Chapter 8: Occupant Protection

Understanding by Design Template 2

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Supplemental Materials 19
### Stage 1 – Identify Desired Results

#### Established Goals

*After completing this unit, students will…*

1. Demonstrate knowledge of the laws\(^1\) that govern occupant protection, including consequences.
2. Demonstrate knowledge of why occupant protection is important.
3. Understand that as the driver, they are responsible for ensuring correct occupant protection use within their vehicle.

#### Essential Questions

<table>
<thead>
<tr>
<th>1.1 What are the laws that govern occupant protection in NYS?</th>
<th>2.1 How does occupant protection protect you in a crash?</th>
<th>3.1 What is the correct way to use occupant protection?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2 What are the legal consequences for not complying with these laws?</td>
<td>2.2 Why is it important to use safety restraints in the backseat?</td>
<td>2.3 What are the consequences of not using occupant protection?</td>
</tr>
<tr>
<td>2.1 What does occupant protection protect you in a crash?</td>
<td>3.2 Why is it the driver’s responsibility to ensure correct occupant protection use?</td>
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<tr>
<td>2.2 Why is it important to use safety restraints in the backseat?</td>
<td>3.3 How can the driver ensure correct occupant protection use in their vehicle?</td>
<td></td>
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<tr>
<td>2.3 What are the consequences of not using occupant protection?</td>
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</tbody>
</table>

#### Desired Understandings

<table>
<thead>
<tr>
<th>1.1 There are many laws in NYS that exist to protect the occupants of a vehicle.</th>
<th>2.1 The dynamics of a crash and how occupant protection responds to crash dynamics.</th>
<th>3.1 There are many types of occupant protection, all of which must be used correctly to be effective.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2 There are a variety of legal consequences that can affect the passengers as well as the driver.</td>
<td>2.2 Sitting in the backseat is not a protective measure in a crash, and unbelted back seat occupants are dangerous to the driver and front seat passenger.</td>
<td>3.2 As the driver, they are responsible for the decisions made while they are behind the wheel and how these decisions impact people inside and outside of the vehicle.</td>
</tr>
<tr>
<td>2.3 There are a variety of negative consequences that can affect the passengers as well as the driver.</td>
<td>3.3 There are a variety of strategies the driver can use to ensure correct occupant protection use.</td>
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</tr>
</tbody>
</table>

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\(^1\) Resources for NYS Occupant Protection and Child Safety laws.

http://www.safeny.ny.gov/seat-vt.htm
http://www.safeny.ny.gov/seat-ndx.htm
http://www.safeny.ny.gov/sesa-ndx.htm
http://dmv.ny.gov/more-info/safety-restraints
## Stage 1 – Identify Desired Results, cont.

### Key Knowledge and Skills

<table>
<thead>
<tr>
<th>Students will know…</th>
<th>Students will be able to…</th>
<th>Audience</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.1</strong> The different laws and regulations that govern occupant protection in NYS.</td>
<td><strong>1.1</strong> Understand the different laws that govern occupant protection in NYS.</td>
<td>This unit is designed for high school driver education students, ages 16-18, who are enrolled in a Driver and Traffic Safety Training Course.</td>
</tr>
<tr>
<td><strong>1.2</strong> The potential legal consequences that can affect both the driver and the passengers of a vehicle.</td>
<td><strong>1.2</strong> Recognize the potential legal consequences of incorrect use of occupant protection.</td>
<td></td>
</tr>
<tr>
<td><strong>2.1</strong> The effects of occupant protection on the dynamics of a crash.</td>
<td><strong>2.1</strong> Understand how occupant protection works during a crash.</td>
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<tr>
<td><strong>2.2</strong> How not using occupant protection in the back seat is dangerous to not only the backseat passengers, but also the driver and front seat passenger.</td>
<td><strong>2.2</strong> Recognize the dangers of not using occupant protection in the backseat.</td>
<td></td>
</tr>
<tr>
<td><strong>2.3</strong> Potential consequences that can affect both the driver and the passengers of a vehicle.</td>
<td><strong>2.3</strong> Understand how not using occupant protection can result in a variety of negative consequences.</td>
<td></td>
</tr>
<tr>
<td><strong>3.1</strong> How to correctly use different types of occupant protection.</td>
<td><strong>3.1</strong> Correctly use, adjust and explain to others how to correctly use different types of occupant protection.</td>
<td></td>
</tr>
<tr>
<td><strong>3.2</strong> That it is the responsibility of the driver to ensure correct occupant protection use, and the impact that their decisions have.</td>
<td><strong>3.2</strong> Make smart and informed decisions regarding the use of occupant protection in their vehicle.</td>
<td></td>
</tr>
<tr>
<td><strong>3.3</strong> The variety of strategies by which they can ensure correct occupant protection use, as the driver.</td>
<td><strong>3.3</strong> Define strategies for ensuring correct occupant protection use and create a plan for applying these strategies.</td>
<td></td>
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</table>
### Stage 2 – Determine Acceptable Evidence

