- adult with each group and make sure that at least one team members has a working watch before you leave them. Remind them of what time you will return to pick them up.
4. After an hour of data collecting, bring the teams back together to compile their findings.
 5. Help them generate statistics such as the percentage of people who were not wearing safety belts as they passed by the data collection sites. (To do this, take the number of residents who weren't wearing their safety belts and divide it by the total number of people surveyed, then move the decimal point two places to the right.)
 6. Encourage the group to make charts with the data they've collected. They could compare the local findings with state and national statistics. The National Highway Traffic Safety Administration (www.nhtsa.dot.gov) and the North Dakota Department of Transportation (<http://www.dot.nd.gov/>) are good resources for such information.
 7. Decide how to present your results to the community or other youth groups, such as through newspaper articles or in conjunction with another seat belt activity. If your team presents the data to another group, ask the group the following questions (feel free to add more):
 - a. Why do you think some of the residents of our community don't wear seat belts?
 - b. What can we do to encourage more people to wear safety belts?
 - c. Why do you think our community's percentage of safety belt users is different from the national average?

Discussion -

Following the activity, ask the group the following questions:

- a. What worked well when you collected safety belt data?
- b. Did you encounter any problems while collecting data? How did you handle those challenges?
- c. What is one thing you learned from doing this activity?

Evaluation Methods/Instruments: See Appendix C for a selection of evaluation instruments

Adapted from: A Michigan 4-H Safety Belt Program Toolkit Activity – Conducting a Traffic Survey

Reference(s) Used:

Michigan 4-H Safety Belt Program Toolkit. 4-H Youth Development. Michigan State University Extension. 2006. <http://web1.msue.msu.edu/cyf/youth/safetybelt/documents/MI4-HSafetybeltProgamToolkit.pdf>. Accessed January 14, 2009.

Seat Belt Safety Module for Grades 4-9

ACTIVITY #1

Title: Poster Contest

Purpose(s): To raise awareness about seat belt use
To educate youth on the proper use of seat belts
To educate youth on the consequences of not wearing a seat belt

Recommended Audience Grade/Age: Grades 4-9

Recommended Audience Size: Any audience size

Recommended Physical Setting: For initial meeting, classroom or setting where 4-H groups meet

Presentation Time Needed: 20 minutes

Materials/Equipment Needed:

- ✓ “Safety Belt Quiz” and “Safety Belt Statistics” handouts (See Appendix B for the “Safety Belt Quiz” and “Safety Belt Statistics” handouts.)
- ✓ Poster rules handout (See Appendix B)
- ✓ Examples of posters from other seat belt poster contests (See Appendix B)

Meeting/Lesson Script:

Before the Initial Meeting –

1. Gather the supplies and equipment you will need for the activity.
2. Find a sponsor for the poster contest, willing to provide a prize for the contest.
3. Find volunteers willing to be judges for the contest, willing to help decide the winner of the contest.

During the Initial Meeting –

1. Hand out the Safety Belt Statistics handout to each participant.
2. Go over the handout discussing why safety belts are important.

Discussion –

- a. Why is it important to always wear your safety belt?
 - b. What are some ways your life might change if you were injured in a crash after not wearing your safety belt?
 - c. What could you say to a friend or family member who isn’t wearing a safety belt to encourage the person to buckle up?
 - d. How often do you wear a seat belt when you are riding in a car?
 - e. What are some reasons people don’t wear their seat belts?
3. Hand out the poster contest rules handout. Go over the rules of the contest and the due date.
 - a. Show some examples of posters focusing on seat belt use.
 4. Complete the activity by reiterating why safety belt use is important. Distribute the “Safety Belt Quiz” handout. Have them complete the quiz, and then go over the answers to the quiz.

Evaluation Methods/Instruments: See Appendix C for a selection of evaluation instruments

Adapted from: National Youth Traffic Safety Month Project Toolkit (National Organizations for Youth Safety) – Catch Those Z’s Project

Reference(s) Used:

National Organizations for Youth Safety. National Youth Traffic Safety Month Project Toolkit. 2006.
<http://www.noys.org/docs/school/NYTSM%20Toolkit%20Final.pdf>. Accessed January 14, 2009.

