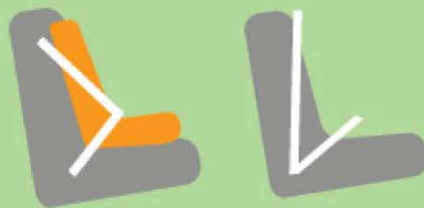




# Keeping Utah Kids Safe

**Lessons Plans and Activities for Seat Belt/Booster  
Seat and Good Passenger Safety  
for the Utah Elementary Classroom**



This Activity book was prepared in partnership with the following organizations who are working together every day to keep Utah kids healthy and safe.



*A Goal We Can All Live With*



Special thanks to Diamond Ridge Elementary teacher Lauren A. Szykula and Highway Safety Office Intern Stephanie Valeri for their valuable help and input with this project.

**Dear Teacher,**

Nationwide, motor vehicle crashes are the leading cause of injuries and deaths for children ages 0-14. This activity book was created to be a partner resource with the ***Keeping Utah's Kids Safe Webinar*** to help you teach children (K-6) the importance of always using vehicle seat belts and child safety restraints. These ideas can be used in your classroom at the suggested grade level or adapted for other grade levels. They can be used to teach passenger safety while meeting Utah Elementary Core Standards. The activity sheets can be also be sent home with the child to share with parents and siblings the following important safety messages:

- **The back seat is the safest place for all children to ride.**
- **Children shorter than 57 inches 4'9" need to sit in a booster seat regardless of age.**
- **A booster seat ensures the car's seat belt fits a child correctly to avoid serious injury or death.**
- **Children should never place a shoulder belt under their arm or behind their back or sit in a booster seat with a lap only belt.**
- **All passengers in Utah must be buckled or sit in the appropriate safety restraint while riding in a vehicle. Under Utah law, any person violating this law may be fined \$45.**
- **Children can help keep a driver from being distracted**

Children properly restrained have a 71% lower risk of fatal injury than those who are not restrained. (Safe Kids Worldwide). It is very important that children and families are taught the importance of always buckling up.

If you would like further information on child restraints and seat belt use, please contact the Utah Department of Public Safety's Highway Safety Office (USHO) at 801-366-6040. You can also find more information at the following web sites:

Highway Safety Office [www.ClickItUtah.org](http://www.ClickItUtah.org)  
Safe Kids Utah [www.health.utah.gov/vipp/kids/safe-kids-utah/](http://www.health.utah.gov/vipp/kids/safe-kids-utah/)  
Primary Children's Hospital [www.Primarychildrens.org/safety](http://www.Primarychildrens.org/safety)  
Utah Safety Council [www.utahsafetycouncil.org/BUFL.asp](http://www.utahsafetycouncil.org/BUFL.asp)  
Utah Department of Health <http://www.health.utah.gov/vipp>  
Kids Health <http://kidshealth.org/en/kids/car-safety.html>

# Kindergarten Activities

## Literacy Core K



**Standard K.W.3-** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

### Language Arts Writing Experience

- ❖ **Activity:** Have the class fill in the answer to the question: I ride in a booster seat when I go to \_\_\_\_\_. Use a teacher example and cut the words of that sentence apart. Give each word to a different student. Have the student stand and arrange themselves in order so the sentence is correct and the words are in the right order.
  - ✓ Supplies: Paper, Scissors
- ❖ **Activity:** Toss Bean Bag to each other saying I (sit in a booster seat and) buckle up when I go to the zoo. The next child has to say I ride in a booster seat when I go to the park. Each child continues and has to say something that hasn't been said before.
  - ✓ Supplies: Bean Bags

## Mathematics:

**Standard K.MD.1** Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.

- ❖ **Activity:** Have the class talk about height and arrange each other in order tallest to shortest. Talk about how each of them is taller now than they were when they were 3. Talk about how now they don't have to sit in a car seat but they do need to be in a booster seat. Talk about how mom and dad are taller and so they don't have to have a booster seat but instead they use a seat belt.
  - ✓ Supplies: None needed
- ❖ **Activity:** T-shirt demo. Sizes are measurable (small, medium, large, extra larger). Talk about how clothes are sized and people are different sizes too. Have kids put on adult x-large t shirt. When it doesn't fit talk about how the shirt doesn't fit just like a seat belt won't fit till they are bigger.
  - ✓ Supplies: Different sizes of T-shirts – small, medium, large, XL,

- ❖ **Activity:** Give a coloring page to teach about correct height (4'9") to be in a booster seat and how to fit correctly in the booster seat or seat belt. Send coloring sheet home for Info for the parents.

- ✓ Supplies: Coloring page *I'm 4'9"*

**Standard K.G.2- Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).**

- ❖ **Activity:** Give the students the worksheet with different traffic signs. Ask them to identify the shapes and colors of the sign.

- ✓ Supplies: Worksheet on *Traffic Sign Shapes*.

## **Social Studies:**

**Standard K.2.2.b,c- b.-Identify and demonstrate safe practices in the home and classroom.**

**c.-Recognize and explain common traffic symbols**

- ❖ **Activity:** Road Trip Bingo: Give each child a copy of the *Road Trip Bingo* work sheet to take home. Ask them to play the game when traveling in their booster seat/seat belt.

- ✓ Supplies: *Road Trip Bingo* work sheet

- ❖ **Activity:** Give the students the Circle *The Signs That Mean Stop* worksheet with various traffic signs and shapes. Ask the children to circle the signs that mean STOP.

- ✓ Supplies: *Circle the Signs That Mean Stop* work sheet

# **First Grade Activities**

## **Social Studies**

**Standard 2.2 a,f - Students will develop a sense of self. a. - Describe and practice responsible behaviors for health and safety. f. Practice basic safety and identify hazards.**

- ❖ **Activity:** Play the Trip to Grandma's Game. Talk about the importance of following safety rules when it comes to using the right child restraint, buckling up, obeying traffic signs, sitting in the back seat, not being a distraction to the driver, and helping keep younger siblings quiet and happy.
  - ✓ Supplies: *Trip to Grandma's Game*, scissors, coins to toss,

## **Mathematics**

**Standard 1.MD.4-Represent and interpret data. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.**

- ❖ **Activity:** Provide kids with a picture of several cars with passengers (some using seat belts, some in car seats, and some in booster seats). Have the kids count how many people are using each item (seat belt, car seat, booster seat) and then answer the above questions
  - ✓ Supplies: page with photos of people in cars, Tally Sheet
- ❖ **Activity:** Give the students a tally sheet and ask them to observe and count the same categories in their ride home as they pass other cars or are stopped at a red light.
  - ✓ Supplies: Tally sheet

## **Science**

**Standard 1.1.3: The Processes of Science, Communication of Science, and the Nature of Science. Students will be able to apply scientific processes, communicate scientific ideas effectively, and understand the nature of science.**

**Objective 1: Generating Evidence:** Using the processes of scientific investigation (i.e. framing questions, designing investigations, conducting investigations, collecting data, drawing conclusions)