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<th>Goal 1</th>
<th>Goal 2</th>
<th>Goal 3</th>
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<tbody>
<tr>
<td><strong>Performance Tasks</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Laws and Consequences:</strong> Have the students (either individually or in groups) develop a one-page summary of the occupant protection laws and potential consequences of not following the laws.</td>
<td><strong>Stages of a Crash:</strong> Break the students into three groups, and assign each group one of the three stages of a crash. Have each group explain what would happen in a front, back and side crash. Present to class.</td>
<td><strong>Action Plan:</strong> Students develop a personal action plan of strategies to ensure correct occupant protection use for all passengers within their vehicle.</td>
</tr>
<tr>
<td><strong>Occupant Protection Campaign:</strong> Have the students develop a campaign to educate the school about occupant protection. If resources allow, consider breaking the students into groups and having some students work on a campaign targeted at high school students and other students work on a campaign targeted at middle school students.</td>
<td></td>
<td><strong>Contract:</strong> As a complement to their <strong>Action Plan</strong>, students develop a contract (between student and guardian) where they commit to use proper occupant protection and to ensure proper occupant protection among their passengers. The contract should include both incentives and consequences.</td>
</tr>
</tbody>
</table>

### Other Evidence

<p>| <strong>Web Search:</strong> Have each student research a previous traffic incident in which an occupant protection law was not followed. Each student will find two instances of this kind of traffic incident, and will explain the legal consequences that resulted from these incidents. | <strong>Google Search:</strong> Have each student in the class research a previous traffic incident where occupant protection was not used, or not used correctly. Have the student describe how/why the correct use of occupant protection would have resulted in a different outcome. | <strong>Seatbelt Adjustment Homework:</strong> Using the information learned in the Seatbelt Adjustment lesson and the Battle of the Belts competition, have the students give their families a lesson on proper seatbelt use and adjustment. Have the students report back to the class. |
| <strong>Class Discussion:</strong> Break the students into small groups and assign each group a different type of vehicle, other than a car (e.g. 18-wheeler, motorcycle, delivery van, etc.). Have the students research the occupant protection that is present, and present their results to the class. Discuss how the occupant protection varies, and what that means if the vehicle is involved in a crash. | | |</p>
<table>
<thead>
<tr>
<th><strong>Stage 2 – Determine Acceptable Evidence, cont.</strong></th>
<th><strong>Student Self-Assessment and Reflection</strong></th>
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<tr>
<td><strong>Family Journal:</strong> Over dinner with their family, each student is asked to create a journal that discusses the possible consequences (legal and otherwise) of driving a vehicle while not properly protected. Students are encouraged to classify their journal items (mild, moderate or severe), listing at least one item for each category.</td>
<td><strong>Practice Drive:</strong> Have students take a 20 minute practice drive with their parents. Before the drive, have them list 2-3 reasons why occupant protection is important. After, have them try to add 1-2 additional items to the list as a direct result of what was observed from their practice drive. <strong>Self-Reflection:</strong> Have the students reflect on their own experiences with occupant protection. Are there instances where they didn’t use occupant protection correctly or witnessed the incorrect use of occupant protection? What were the consequences? What could have been the consequences?</td>
</tr>
<tr>
<td><strong>Responsibility Discussion:</strong> Have the students reflect on for other instances in life where being responsible for one’s actions is very important. In the classroom, have the students share their responses and compare to driving a vehicle. Talk through the relative consequences of each.</td>
<td><strong>Journal Activity:</strong> Have the students identify other types of occupant protection (excluding seatbelts) that are present in a parent or friends car and explain how they protect the occupants during a crash. Have the students present their findings to the class.</td>
</tr>
<tr>
<td>Goal 1</td>
<td>Activity</td>
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<tr>
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</tr>
<tr>
<td>1.</td>
<td>True/False Quiz</td>
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<tr>
<td>2.</td>
<td>Brainstorm</td>
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<tr>
<td>3.</td>
<td>Web Search</td>
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<td>4.</td>
<td>Family Journal</td>
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<tr>
<td>5.</td>
<td>Laws and Consequences</td>
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</table>