Michigan 4-H Safety Belt Program Toolkit. 4-H Youth Development. Michigan State University Extension. 2006.
<http://web1.msue.msu.edu/cyf/youth/safetybelt/documents/MI4-HSafetybeltProgamToolkit.pdf>. Accessed January 14, 2009.

Other Suggestions/Directions/Helpful Hints: This lesson can be easily adapted for any age group.

APPENDIX B: HANDOUTS

Safety Belt Quiz

Please complete questions 1 through 8.

1. Can a police officer stop and ticket a driver for not wearing a seat belt?

☐ Yes
☐ No

2. Children should ride in the back seat of a vehicle until the age of:

☐ 5
☐ 13
☐ 2
☐ 8

3. Do you need to wear your safety belt if your vehicle has an air bag?

☐ Yes
☐ No

4. Is it legal to ride in the back end (the bed) of a pickup truck?

☐ Yes
☐ No

5. During a crash, a safety belt stops the inertia and keeps you in your seat.

☐ True
☐ False

6. The safest place to ride in a vehicle is the middle of the back seat.

☐ True
☐ False

7. Airbags are dangerous for kids shorter than 4 feet tall.

☐ True
☐ False

8. What is the proper way to wear your safety belt?

☐ With your back against the seat back and your knees bent over the seat edge.
☐ With the lap belt fitting snugly and low across your lap, not over your stomach.
☐ With the shoulder belt resting between your shoulder and neck.
☐ All of the above.



Answer key: 1. Yes; 2. 13; 3. Yes; 4. No; 5. True; 6. True; 7. True; 8. All of the above

Safety Belt Statistics



In NORTH DAKOTA in 2007:

- ➡ One motor vehicle crash occurred every 32 minutes.
- ➡ One person was injured in a motor vehicle crash every 2.09 hours.
- ➡ One person died in a motor vehicle crash every 3.29 days.
- ➡ One unbelted occupant died in a motor vehicle crash every 13.04 days.
- ➡ One teenage driver crash occurred every 2.45 hours.
- ➡ Nearly 60% of people killed in motor vehicle crashes in 2007 were not wearing seat belts.
- ➡ 88% of people killed in motor vehicle crashes who were sitting in the back seat were NOT wearing a seat belt.

In the UNITED STATES in 2007:

- ➡ 41,059 people died in motor vehicle crashes:
 - About one person every day.
 - About 5 people every hour.
 - About one person every 13 minutes.
- ➡ Motor vehicle crashes are a leading cause of death among children and teenagers.

Sources

North Dakota Department of Transportation (2008). *North Dakota 2007 Crash Summary*.
<http://www.dot.nd.gov/divisions/dlts/docs/crash-summary.pdf> accessed January 2009.

National Highway Traffic Safety Administration. *Traffic Safety Facts – 2007 Data*.
www.nhtsa.dot.gov/portal/nhtsa_static_file_downloader.jsp?file=/staticfiles/DOT/NHTSA/NCSA/Content/TSF/2007/810993.pdf accessed January 2009.



North Dakota State University Extension Service
Center for 4-H Youth Development

Safety Belt Poster Contest Announcement and Rules



Grab those markers and get some paper: it's time to enter the North Dakota 4-H Safety Belt Poster Contest! As summer approaches, North Dakota 4-H hopes you will keep an important message in mind while in the car: buckle up!

North Dakota 4-H urges all young artists to enter the 2009 Safety Belt Poster Contest to help spread the safety belt message and save lives.

Students are invited to use their creativity to graphically design, draw, paint, color or cut and paste an original picture and message emphasizing the importance of using safety belts.

Goals and Objectives

1. To develop an educational poster to educate and promote the benefits of seat belt use.
2. Educate others, both youth and adults, throughout North Dakota about the importance of seat belt use.

Topic

Participants must choose an appropriate subject/theme that directly related to seat belt use.