**3. Conducting investigations: Observe, manipulate, measure, describe.**

- ❖ **Activity:** “Crash ‘N Crack” This is basically a force and motion, prediction, and recording data experiment that also teaches some great lessons about seat belts. Have the children predict what will happen to the egg if he goes for a ride down a low hill with a seat belt, down the same low hill without a seat belt, down a steep hill with a seat belt, and down a steep hill without a seat belt. Have the kids predict either “good”, “So-So” (small cracks but no guts leaking out), “Cracked-Up” (some guts leaking out), or “Scrambled”. Record the predictions on a chart. Then send the egg down the ramps and note the results. After, the kids can write about what they learned. For more info go to [www.teachingace.com/science-time](http://www.teachingace.com/science-time)
- ✓ Supplies: Eggs, plastic or wooden car, board for ramp, tape for “seat belt”,  
Instruction sheet: *Guessing Chart*

## **Second Grade Activities**

### **Integrated Core 2**

**Standard 1.1.e- Students will develop a Sense of Self: Objective 1**  
**Describe and adopt behaviors for health and safety. e. Adopt basic safety habits (e.g., wear a seatbelt, practice bicycle safety, and find adult help in an emergency).**



- ❖ **Activity:** Booster/Seat Belt Relay: Evenly divide group with tall and short children into teams. Have a child run to the end of the room, where someone measures them to see if they are over or under 4’9”. If under 4’9” the child has to put a booster on a chair, then sit on the booster, count out loud to 10 while mimicking grabbing a shoulder belt and pretend to buckle it. Then unbuckle, run back to the line and tag the next runner. If over 4’9” then can skip the booster part, and just sit in the chair and pretend to buckle. They must count out loud to ten before they can “release” the buckle and run back. First team to finish wins
- ✓ Supplies: Measuring tape, chairs, and booster seats for each team.
- ✓ **Activity:** Have the students discuss the importance of having good safety habits. This includes using the right equipment for the job or activity you are doing. Give the students the worksheet and have them match the person with the equipment needed for their safety.
- ✓ Supplies: *Safety Equipment Matching* worksheet

## **Mathematics**

**Standard 2.MD.1,2 - Measure and estimate lengths in standard units. 3. Estimate lengths using units of inches, feet, centimeters and meters.**

- ✓ **Activity:** Have kids estimate how tall they are in inches and meters. They can also be sent home with the assignment to measure their parents and see the difference in who can wear a seat belt vs who needs a booster seat to be safe in a car.
- ✓ **Supplies:** pencils and paper to write down estimates
  
- 1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.**
- ✓ **Activity:** Have students measure each other and compare heights to height required for being out of a booster seat (4'9").
- ✓ **Supplies:** tape measures, yard sticks, meter sticks, paper and pencils
- 2. Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.**
- ✓ **Activity:** Measure 4'9" on the floor then measure it in meters. Then have the kids lay down on the floor and measure how many inches and meters they are from 4'9" to see how much taller they have to be before they are tall enough to not use a booster seat.
- ✓ **Supplies:** tape measure, masking tape, paper and pencils

## **Science:**

**Standard 3.2.1, Physical Science. Students will gain an understanding of Physical Science through the study of forces of motion and the properties of materials.**

**Objective 1. Communicate observations about falling objects.**

- ✓ **Activity:** Tell the students that seat belts keep occupants from being thrown out of cars. Have the students drop different objects from different heights letting some free fall and others caught safely in a net. Observe things that prevent them from reaching the ground.
- ✓ **Supplies:** various objects, one butterfly net or some other net to catch the objects.



# **Third Grade Activities**

## **Physical Education:**

**Standard 3.4.7-** Demonstrate understanding of safety, rules, and etiquette by working safely and cooperatively in physical activity settings.

**Standard 3.4.6-** Exhibit etiquette and adherence to rules in a variety of physical activities.

**Standard 3.5.4-** Describe the positive social interactions that result from participation in physical activity.

- ✓ **Activity:** Have the students play soccer with a tennis ball and try to make goals into a paper cup, or play volley ball with a balloons, or jacks wearing oven mitts. Explain how using the right equipment and wearing the right gear is important for enjoyment of game and for safety reasons. Explain that using a seat belt or booster when riding in a car also provides more enjoyment and safety.
- ✓ **Supplies:** Tennis ball, paper cups, balloons, volleyball net, jacks sets, oven mitts



## **Mathematics:**

**Standard 3.MD.4-** Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units- whole number, halves, and quarters.

- ✓ **Activity:** Have class measure everyone's height and plot them all out on the line plot. Talk about the height of 4'9" is how big you have to be to not use a booster seat. Show where that mark would be on the line plot and how close the class is to getting there.
- ✓ **Supplies:** Measuring tape or stick. Graph paper for line plot.

# Fourth Grade Activities

## Mathematics:

**Standard 4.MD.1-** Know relative sizes of measurement units within one system of units including kilometers, meters, and centimeters; liters and milliliters; kilograms and grams; pounds and ounces; hours, minutes, and seconds. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.

- ✓ **Activity:** Have class measure everyone in feet then convert to inches. Record everyone's height in a chart. Do the same for meters. Talk about heights and how tall you have to be to be out of a booster seat. At this age some people are tall enough they may not be in one. Talk about how everyone grows at different amounts but how no one in the class is in a car seat anymore and now no one is old enough to sit up front.
- ✓ **Supplies:** measuring tapes, height chart, pencils



# Fifth Grade Activities

## Mathematics:

**Standard 5.MD.1-** Convert like measurement units within a given measurement system. 1. Convert among different-sized standard measurement units within a given measurement system (e.g. convert 5cm to 0.05 m), and use these conversions in solving multi-step, real world problems.

- ✓ **Activity:** Give the student these limits:
  1. Seat belts are for anyone 4'9" and taller
  2. Front seats are for 13 years and older

3. Booster seats are for anyone 80 lbs. and less than 4'9"
4. Car seats are for anyone less than 80 lbs.

Give the students various "people" with their age, height (given in inches and have them convert them to feet), and weight (in ounces and have them convert them to pounds). Then ask the students to identify the safest places in the car for each passenger to be sitting. (Ex. Person A is an 11-year-old who weighs 1200 ounces, and is 55 inches tall would be converted to 75 pounds and 4'7" and the student should select a booster seat for that passenger).

- ✓ Supplies: paper and pencils

## **Social Studies**

**Standard 5.3.1.d-** Students will understand the rights and responsibilities guaranteed in the United States Constitution and Bill of Rights.

**Objective 1** Assess the underlying principles of the US Constitution as the framework for the United States' form of government, a compound constitutional republic.

**d. -** Explain the process of passing a law.

- ✓ **Activity:** Students will explain how a seat belt laws are passed in a state. Then on a map, write in the age the law for that state requires a child to ride in a booster. Also the students can list whether the state has a primary seat belt law or not.
- ✓ Supplies: Black and white map of the United States, Maps with Primary Seat Belt Laws and Booster seat ages.