<table>
<thead>
<tr>
<th>Goal 2</th>
<th>Activity</th>
<th>W, H, E1, R, E2²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Brainstorm</td>
<td>W</td>
</tr>
<tr>
<td>2.</td>
<td>Statistical Information</td>
<td>H</td>
</tr>
<tr>
<td>3.</td>
<td>Practice Drive</td>
<td>E2</td>
</tr>
<tr>
<td>4.</td>
<td>Google Search</td>
<td>W</td>
</tr>
<tr>
<td>5.</td>
<td>Backseat Bullet</td>
<td>R</td>
</tr>
<tr>
<td>6.</td>
<td>Stages of a Crash</td>
<td>E1</td>
</tr>
<tr>
<td>7.</td>
<td>Self-Reflection</td>
<td>E2</td>
</tr>
<tr>
<td>8.</td>
<td>Occupant Protection Campaign</td>
<td>H</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal 3</th>
<th>Activity</th>
<th>W, H, E1, R, E2²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Responsibility Discussion</td>
<td>W</td>
</tr>
<tr>
<td>2.</td>
<td>Seatbelt Adjustment Lesson</td>
<td>H</td>
</tr>
<tr>
<td>3.</td>
<td>Battle of the Belts</td>
<td>H</td>
</tr>
<tr>
<td>4.</td>
<td>Seatbelt Adjustment Homework</td>
<td>E2</td>
</tr>
<tr>
<td>5.</td>
<td>Journal Activity</td>
<td>R</td>
</tr>
<tr>
<td>6.</td>
<td>Class Discussion</td>
<td>R</td>
</tr>
<tr>
<td>7.</td>
<td>Guidelines</td>
<td>E1</td>
</tr>
<tr>
<td>8.</td>
<td>Action Plan</td>
<td>E1</td>
</tr>
<tr>
<td>9.</td>
<td>Contract</td>
<td>E1</td>
</tr>
</tbody>
</table>

**Technology/Resources**

- Screen or SMART Board; Projector; Whiteboard, Blackboard or SMART Board; Lesson-Specific Online Resources; Lesson-Specific Worksheets

² W,H,E1,R,E2 – an acronym for considering and self-assessing the key elements and logic of a learning plan.

W: Where – ensuring that the student sees the big picture, has answers to the “why?” questions, knows the final performance expectations

H: Hook – immersing the student immediately in the ideas and issues of the unit, engaging the student

E1: Equip and Experience – providing the student with tools, resources, skills and information needed to achieve the desired understandings and accomplish the performance tasks

R: Rethink – enhance understanding by shifting perspective, considering different theories, challenging prior assumptions, introducing new evidence, providing the opportunity to revise/polish prior work

E2: Evaluate – ensuring that students get diagnostic and formative feedback and opportunities to self-assess and self-adjust

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8.1: Occupant Protection Laws and Consequences

Section Goal: After successfully completing this lesson, students will demonstrate knowledge of the laws that govern occupant protection, including consequences.

Essential Questions:
1. What are the laws that govern occupant protection in NYS?
2. What are the legal consequences for not complying with these laws?

Desired Understandings:
1. There are many laws in NYS that exist to protect the occupant of a vehicle.
2. There are a variety of legal consequences that can affect the passengers as well as the driver.

Key Knowledge and Skills:
Students will know…
1. The different laws and regulations that govern occupant protection in NYS.
2. The potential legal consequences that can affect both the driver and the passengers of a vehicle.

Students will be able to…
1. Understand the different laws that govern occupant protection in NYS.
2. Recognize the potential legal consequences of incorrect use of occupant protection.

Learning Experience Outline (items in bold represent Assessment Activities):
1. True/False Quiz
2. Brainstorm
3. Web Search
4. Family Journal
5. Laws and Consequences
Learning Experience Activities:

1. **True/False Quiz**

   To determine what students already know about occupant protection laws, including child passenger safety laws, have them complete a True/False quiz.

   **Instructions:** The purpose of this activity is to determine what students already know about occupant protection laws. Have the students complete the True/False worksheet, either individually or in small groups. After everyone has finished, go through the answers. Discuss any laws that students had trouble with.

   - **Materials/Resources/Technology**
     - True/False Quiz (page 20)
     - True/False Quiz KEY (page 21)

2. **Brainstorm**

   After students have learned about occupant protection laws, have them brainstorm the potential legal consequences that could result from not following these laws.

   **Instructions:** The objective of the brainstorm is to get students thinking about the potential consequences of not following occupant protection laws. First, go around the room and ask each student for an idea, giving them the option to pass if they want. Write all of the ideas down in a location that all students can see (e.g. whiteboard, blackboard, SMART Board). After each student has had an opportunity to speak, open the floor for anyone to present other ideas that they have. After all students are exhausted of ideas, add any other ideas that students did not already mention, if necessary.

   - **Materials/Resources/Technology**
     - Whiteboard, blackboard, or SMART Board

3. **Web Search**

   Now that the students have thought about occupant protection laws and the consequences of not following those laws, have them research a ‘real life’ traffic event.