Contest Guidelines

- The contest is open to any 4-H participant in grades 4 through 9 (as of March 31).
- Posters will be judged in two grade divisions: Grades 4 through 6 and Grades 7 through 9.
- The technical guidelines must be met.
- Posters will be judged on how well they present information, their general appearance and their importance to the education of others about seat belt use.
- Any poster that does not contain an educational theme will be disqualified.
- Final judging and selection of winners will be made by the Poster Committee, whose decision is final.
- All entries become the property of NDSU and the NDSU Extension Services, and may be displayed/published or used as they see fit. No posters will be returned.

Technical Guidelines

- Posters must not exceed 22 inches by 28 inches.
- Posters can be made using construction paper, poster board or tagboard.
- No three-dimensional posters will be allowed.
- Copyrighted characters (such as Snoopy, Charlie Brown or cartoon characters) cannot be used.
- This contest is for individual competition.
- Any illustration depicting pain, injury or death in their poster will be disqualified.
- Bodiless heads should not be depicted. Students should include the entire body with proper usage of a safety belt in the poster.
- Only one entry per student will be considered.
- Secure the entry form to the back of the poster.
- All entries must be postmarked by ??????. The Center for 4-H Youth Development is not responsible for any damage to entries.

Prizes

The first place winner from each grade group will be awarded: ??????????

The second place winner from each grade group will be awarded: ??????

The third place winner from each grade group will be awarded: ?????

Adapted from: Geico Safety Belt Poster Contest - <http://www.geico.com/about/in-the-community/poster-contest/>; North Dakota State University Extension Service "Eat Smart. Play Hard" poster contest announcement and rules - http://www.ext.nodak.edu/4h/publications/ESPH_Poster_Rules.pdf.

DRAFT



2009 North Dakota Safety Belt Poster Contest 4-H

Enter the Safety
Belt Poster
Contest and
encourage others
to BUCKLE UP!

Entry
Form



Student name: _____

Home address: _____

City: _____ State: _____ Zip _____

Phone: _____ Age: _____ Grade: _____

Important:

Name of 4-H Club: _____

4-H Club Leader: _____

City: _____ State: _____ Zip _____

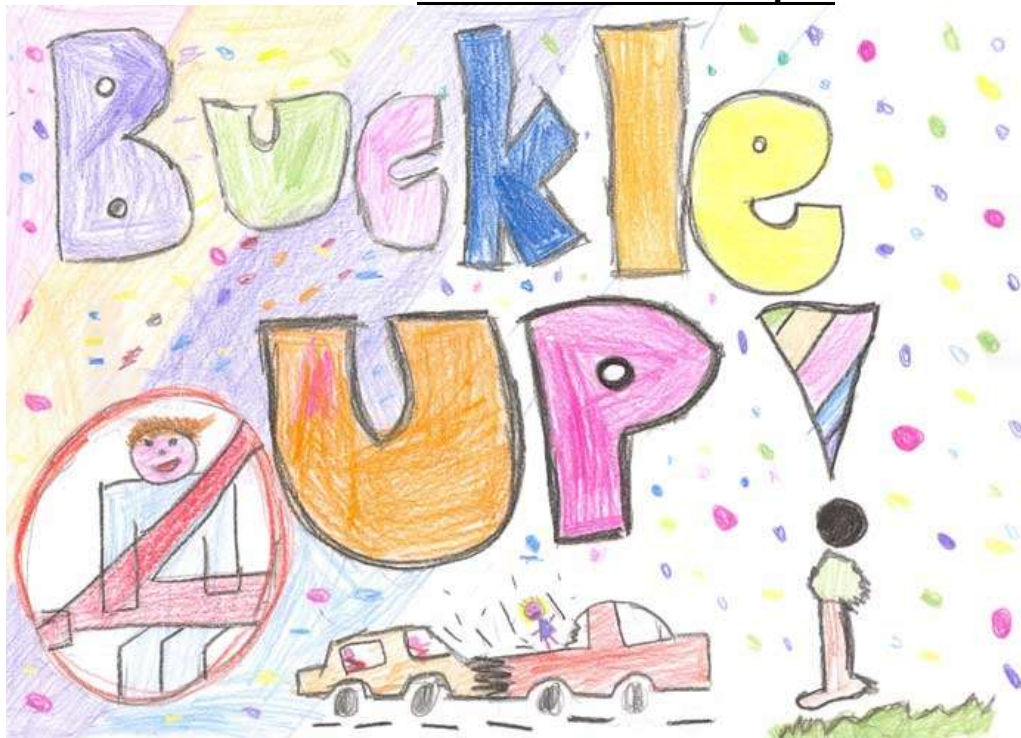
*All entries must be postmarked by ??????
to be eligible.*