## **Sixth Grade Activities**

### **Health**

**Standard 3.1.b-** Demonstrate ability to communicate affection appropriately. (I care so buckle up)

**Standard 5-** The students will adopt behaviors to maintain personal health and safety and develop appropriate strategies to resolve conflict.

- ✓ **Activity:** Safe Passenger Charades: Divide the class into teams. Have the students act out scenarios depicting different activities while riding in cars. Buckling a seat belt, talking on a cell phone, fighting with a sibling, putting belt under arm, etc. Have the students determine whether the activity is safe or unsafe. (See Charades in Games)
  - ✓ Supplies: slips of paper with various activities written
- ✓ **Activity:** Safety Belt Rap: Have the students divide into groups and create a rap about the importance of wearing seat belts. They can incorporate all the other safety messages about riding in boosters if under 4'9", sitting in the back seat, not being a distraction, and so forth. Have the groups take turns performing their raps.
  - ✓ Supplies; hats, tambourines, other props that could be incorporated into a rap.

## **Mathematics:**

### **Standard 6.SP.2 Summarize and describe distributions. 6. SP.B Summarize and describe distributions.**

- ✓ **Activity:** At the beginning of the school year have the students survey the parents dropping off students to get percentages of seat belt use. At the end of the year, do another survey to see if the usage increases. Have the students plot the numbers in a histogram or dot plot. To add more interest check by color of car.
  - ✓ Supplies: Tally sheet



### **General Elementary Activities:** Adapt as you see fit

**Seat Belt Safety Curriculum** from the South Dakota Cooperative Extension Services (Twinkie Physics) This lesson plan is intended for a 12 – 15 minute session with elementary age children and youth. For a longer session, refer to the extended lesson at the end for more information and activities.

\*Remember: Kids understand best with demonstrations of the concept

### **Overview:**

Children of all ages need to know the importance of wearing a seat belt and wearing it correctly. Children in this age group vary greatly in height and weight; therefore, it is important to discuss both car seats and seat belts. Some children in this age group may be required to sit in a booster seat while in a vehicle, and others may be responsible for younger siblings while in a moving vehicle. In this lesson, children will also become aware of the harmful consequences of not wearing a seat belt.

## **Objectives**

Children and youth will . . .

- Increase their awareness of seat belt safety
- Demonstrate the proper way to wear a seat belt
- Increase their usage of seat belts
- Understand regulations for children required to use a car seat or booster seat.

## **Materials needed:**

Skeleton

Instructions for demonstration

2 pieces of grosgrain (used as the seat belt in the skeleton activity)

Tape Measure

Brochure: Let's Talk Twinkie Physics

One individual wrapped Twinkie or one individual wrapped cylindrical snack cake with a clear wrapper for each demonstration. (The Twinkie/snack cake will be inserted inside the torso area of the skeleton)

**Introduction:** Introduce yourself to the students: name, background, and why you are here. Make children and youth aware that the information presented is very important to their physical safety.

A) Introduce the topic of Seat Belt Safety

1. Polling. Have youth close their eyes or put their heads down. Ask the students how many wear their seat belt every time they are in a vehicle? Count the number of kids and write it down. Ask the students how many wear their seat belt only sometimes when they are in a vehicle. Let the kids know that \_\_\_\_ students wear their seat belts all the time, and \_\_\_\_ students only wear it sometimes.

2. Discussion. Can anyone describe an experience you have had involving a seat belt? All students will have their own stories and experiences to tell. Let students comment on this as time allows. Use the following questions to guide the discussion.

Can a seat belt save your life? Response: Yes.

Can you get in an accident if only traveling a few blocks or a few miles from your house? Response: Yes.

## **Lesson**

## B) Importance of wearing a seat belt

1. Always buckle up when riding in a moving vehicle. If you are in a vehicle accident, you are less likely to get hurt if you are wearing your seat belt. Seat belts keep you from being ejected in a crash or hitting your head against a window. Wear your seat belt even if you are only going a short distance, remember an accident can happen anytime.
2. When riding in a car, do you think it is better for you to ride in the front seat or the back seat? Response: It is better for children to ride in the back seat because of their size and weight. Children under age 13 are required to ride in the back seat. Children in the back seat are farther away from the dashboard, all of the hard parts on it, the glass in the windshield, and the air bag, which might be deployed during a crash, even a crash at slow speeds. The impact or force of the air bag is enough to injure a smaller person.

**Distraction Exercises:** While students take a pop quiz on driver safety, spelling test, etc, the teacher creates a barrage of distractions – acting much like many young passengers do. After the quiz, the teacher leads a classroom discussion on passenger distractions, and students work in groups to create rules for riding like a friend.

**Poster Contests:** Have the students make posters presenting seat belt facts and safety tips.

**Skits:** Have the students write and act out skits about safety situations they may find when riding in a car with adults, teens, grandparents, toddlers, etc.

**Candy Bar Game:** Give the students a candy bar that has been wrapped in several layers of wrapping paper. The students have to try to unwrap the candy wearing oven mitts. Explain that when driving a car, both hands need to be on the wheel and not holding cell phones, or texting.



## Buckling Up “Eggsactly” Right

Many times when we get in the car we quickly buckle our seat belt or haphazardly place our children in their car seats. What would make our journey so much safer would be to be meticulous and eggsact in using these safety restraints.

Bodies are fragile just like eggs and if not properly protected, they can get “cracked” too. Remember that all children under 4’ 9” tall should ride in a car restraint or booster seat. All other occupants of the vehicle should wear their seat belt.

Some injuries people sustain are minor and heal without a great deal of complication. But people injured in motor vehicle crashes often suffer life-threatening and life-long injuries that

affect them for years to come. Humpty Dumpty was put back together again after his great fall, but you could always see his cracks as the result of his terrific fall.

Be eggsact in your safety behaviors in and around the car and always “hop in and buckle up!”

### **Fast Facts:**

***To keep children safe, EVERYBODY needs their own safety belt or safety seat.***

The violent forces of a crash can cause anyone who rides loose to be thrown out of the vehicle and seriously hurt. People riding without belts or safety seats can also hurt others who are buckled up by being thrown against them.

***No matter how far you are going or what the speed limit is, make sure everyone in the vehicle is properly buckled.***

Vehicle seats and safety belts are built to fit adults, not children, and that can make it hard to properly buckle up. Buckling your child in the appropriate restraint — the right way, can protect them during a crash or sudden stop.

## **Games**

**Crash and Crack:** Place a raw egg in an open top toy car. Send the car with the egg in it off of a table or down a slanted board. Place plastic at the end of the board or under the table. As the toy car hits the floor, the egg will fly out and break just as a person would do if riding in a car unprotected by the seat belt or car seat.

**Egg Drop:** Take the students to a location outside the school and let them drop eggs. Explain that people are injured in car crashes just as eggs are when they are dropped and hit the ground. Many times people are hurt badly enough that it is not possible to put them back together again.

**Bunny Buckle Hop:** Using the music to the Bunny Hop, have the students do the Bunny Buckle through the halls and classrooms of the school – “you put your seat belt on, you put your seat belt on, you put your seat belt on and you wear it all the time, you do the Buckle Bunny and you buckle every time; that’s what it’s all about!