   **Instructions:** this can be done as an in-class activity or as a homework assignment. Using Google (or any search engine), have each student research a previous traffic incident in which an occupant protection law was not followed. Each student will find two instances of this kind of traffic incident, and will explain the legal consequences that resulted from these incidents. If time allows, have the students present their findings to the class.

   - **Materials/Resources/Technology**
     - Web Search Instructions (page 22)
     - Computer with internet access
4. Family Journal

Now that the students have ‘real world’ examples of legal consequences, have the students discuss the potential legal consequences of not following occupant protection laws with their family.

Instructions: Have the students keep a journal of a discussion with their family regarding the potential legal consequences of not following occupant protection laws. Have the students classify the consequences discusses as mild, moderate or severe, trying to get at least one consequence in each category. Have the students present their findings in class, and develop a list of mild, moderate and severe legal consequences.

- Materials/Resources/Technology
  - Family Journal (page 23)

5. Laws and Consequences

Now that the students are familiar with occupant protection laws and the legal consequences for not following these laws, have them develop a one-page summary of the laws and consequences that can be distributed to other students.

Instructions: Break the students into small groups and give each group a different aspect of occupant protection laws. Have each group develop a one-page summary of the occupant protection laws and the consequences of not following these laws that can be distributed to other students. If possible, work with the school for distribution, for example having the summaries given to students when they get a parking pass, or distribute to all students during an assembly.

Materials/Resources/Technology
  - Laws and Consequences (page 24)
8.2: The Importance of Occupant Protection

Section Goal: After successfully completing this lesson, students will demonstrate knowledge of why occupant protection is important.

Essential Questions:
1. How does occupant protection protect you in a crash?
2. Why is it important to use occupant protection in the back seat?
3. What are the consequences (e.g. financial, social, personal) of not using occupant protection?

Desired Understandings:
1. The dynamics of a crash and how occupant protection responds to crash dynamics.
2. Sitting in the backseat is not a protective measure in a crash, and unbelted back seat occupants are dangerous to the driver and front seat passenger.
3. There are a variety of negative consequences that can affect the passengers as well as the driver.

Key Knowledge and Skills:
Students will know...
1. The effects of occupant protection on the dynamics of a crash.
2. How not using occupant protection in the backseat is dangerous to not only the backseat passengers, but also to the driver and front seat passenger.
3. Potential consequences that can affect both the driver and the passengers of a vehicle.

Students will be able to...
1. Understand how occupant protection works during a crash.
2. Recognize the dangers of not using occupant protection in the backseat.
3. Understand how not using occupant protection can result in a variety of negative consequences.

Learning Experience Outline (items in bold represent Assessment Activities):
1. Brainstorm
2. Statistical Information
3. Practice Drive
4. Google Search
5. Backseat Bullet
6. Stages of a Crash
7. Self-Reflection
8. Occupant Protection Campaign
Learning Experience Activities:

1. **Brainstorm**

After learning about the laws governing occupant protection and the potential legal consequences of not following these laws, have students brainstorm other consequences that could result from not using occupant protection.

*Instructions: The objective of the brainstorm is to get students thinking about other consequences that can result from not using or improperly using occupant protection. First, go around the room and ask each student for an idea, giving them the option to pass if they want. Write all of the ideas down in a location that all students can see (e.g. whiteboard, blackboard, SMART Board). After each student has had an opportunity to speak, open the floor for anyone to present other ideas that they have. After all students are exhausted of ideas, add any other ideas that students did not already mention, if necessary.*

- **Materials/Resources/Technology**
  - Whiteboard, blackboard, or SMART Board

2. **Statistical Information**

Now that students have discussed the consequences of not using occupant protection, present statistical information on the potential consequences.

*Instructions: Using the resources provided below, have the students break into small groups and give each group a different resource. Have the groups briefly (5-10 minutes) discuss their information and then have each group make a quick report to the rest of the class. Have the students discuss any information that was surprising to them.*

- **Materials/Resources/Technology**
  - Computer with internet access
  - Occupant Protection Infographics
    - [http://goo.gl/om54Fn](http://goo.gl/om54Fn)
    - [http://goo.gl/MDdpbj](http://goo.gl/MDdpbj)
    - [http://goo.gl/ktRTig](http://goo.gl/ktRTig)
    - [http://goo.gl/osXJ7D](http://goo.gl/osXJ7D)
  - Statistical Information Instructions (page 25)

3. **Practice Drive**

Using the information they have learned regarding the consequences of not using occupant protection, have the students apply this knowledge in a real-world setting.

*Instructions: Have the students take a 20 minute practice drive with their parents. Before they start, have the students list two to three reasons why occupant protection is important. After, have them list one or two more reasons as a direct result of what was observed from their drive.*

- **Materials/Resources/Technology**
  - Practice Drive (page 26)
4. Google Search

Now that the students have thought about the consequences of not using occupant protection, have them research a ‘real life’ traffic event.