Photocopies of this form are acceptable.

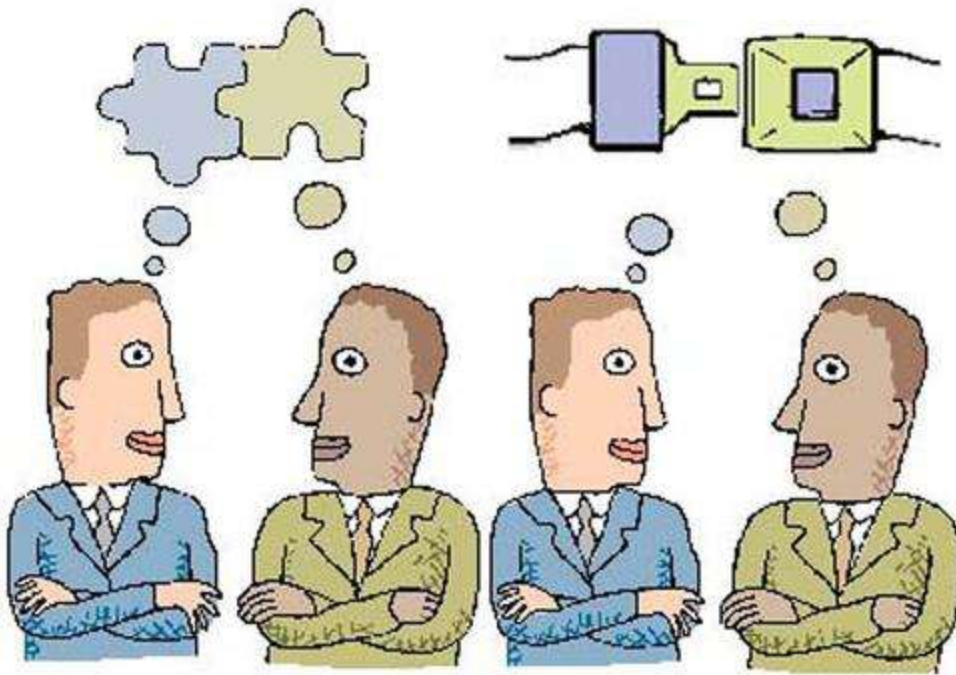
Attached entry form securely to back of poster
and mail to:

*Center for 4-H Youth Development
Attn: Safety Belt Poster Contest
Poster Contest Entry – FLC 219
NDSU Dept 7280 PO Box 6050
Fargo, ND 58108-6050*

Seat Belt Poster Examples



Some things just work best together... Buckle Up!!!



Simple Safety Belt Survey

Date: _____ Location: _____

Number of Cars Passing By	Number of Drivers Wearing Safety Belts

More Complex Safety Belt Survey

Date: _____

Location: _____

Number of Cars Passing By	Number of Drivers Wearing Safety Belts	Number of Front Seat Passengers	Number of Front Seat Passengers Wearing Safety Belts

APPENDIX C: SAMPLE MODULE EVALUATIONS



4-H Project Material Survey for Youth



Please tell us what you think about this 4-H project material or activity. Fill out this form and give it to the group leader. Thank you for your help!