**Stages of a Crash:** Place a pair of dice in a small clear plastic container, then place that container in a larger one. Roll the container and watch the as the dice roll around and hit the sides of the container as it hits the sides of the larger container. Explain that when a person isn’t restrained in a crash, the car hits a tree, your head hits the windshield, and your brain hits the skull.

**We Love You, Buckle Up Sticker Contest:** Students would submit their designs, each grade or class could vote for their favorite. The winning designs would be printed for students and faculty to wear.

**Bling a Belt:** Ask children to glue various collage materials such as scraps of fabric, felt, or lace to wide lengths of brightly colored ribbon. Include instructions for parents, suggesting they tie the piece of ribbon to either the upper or lap portion of one of the seat belts in their car. The decoration serves as a fun reminder for children to buckle up.

**Safety Charades:** Use safe and unsafe phrase seat belt phrases. Have the children guess the action then say whether or not it safe or unsafe: buckling a belt, sitting in a booster, putting the seat belt under your arm, buckling up a getting a ticket, texting while driving, being quiet in the car, getting grandpa to buckle up, putting your backpack in the trunk, fighting with your siblings, singing loudly, driving drowsy, putting on makeup while driving, sitting in the front seat when you are small for example.

**I Spy Safety:** Ask the children to play the traditional “I Spy With My Little Eye” game only the things they choose have to be safety related. Such as a seat belt, traffic lights, Stop signs, Policeman, Safety cones, etc.

**Red Light, Green Light:** To play, one person is chosen to be the traffic light. All the players stand on the starting line and the traffic light has his back to the rest of the players. When he says “Green Light.” Players try to run to the finish line. When the traffic light says Red Light” he turns around and players have to stop in their tracks. If the traffic light catches a player moving, he sends them back to the starting line. The first person to cross the finish line, then becomes the traffic light.

**Click It Club Activities.** Give the students the seat belt writing worksheets created by Lauren Szykula as part of her school’s Click It Club activities.

## Songs

### Let’s Go Driving Let’s Go Driving

(To the tune of Frère Jaques)

Let’s go driving, Let’s go driving

In my car, in my car

Buckle up my seatbelt, Buckle up my seatbelt

Near or far, near or far

### Twinkle Twinkle Seatbelt

Twinkle, twinkle little Star. I wear my seatbelt in the car





If my Mum or Dad forget, I tell them it's not right yet.  
Twinkle, twinkle little Star, I wear my seatbelt in the car.

Twinkle, twinkle little Star, I wear my seatbelt in the car  
Over my shoulder, across my lap, Click, and clack, front and back.  
Twinkle, twinkle little Star, I wear my seatbelt in the car.

### **I Always Buckle Up:** To the tune of "Farmer in the Dell"

I always buckle up, I always buckle up  
When I'm riding in a car, I always buckle up.  
Mommy buckles up, Mommy buckles up  
When she's riding in a car, Mommy buckles up  
\_\_\_\_\_ buckles up, \_\_\_\_\_ buckles up  
When he/she's riding in a car, \_\_\_\_\_ buckles up

### **This is the Way I Drive My Car** (to tune of Here we go round the Mulberry bush)

This is the way I click my belt, click my belt, click my belt,  
This is the way I click my belt when riding in a car.

### **Just Click It** (To the tune of Michael Jackson's Just Beat It chorus)

Just click it, click it,  
No one wants to get a ticket  
Riding with safety, in cars day and night  
It really matters if your seat belt is right  
Just click it, click it, Just click it, click it, click it, click it . . . .

### **Buckle Up, Buckle Up** (To the tune of Shake it Off by Taylor Swift)

Safety is our name, and seat belts are our game  
That's what we all say mm mm, That's what we all say, mm mm  
Seat belts are for Kids, In case your car go skid  
That's what we all say mm mm, That's what we all say mm mm  
So we keep on teaching, Can't stop, won't stop preaching  
Because we got this vision In our lives, saying kids gotta all ride safe

So, when you leave our sight, sight, sight, sight, We want your seat belt right, right, right, right  
We can sing this all night, night, night, night, So buckle up, buckle up,  
We will use our might, might, might, might To get your seat belt tight, tight, tight,  
Baby We're just gonna click, click, click, click, buckle up, buckle up.

# Other On-Line Resources

There are many great lesson plans available on-line. Here are a few from other states and agencies that you may be able to adapt for your classroom.

## Newton's Law of Motion from Colorado:

- ❖ [www.codot.gov/safety/seatbelts-carseats/carseats/assets/buckle-up-lessons-final-2-](http://www.codot.gov/safety/seatbelts-carseats/carseats/assets/buckle-up-lessons-final-2-)

## Seat Belt Safety

- ❖ <http://www.coloradoplc.org/read4health/lessonplans/seat-belt-safety-read4health-lesson-plan>
- ❖ <http://www.safercar.gov/parents/SeatBelts/Seat-Belt-Safety.htm>
- ❖ <http://kidshealth.org/en/kids/car-safety.html>
- ❖ <http://fcclainc.org/pdf/seatbelt.pdf>
- ❖ <http://impactteendrivers.org/resources/lesson-plans/how-to-present-to-your-school>

## Pushes and Pulls

- <http://www.mccracken.kyschools.us/Downloads/PUSHES%20and%20PULLS%20-K.pdf>
- <http://www.teachjunkie.com/sciences/19-fun-ideas-resources-force-and-motion/>

## Twinkie Physics - Proper Fit of Seat Belt

- <https://www.sdstate.edu/abe/extension/sofy/resources/upload/Seatbelt-Safety.pdf>