Instructions: This can be done as an in-class activity or as a homework assignment. Using Google (or any search engine), have each student in the class research a previous traffic incident where occupant protection was not used, or used incorrectly. Have the student describe how/why the correct use of occupant protection would have resulted in a different outcome. Also, make sure the students report on any injuries or other consequences that resulted from the crash.

- Materials/Resources/Technology
  - Google Search Instructions (page 27)
  - Computer with internet access

5. Backseat Bullet

Now that the students have learned about the importance of using seatbelts, emphasize the importance of wearing a seatbelt in the backseat.

Instructions: To begin, show the students the backseat bullet PSA. Next, break the students into three groups. Have each group watch a different video on backseat projectiles. Have the students reconvene as a class and have each group present on their video. Have the students discuss how the videos changed their ideas about not wearing a seatbelt in the backseat or not properly securing pets or other objects can have negative impacts.

- Materials/Resources/Technology
  - Backseat Bullet PSA: http://goo.gl/fvirMG
  - Backseat Projectiles Videos
    - Backseat Passengers: http://goo.gl/TRSzAZ
    - Unsecured Pets: http://goo.gl/t54xVO
    - Unsecured Objects: http://goo.gl/MELA4f
  - Computers with internet access
  - Screen or SMART Board and project
6. Stages of a Crash

Now that the students are familiar with the consequences of not using occupant protection, have them apply this knowledge to the different stages of a crash.

Instructions: Break the students into three groups and assign each group one of the three stages of a crash (vehicle impact, passenger impact, organs and skeletal system). Have each group explain what would happen in a head-on, rear and side impact collision, and compare the differences between wearing a seatbelt and not wearing a seatbelt. Have each group present their findings to the class.

- Materials/Resources/Technology
  - Stages of a Crash (page 29)

7. Self-Reflection

Have the students reflect on their own experiences with occupant protection.

Instructions: Have the students reflect on their own experiences with occupant protection. Are there instances where they didn’t use occupant protection correctly or witnessed the incorrect use of occupant protection? What were the consequences? What could have been the consequences? Have them share with the class.

- Materials/Resources/Technology
  - Self-Reflection (page 30)

8. Occupant Protection Campaign

Using the information that they have gained, have the students develop an occupant protection campaign to educate fellow students about the importance of wearing a seatbelt.

Instructions: Have the students work as a class to develop an Occupant Protection campaign to educate other students about the importance of wearing a seatbelt. The campaign can include posters, daily facts at the morning announcements, or any other ideas that the students can think of. Make sure that information on Backseat Bullet and properly stowing pets and other items in the car is included. If time and/or resources allow, break the class into groups and have one group work on a campaign targeted towards high school students and the other on a campaign targeted toward middle school students.

- Materials/Resources/Technology
  - Occupant Protection Campaign (page 31)
8.3: Ensuring Correct Occupant Protection Use

Section Goal: After successfully completing this lesson, students will understand that as the driver, they are responsible for ensuring correct occupant protection use within their vehicle.

Essential Questions:
1. What is the correct way to use occupant protection?
2. Why is it the driver’s responsibility to ensure correct occupant protection use?
3. How can the driver ensure correct occupant protection use in their vehicle?

Desired Understandings:
1. There are many types of occupant protection, all of which must be used correctly to be effective.
2. As the driver, they are responsible for the decisions made while they are behind the wheel and how these decisions impact people inside and outside of the vehicle.
3. There are a variety of strategies the driver can use to ensure correct occupant protection use.

Key Knowledge and Skills:
Students will know…
1. How to correctly use different types of occupant protection.
2. That it is the responsibility of the driver to ensure correct occupant protection use, and the impact that their decisions have.
3. The variety of strategies by which they can ensure correct occupant protection use, as the driver.

Students will be able to…
1. Correctly use, adjust and explain to others how to correctly use different types of occupant protection.
2. Make smart and informed decisions regarding the use of occupant protection in their vehicle.
3. Define strategies for ensuring correct occupant protection use and create a plan for applying these strategies.

Learning Experience Outline (items in bold represent Assessment Activities):
1. Responsibility Discussion
2. Seatbelt Adjustment Lesson
3. Battle of the Belts
4. Seatbelt Adjustment Homework
5. Journal Activity
6. Class Discussion
7. Guidelines
8. Action Plan
9. Contract
Learning Experience Activities:

1. **Responsibility Discussion**

Lead the class in a discussion about the importance of being responsible for one’s actions.

*Instructions:* Have the students reflect on for other instances in life (besides driving) where being responsible for one’s actions is very important. In the classroom, have the students share their responses and compare to driving a vehicle. In addition, make sure the students reflect on their responsibilities as a passenger. Talk through the relative consequences of each.