Title: _____

Used in (Circle one): 4-H Club Classroom After-school program Other _____

County: _____

1. Was it fun? (Circle one.) YES NO

Comment _____

2. Was it easy to understand? (Circle one.) YES NO

Comment _____

3. Did you learn something? (Circle one.) YES NO

Comment _____

4. Will you use what you learned? (Circle one.) YES NO

Comment _____

5. Was this a good way to learn? (Circle one.) YES NO

Comment _____

6. Would you tell your friends about this? (Circle one.) YES NO

Comment _____

7. Overall, how would you rate this project/activity? (Circle one.)

POOR FAIR GOOD VERY GOOD EXCELLENT

8. Please share any other comments or ideas you have:

Rutgers Cooperative Extension Program Evaluation
Youth Audience

6RK-3

Program Title: _____ Date: _____

Name of Presenter: _____

Circle the face or word that describes your answer.

1. Today, I learned about _____.



NOT MUCH



SOME



A LOT

2. Today, I learned about _____.



NOT MUCH



SOME



A LOT

3. Will you try something new or different? YES NO

4. Do you want to learn more about this subject? YES NO

5. Will you tell someone what you learned? YES NO

6. How good was the presenter? ...



BAD

FAIR



OKAY

VERY GOOD



GREAT

7. How good was the program? ...



BAD

FAIR



OKAY

VERY GOOD



GREAT

8. Are you a ... BOY GIRL

9. What grade in school are you? K 1 2 3

10. Draw or write about your favorite part of the program on back of page. →→→→

OVER

5/01

**Rutgers Cooperative Extension Program Evaluation
Older Youth Audience**

6R4-13

Program Title: _____ Date: _____

Name of Presenter: _____

Please answer the following questions about today's program. Be honest, but fair.

1. List one or two things you learned.

2. List at least one way you plan to use this information.

Please circle the response that best answers each statement.

As a result of today's program ...

- | | | |
|---|------------|-----------|
| 3. ... I will do something new or different. | YES | NO |
| 4. ... I will change the way I think, act, or behave. | YES | NO |
| 5. ... I plan to use or share what I learned. | YES | NO |
| 6. ... I am more interested in this program topic. | YES | NO |
| 7. The presenter was well prepared. | YES | NO |
| 8. The presenter was easy to understand. | YES | NO |
| 9. Information was useful. | YES | NO |

10. OVERALL, the presenter's effectiveness was ...

POOR	FAIR	OKAY	VERY GOOD	EXCELLENT
-------------	-------------	-------------	------------------	------------------

11. OVERALL, the program content was ...

POOR	FAIR	OKAY	VERY GOOD	EXCELLENT
-------------	-------------	-------------	------------------	------------------

12. Grade in school: **4 5 6 7 8 9 10 11 12 13 ADULT**

13. Are you a ... **MALE FEMALE**

14. Do you belong to a 4-H club? **YES NO**

15. Please list other comments or suggestions on back of page. →→→→

OVER

5/01



4-H Curriculum Survey for Adult Leader/Teacher



Please help the 4-H program pilot test educational materials by completing this brief survey. (Complete all questions that apply.) Thank you for your input!

Curriculum Title: _____

Setting (Circle one): 4-H Club Classroom After-school program Other _____

County: _____

1. Are materials up-to-date and attractive? (Circle one.) YES NO

Comment _____

2. Were the lessons/activities easy to lead and teach? (Circle one.) YES NO

Comment _____

3. Were the lessons/activities easy for youth to understand? (Circle one.) YES NO

Comment _____

4. Did it provide a way for youth to learn by *doing*? (Circle one.) YES NO

Comment _____

5. Was this a fun way to learn? (Circle one.) YES NO

Comment _____

6. Will youth be able to use what they learned? (Circle one.) YES NO

Comment _____

7. Did it teach what it said it would? (Circle one.) YES NO

Comment _____

8. Will you use this? (Circle one.) YES NO

Comment _____

9. Would you recommend this to others? (Circle one.) YES NO

Comment _____

10. Overall, how would you rate this 4-H curriculum? (Circle one.)

POOR

FAIR

GOOD

VERY GOOD

EXCELLENT

Please share any other comments or ideas you have about this curriculum below or on the other side of the page.

K. Diem/Curriculum Review Board, 4.96. Rev. 5.97.
(Print on goldenrod paper.)