## Activity Book from Tennessee

- <https://tntrafficsafety.org/sites/default/files/activity.pdf>

## Activity Book from Alabama

- <https://www.adph.org/injuryprevention/assets/BoosterActivityBook.pdf>

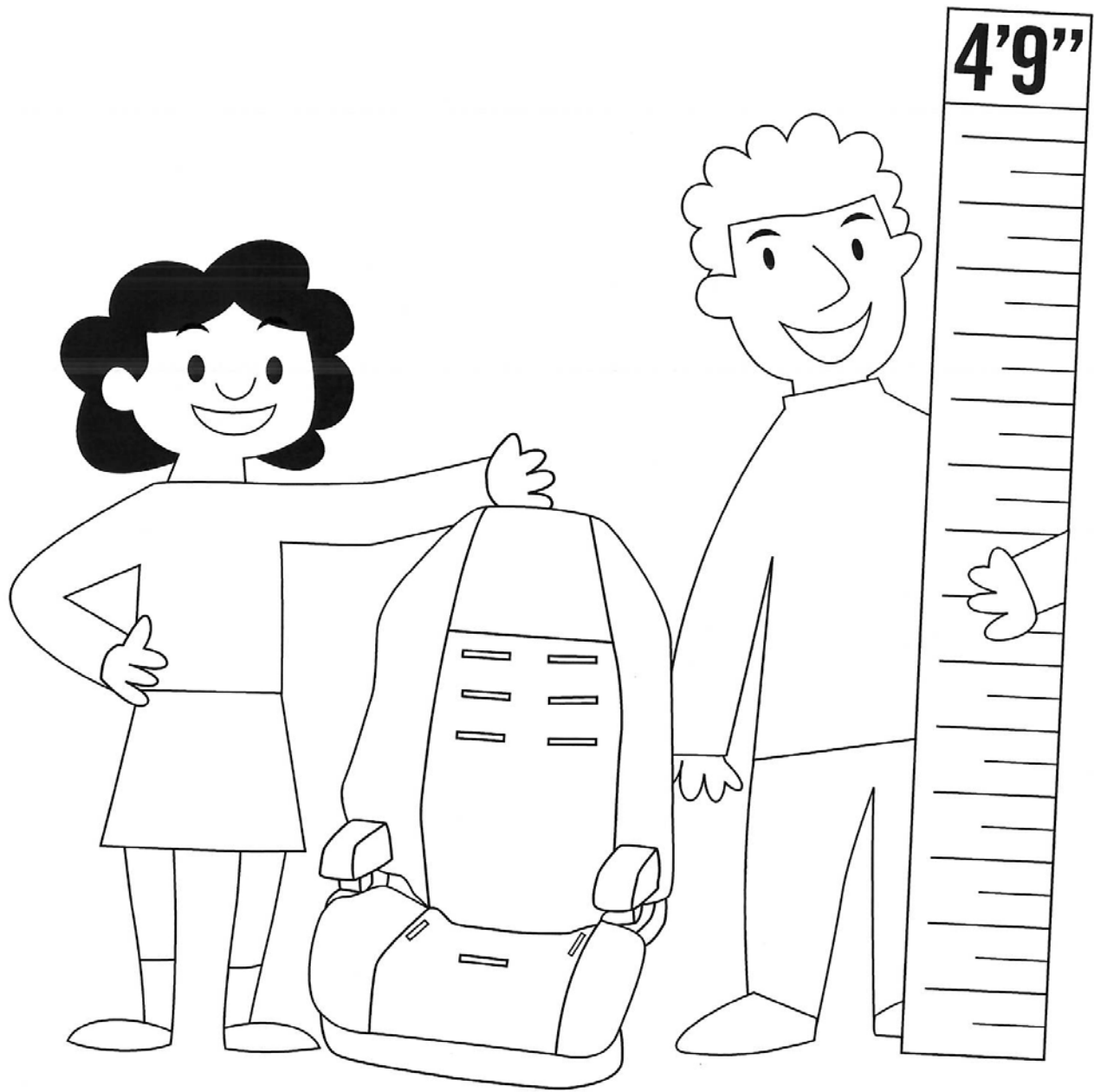
## Road Safety

- <http://roadsafetyweek.org/schools-colleges/2-uncategorised/69-road-safety-lesson-plans#twofive>
- On-line Computer Game for Road Safety [http://www.det.wa.edu.au/ccm-ldn-theme-assets/ccm/themes-prod/sdera/flash/road\\_safety\\_games/index.html](http://www.det.wa.edu.au/ccm-ldn-theme-assets/ccm/themes-prod/sdera/flash/road_safety_games/index.html)

## Ride Like A Friend

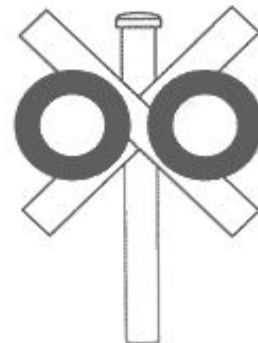
- <http://www.ridelikeafriend.com>

**I'm 4'9"**



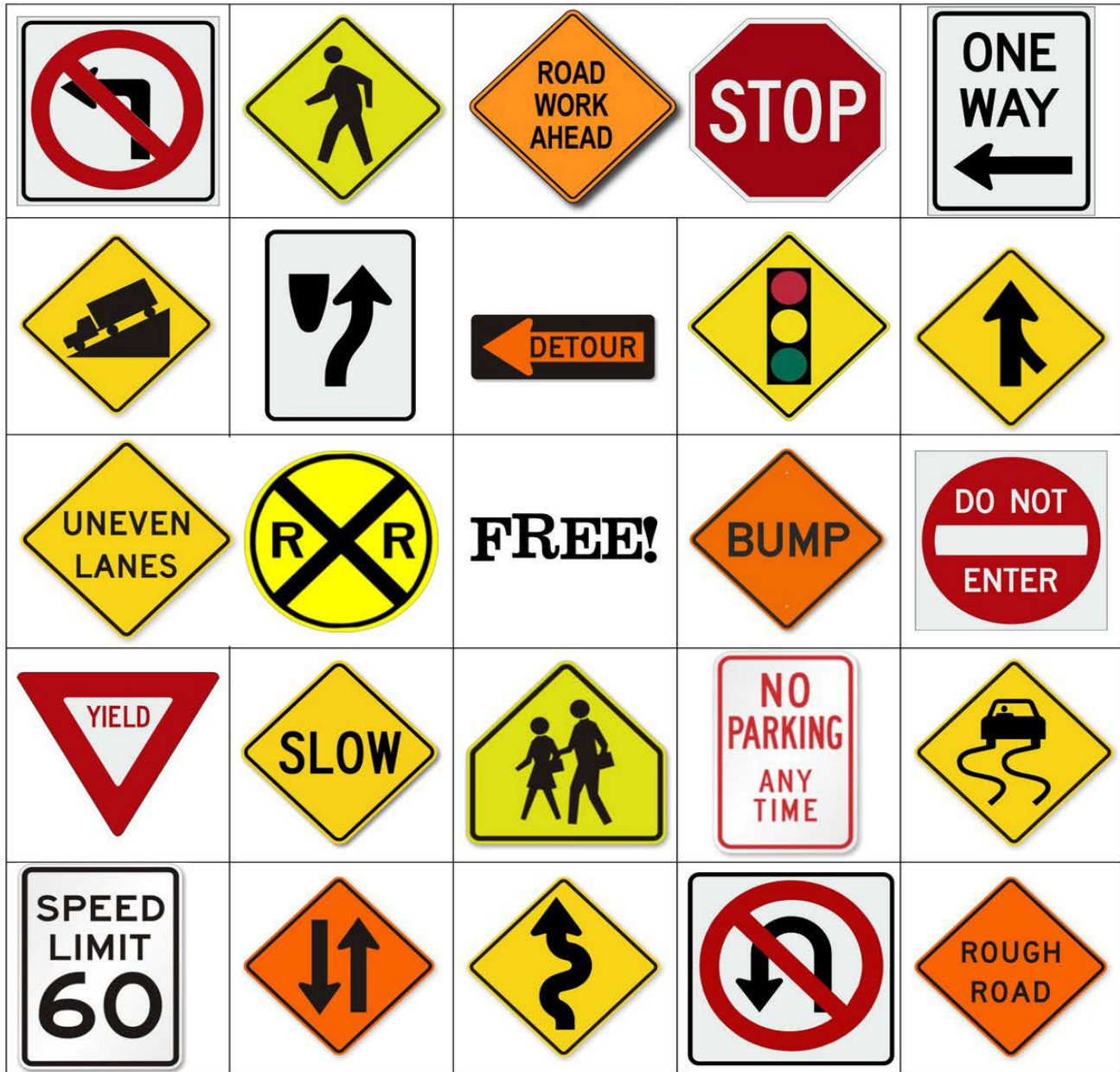
All kids should ride in a booster seat until they are 4 Feet 9 Inches tall. How tall are you?