- **Materials/Resources/Technology**
  - none

2. **Seatbelt Adjustment Lesson**

Have the students learn how to properly adjust a seatbelt.

*Instructions:* Have the students research the proper way to wear a seatbelt. Using the information they gather, have the students develop a fact sheet on proper seatbelt adjustment that can be placed in the BTW vehicle and any vehicle that the students drive. If time allows, have the students also research how to properly install and adjust a car seat and/or booster seat. If time and resources allow, invite a certified CarFit technician to come into the class and give the students a lesson instead of having them research. In addition, a certified Child Passenger Safety (CPS) technician could be used to give a lesson on car and booster seats.

- **Materials/Resources/Technology**
  - Seatbelt Adjustment Fact Sheet (page 32)
  - CPS Technicians: [http://cert.safekids.org/find-tech-0](http://cert.safekids.org/find-tech-0)

3. **Battle of the Belts**

Lead the students in a Battle of the Belts competition.

*Instructions:* Break the students into groups of fours and have a Battle of the Belts competition. Battle of the Belts is an event where teams of four race to properly buckle their seatbelts in every seat of the car. Students could also act as judges for the teams if you have a large class, or an odd number of students. If this is difficult to fit into the semester, look for events in your area that students could attend.

- **Materials/Resources/Technology**
  - Battle of the Belts Instructions: [http://goo.gl/4NAXVN](http://goo.gl/4NAXVN)
4. Seatbelt Adjustment Homework

Using the information learned in Seatbelt Adjustment Lesson, have the students teach the information to their families.

Instructions: Using the information learned in the Seatbelt Adjustment lesson, have the students give their families a lesson on proper seatbelt use and adjustment. Make sure that the students use the Tip Sheet developed in class. Have the students report back to the class on any successes and barriers.

- Materials/Resources/Technology
  - Seatbelt Adjustment Fact Sheet (from Seatbelt Adjustment activity)

5. Journal Activity

Have the students identify and discuss other types of occupant protection.

Instructions: Have the students identify other types of occupant protection (excluding seatbelts) that are present in a car (parent, sibling, neighbor) and explain how they protect the occupants during a crash. Have the students present their findings to the class. Make sure to correct any incorrect assumptions about how other types of occupant protection function in a crash.

- Materials/Resources/Technology
  - Journal Activity (page 33)

6. Class Discussion

Lead the students in a discussion about occupant protection in other vehicles.

Instructions: Break the students into small groups and assign each group a different type of vehicle, other than a car (e.g. 18-wheeler, motorcycle, delivery van, etc.). Have the students research the occupant protection that is present, and present their results to the class. Discuss how the occupant protection varies, and what that means if the vehicle is involved in a crash.

- Materials/Resources/Technology
  - Computer with internet access
  - Class Discussion (page 34)
7. Guidelines

Now that the students have reflected upon and discussed strategies to demonstrate and ensure the appropriate use of occupant protection in their vehicle, instruct the students to work together and create an in-car list of guidelines.

*Instructions: Now that the students have discussed and brainstormed strategies to demonstrate and ensure the appropriate use of occupant protection, the students should begin to apply this knowledge in a practical, hands-on approach. Have the students work together, either in small groups or as a class, to develop a list of in-car guidelines for demonstrating and ensuring the use of occupant protection. If working in small groups, have the students re-assemble and develop a master list of guidelines from all of the individual lists. These guidelines should be placed in both the BTW and home vehicles.*

- Materials/Resources/Technology
  - Guidelines Instructions (page 35)

8. Action Plan

Now that the students have developed in-car guidelines for demonstrating and ensuring the appropriate use of occupant protection in their vehicle, assign students to develop a personal action plan of strategies to avoid pressure to drive without every passenger using appropriate occupant protection. The Action Plan should be approximately one page long, should include a description of how the strategies will be used.

*Instructions: As the Occupant Protection module draws to a close, the goal is that students walk out the door thinking about how to resist pressure from passengers to drive without having every passenger using occupant protection appropriately. Encourage students to make use of the class guidelines to serve as examples for their Action Plan.*

- Materials/Resources/Technology
  - Action Plan Instructions (page 36)
9. Contract

As a complement to their Action Plan described above, have students develop a contract (between student and guardian) where they commit to use proper occupant protection and to ensure proper occupant protection use among their passengers. The contract should include both incentives and consequences.

Instructions: It is important that the students’ promise to use proper occupant protection and to ensure proper occupant protection among their passengers not represent empty words. A written contract can serve as a formal pledge that students will pursue safe driving habits, and also mandates pro-active involvement from their parent or guardian. You should encourage each student to write up a contract that is complete, but concise. Encourage students to make use of the class guidelines, their personal action plan and other resources to serve as examples for their contract.

- Materials/Resources/Technology
  - Contract Instructions (page 37)
## Supplemental Materials Appendices

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Lesson 8.1 True/False Quiz

Name: ________________________________ Date: ______________

Instructions: Complete the following true/false worksheet regarding occupant protection laws.

1. In 2014, the seatbelt usage rate for New York State was 91%. **True or False**

2. Taxis are exempt from New York State seatbelt laws. **True or False**

3. A police officer cannot stop the driver simply because they are not wearing a seatbelt. **True or False**

4. If your vehicle has driver-side and passenger side airbags, you don’t have to wear a seatbelt. **True or False**

5. Children under the age of eight must be restrained with a federally approved car seat when riding in a motor vehicle. **True or False**

6. In the front seat, the passenger is not required to wear a seatbelt. **True or False**

7. Every child under age 16 must use a safety restraint. **True or False**

8. Every occupant of a vehicle being operated by someone with a learner’s permit or a junior license must wear a seatbelt. **True or False**

9. The penalty for a seatbelt violation can range up to $100 and three driver violation points. **True or False**

10. When wearing a seatbelt, the lap belt should be across your stomach. **True or False**
Lesson 8.1 True/False Quiz KEY

Name: ________________________________ Date: ______________

Instructions: Complete the following true/false worksheet regarding occupant protection laws.

1. In 2014, the seatbelt usage rate for New York State was 91%. True
2. Taxis are exempt from New York State seatbelt laws. True
3. A police officer cannot stop the driver simply because they are not wearing a seatbelt. False In New York State, the seatbelt law is a primary law, which means that a police officer can pull you over simply for not wearing a seatbelt.
4. If your vehicle has driver-side and passenger-side airbags, you don’t have to wear a seatbelt. False Airbags were designed as a supplemental restraint system and are not a substitute for wearing a seatbelt.
5. Children under the age of eight must be restrained with a federally approved car seat when riding in a motor vehicle. True
6. In the front seat, the passenger is not required to wear a seatbelt. False In the front seat, both the passenger and the driver must wear a seatbelt, regardless of age.
7. Every child under age 16 must use a safety restraint. True
8. Every occupant of a vehicle being operated by someone with a learner’s permit or a junior license must wear a seatbelt. True
9. The penalty for a seatbelt violation can range up to $100 and three driver violation points. True
10. When wearing a seatbelt, the lap belt should be across your stomach. False If you wear the lap belt across your stomach, you could seriously damage your internal organs in the event of a crash. The lap belt should be worn snug on the hips.
Lesson 8.1 Web Search Instructions

Name: ___________________________________  Date: ____________

Instructions: Using an online search engine (e.g. Google, Bing), search for a traffic incident in which an occupant protection law was not followed. Try and find at least two instances of this type of traffic incident, and explain the legal consequences that resulted. Be prepared to present your findings to the class.

Notes:
Lesson 8.1 Family Journal

Name: ___________________________________ Date: _____________

Instructions: Have a discussion with your family regarding the potential legal consequences of not following occupant protection laws. Keep a record of the different consequences you discuss and classify each as mild, moderate or severe. Present your findings to the class and work with the class to develop a list of mild, moderate and severe legal consequences.

Potential Consequences:
Lesson 8.1 Laws and Consequences

Name: ___________________________________      Date: ______________

Instructions: Your instructor will break you into small groups and assign you a different aspect of occupant protection laws. With your group, develop a one-page summary of the occupant protection laws and the consequences of not following these laws to be distributed to other students. Use the space below to take notes.

Possible Topics:

GDL Occupant Protection Laws
Child Passenger Safety Laws
Adult Occupant Protection Laws

Notes:
Lesson 8.2 Statistical Information Instructions

Name: ________________________________ Date: ________________

Instructions: Your instructor will break you into small groups and assign you one of the infographics listed below. Discuss the infographic with your group and prepare a brief report to share with the rest of the class. Make sure to discuss any information that surprised you.

Infographics:


Notes:
Lesson 8.2 Practice Drive

Name: ___________________________  Date: ________________

Instructions: Take a 20 minute practice drive with your parents. Before you start, list two or three reasons why occupant protection is important. After your drive, list one or two more reasons using things you observed on your drive.

Pre-Drive:

1. 

2. 

3. 

Post-Drive:

1. 

2.
Lesson 8.2 Google Search Instructions

Name: ___________________________________ Date: ______________

Instructions: Using an online search engine (e.g. Google, Bing), search for a traffic incident where occupant protection was not used, or used incorrectly. Describe how or why the correct use of occupant protection would have resulted in a different outcome. Make sure to report on any injuries or other consequences that resulted from the crash. Be prepared to present your findings to the class.