Name the Shape of the sign and  
color them right color.



# ROAD TRIP BINGO

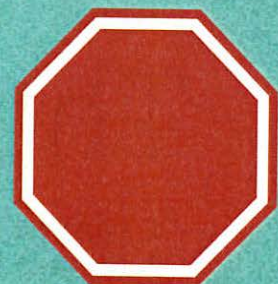
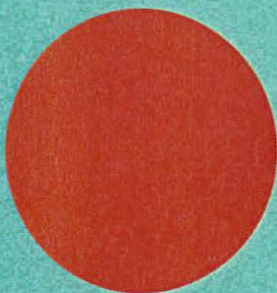
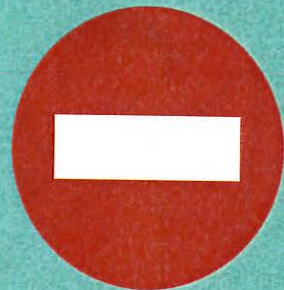
As you are driving, look for different road signs. Mark the signs you see.  
The first player to get 5 spaces in a row, wins!



<http://oopsey-daisy.blogspot.com/>

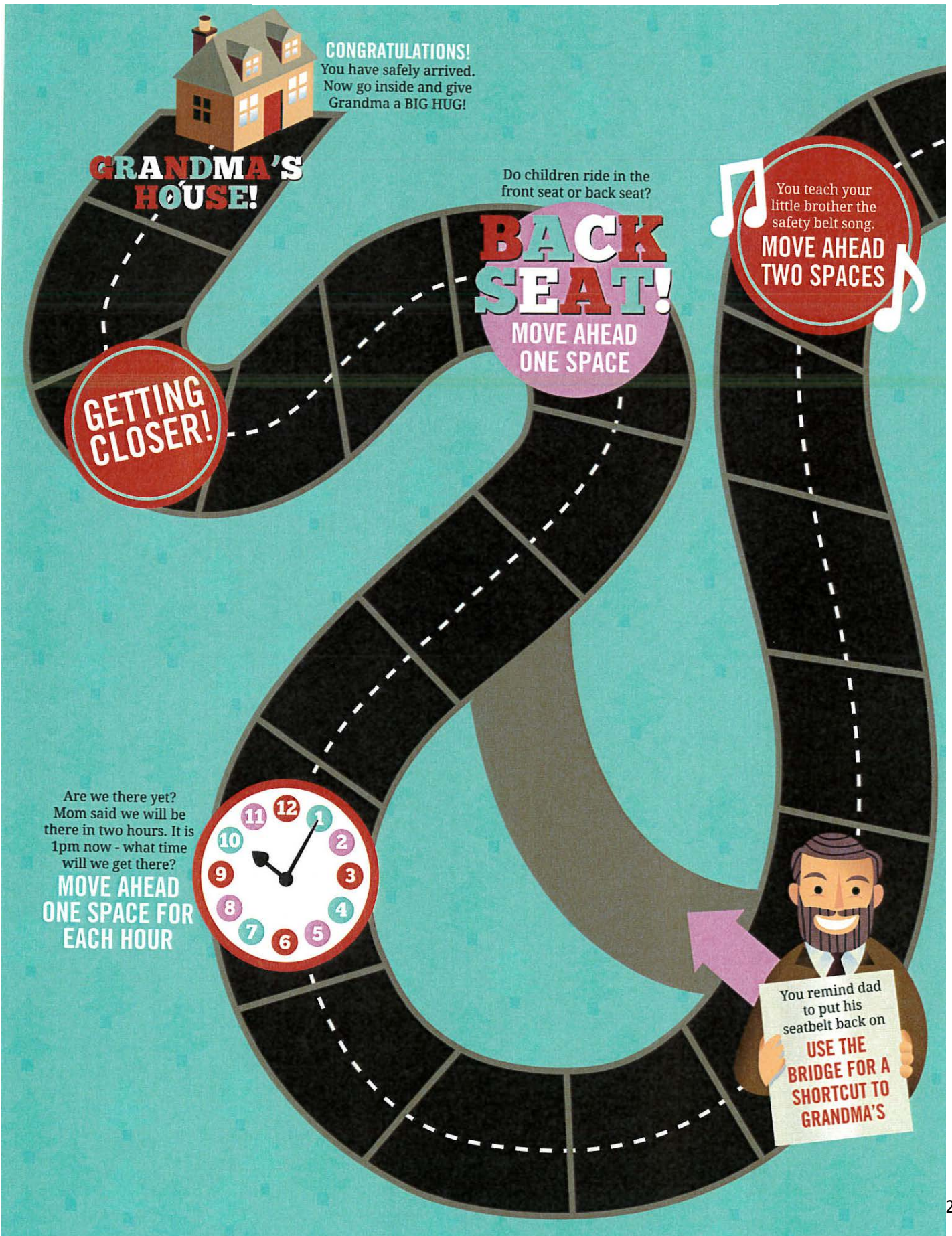


# CIRCLE THE SIGNS THAT MEAN STOP:





# Trip to Grandma's Game





If you are under 4'9"  
and sitting in a  
booster seat, move  
ahead three spaces

If you are under 4'9"  
and not using a  
booster seat, move  
back one space

Police are stopping  
cars to check if  
children under 4'9"  
are in a booster seat

**STOP  
HERE  
FOR  
GAS**

**YOU ARE A  
SUPER  
STAR!**

**SHHH...**

Playing quietly helps Mom  
and Dad while driving.

**MOVE AHEAD  
ONE SPACE**

**BEFORE  
MOM OR  
DAD STARTS  
THE CAR:**  
Did you put on  
your seatbelt?

**YES:**  
Advance  
two spaces

**NO:**  
Skip  
a turn

Now that  
everyone in  
the family has  
their seatbelt  
on, it's time  
to go to  
Grandma's!