Notes:
Lesson 8.2 Backseat Bullet

Name: ___________________________________ Date: ______________

Instructions: Your instructor will begin by showing you a Backseat Bullet PSA. Take notes on anything that surprised you. Next, your instructor will break you into three groups and assign you a video to watch. Take notes on your video and be prepared to present to the class. Discuss how the video and the PSA changed your view about not wearing a seatbelt in the backseat or improperly securing pets or other objects can have negative impacts.

PSA Notes:

Group 1 Video: Backseat Passenger - http://goo.gl/TRSzAZ
Group 2 Video: Unsecured Pets - http://goo.gl/t54xVO

Notes:
Lesson 8.2 Stages of a Crash

Name: ________________________________ Date: ______________

Instructions: Your instructor will break you into three groups and assign you one of the following stages of a crash: Vehicle Impact; Passenger Impact; Organs and Skeletal System. As a group, discuss what would happen at your assigned stage during a head-on collision, a rear collision and a side impact collision. Compare the difference between wearing a seatbelt and not wearing a seatbelt. Be prepared to present your findings to the class.

Assigned Stage:

Head-on Collision:

Rear Collision:

Side Impact Collision:
Lesson 8.2 Self-Reflection

Name: ________________________________ Date: ________________

Instructions: Reflect on your own experiences with occupant protection and answer the questions below.

1. Are there instances where you didn’t use occupant protection correctly or witnessed the incorrect use of occupant protection?

2. What were the consequences?

3. What could have been the consequences?

4. Any other thoughts or comments?
Lesson 8.2 Occupant Protection Campaign

Name: ___________________________________  Date: _____________

Instructions: Working as a class, develop an occupant protection campaign to educate other students about the importance of wearing a seatbelt. Make sure to include information about backseat bullet and properly stowing pets and other items. If possible, develop one campaign targeted toward high school students and another targeted towards middle school students.

Potential Campaign Ideas (feel free to add your own):

- Posters
- Daily facts at the morning announcements
- Chalk the block
- Presentations

Notes:
Lesson 8.3 Seatbelt Adjustment Fact Sheet

Name: ___________________________________  Date: ______________

Instructions: Using the information you learned about properly adjusting a seatbelt, develop a fact sheet on proper seatbelt adjustment that can be placed in the BTW vehicle, as well as the vehicle you drive at home. You will also use this fact sheet to give your family a lesson on proper seatbelt use and adjustment.

Notes:
Lesson 8.3 Journal Activity

Name: ___________________________________  Date: ______________

Instructions: While riding as a passenger with a family member, identify other types of occupant protection (excluding seatbelts) that are present. Explain how they protect occupants during a crash, and research any that you are not sure of. Be prepared to present your findings to the class.

Other Types of Occupant Protection:
Lesson 8.3 Class Discussion

Name: ___________________________________  Date: ______________

Instructions: You instructor will break you into small groups and assign each group a different type of vehicle, other than a car. Research the occupant protection that is present in your assigned vehicle, including how it is different than what is in a car, and how the vehicle functions in a crash. Be prepared to present to the class.

Vehicle Assigned:

Occupant Protection Present:
Lesson 8.3 Guidelines Instructions

Name: ___________________________________ Date: __________

Instructions: Working as a group, develop a list of in-car guidelines for demonstrating and ensuring the use of occupant protection. These guidelines will be placed in the BTW vehicles, and should be placed in your personal vehicles as well. Use the space below to take notes.
Lesson 8.3 Action Plan Instructions

Name: ____________________________ Date: ____________

Instructions: Using the Guidelines you just developed, as well as the information learned in this unit, develop a personal action plan of strategies to avoid pressure to drive without every passenger using appropriate occupant protection. Your action plan should be approximately one page long. Use the space below to take notes.

Examples:
Lesson 8.3 Contract Instructions

Name: ___________________________________________  Date: ______________

Instructions: Using the action plan you created, develop a contract between yourself and your parent/guardian where you commit to use proper occupant protection and to ensure proper occupant protection use among your passengers. Make sure to include both incentives for following the contract and consequences for breaking the contract. Once your contract is complete, bring it home to discuss it with your parents and sign once you and your parents agree on the terms.

See the following resources for examples:

Toyota Teen Driver:  
http://toyotateendriver.discoveryeducation.com/pdf/TTD_Sample_MutualDrivingAgreement.pdf

End Distracted Driving:  
http://enddd.org/presentation/EndDD-SimpleStepsForm.pdf

Allstate Foundation:  

CDC:  
http://www.cdc.gov/ParentsAreTheKey/pdf/Parent_Teen_Driving_Agreement-a.pdf

AAA:  
http://teendriving.aaa.com/files/file/Parent_Teen_Driving_Agreement.pdf