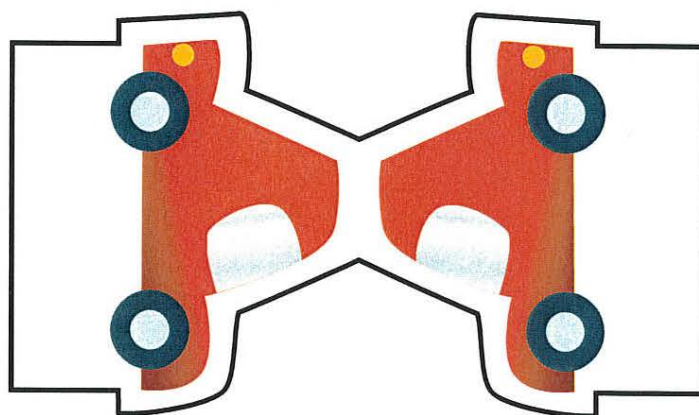
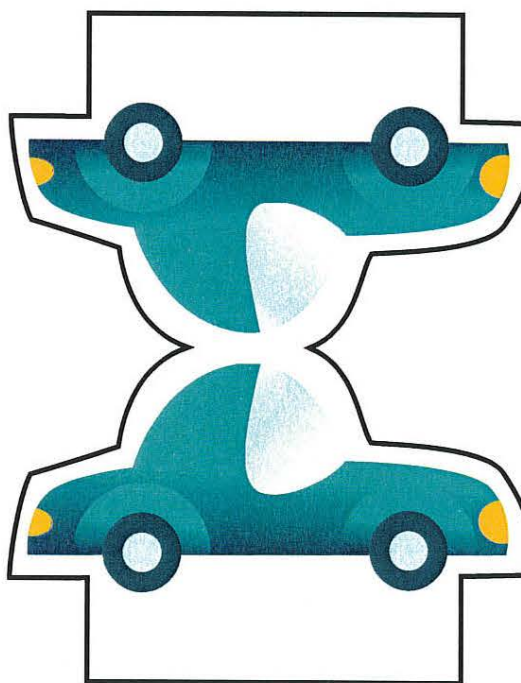
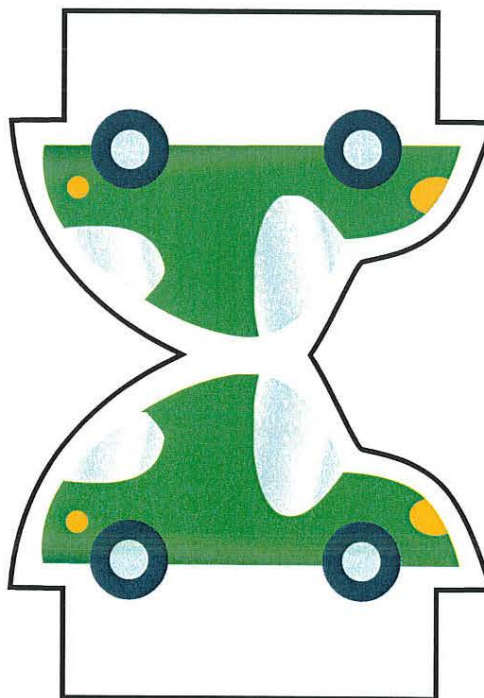
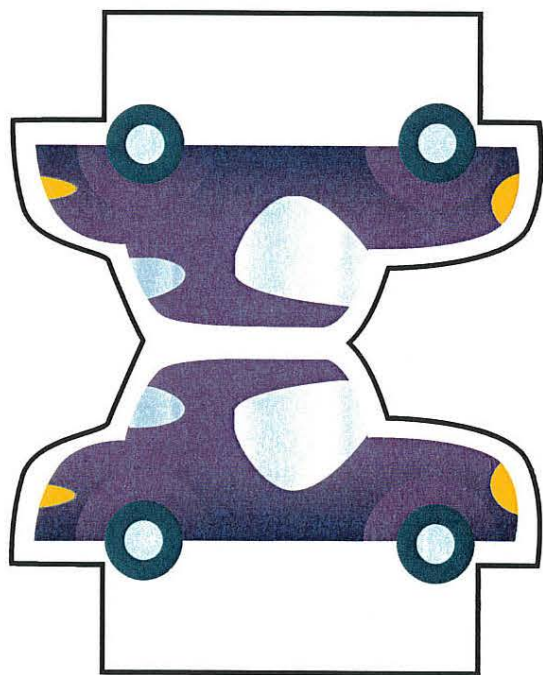
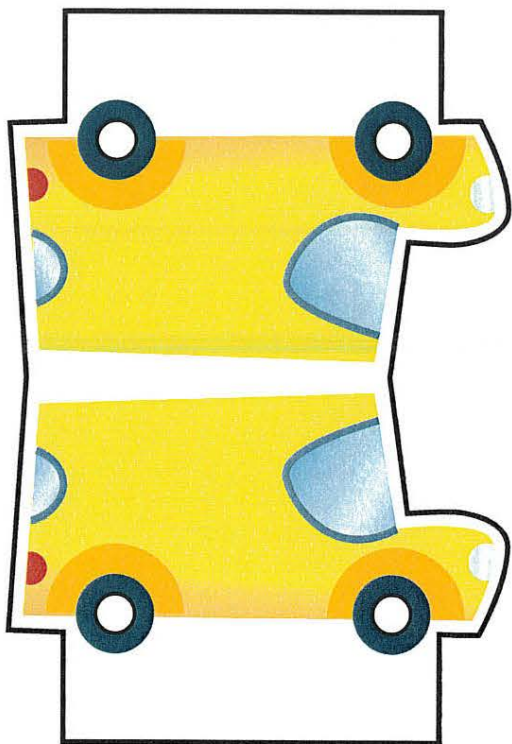
**COIN TOSS:**  
HEADS: move  
two spaces  
TAILS: move  
one space

**START**





Have Mom, Dad, or your teacher help you cut out the cars along the solid line.



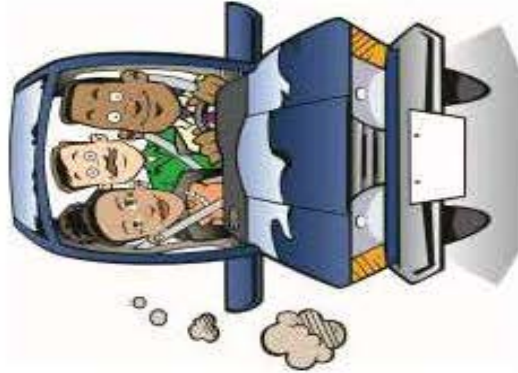
Fold along the dotted lines, and tape the ends together. Use them as your game piece for the next page.

# Who's Riding Safely?

Tally the number of people who are buckled up safely and those who aren't.



Black car



White car



White car



Truck









Yellow car





# “Buckled Up” Tally

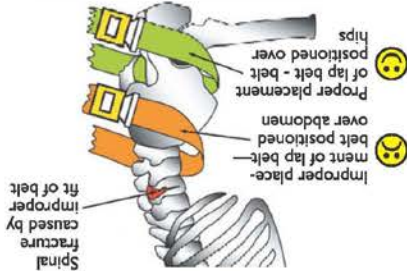
Make a tally mark | for each person buckled and each person not buckled. Count your totals.

	Drivers Buckled		Passengers Buckled		Kids in Car Seats	
	Y	N	Y	N	Y	N
Red Cars 						
White Cars 						
Blue cars 						
Yellow Cars 						
Black Cars 						
All Trucks 						

**Totals**

**GOOD BOOSTER SEAT FIT**

- Lifts the child up and into the adult seat belt
- Places the lap belt low across the hip bones touching the thighs
- Positions the shoulder belt across the center of the shoulder and chest



**Weight x speed = crash force**  
 A 60 lb child at 10 mph = 600 lbs of force against the safety belt.

This force is akin to crushing a Twinkie® between two fingers. The skin remains whole but the inside is never quite the same again.



**Twinkie® Physics**

A child is whole within their skin. This is like a Twinkie® snack cake in its cellophane wrapper. Unfortunately many parents allow their child to sit in a vehicle secured by only the safety belt. They do this because they think the law allows it, because the parent is "ready" for the child to get out of the child restraint, and because the child no longer wants to use a child restraint.

## When is a child ready to ride using a seat belt?

**Seat Belts Can Be Used When Children Can:**

- Sit with their backs and hips against the vehicle seat back and sit without slouching
- Bend their knees easily over the front edge of the seat and feet stay flat on the floor
- Safely wear the seat belt:
  - Lap belt low and snug across the hips
  - Shoulder belt across mid-chest and shoulder
- Use properly adjusted vehicle head restraint
- Stay in position for the entire ride

(National Child Passenger Safety Certification Training)

## Let's Talk Twinkie® Physics



An educational resource created  
 by the Washington State Safety Restraint Coalition  
 800-282-5587 • [www.800BUCKLUP.org](http://www.800BUCKLUP.org)

**Weight x Speed = Crash Force**










## Guessing Chart

## Crash 'n Crack Predictions: Good, So-So, Cracked Up, Scrambled

[illegible]

# Safety Equipment Matching Game

Match the safety items with the person who needs to use them to be safe:

 <p><b>1.</b> Hard Hat, Gloves and Safety Goggles</p>	 <p><b>2.</b> Booster Seat</p>	 <p><b>3.</b> 5 Point Harness, Helmet and Gloves</p>	 <p><b>4.</b> Life Vest</p>
 <p><b>5.</b> Heavy coat and pants</p>	 <p><b>6.</b> Bike Helmet</p>	 <p><b>7.</b> Harness, Safety Rope and Carabiner clips</p>	 <p><b>8.</b> Helmet, Knee and Elbow Pads</p>
 <p><b>9.</b> Surgical Mask and Gloves</p>	 <p><b>10.</b> Seat Belt</p>	 <p><b>11.</b> Pads and Helmet</p>	 <p><b>12.</b> Saddle</p>

\_\_\_\_ Fireman

\_\_\_\_ Construction Worker

\_\_\_\_ Rock Climber

\_\_\_\_ Bicyclist

\_\_\_\_ Child Under 57 inches tall

\_\_\_\_ Boater

\_\_\_\_ Doctor

\_\_\_\_ Football Player

\_\_\_\_ Race Car Driver

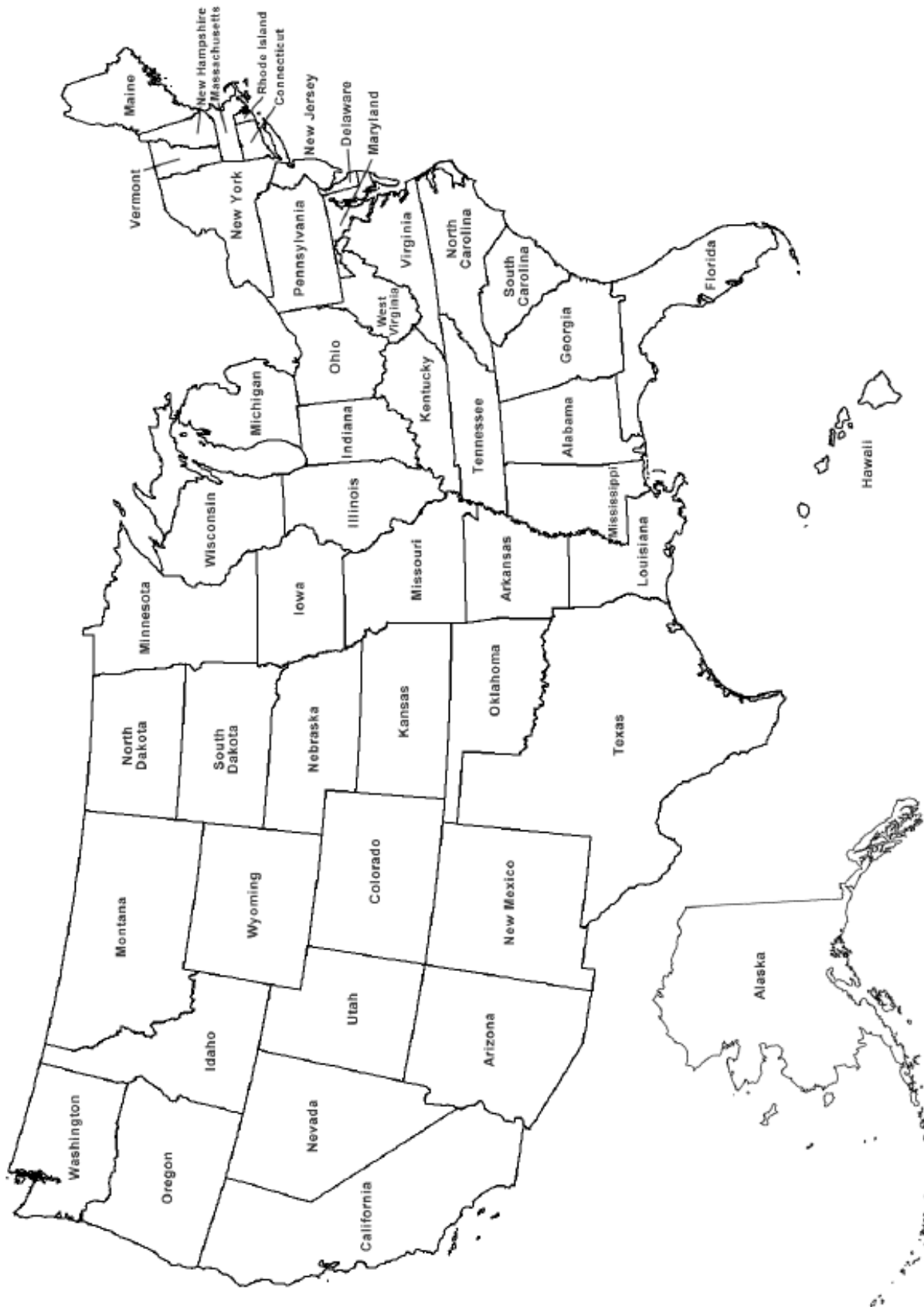
\_\_\_\_ Skate Boarder

\_\_\_\_ Child Over 57 inches tall

\_\_\_\_ Horse Rider



Write in the age required by law for a child to be in a booster seat. Also color the state green if it has a Primary Seat Belt Law.



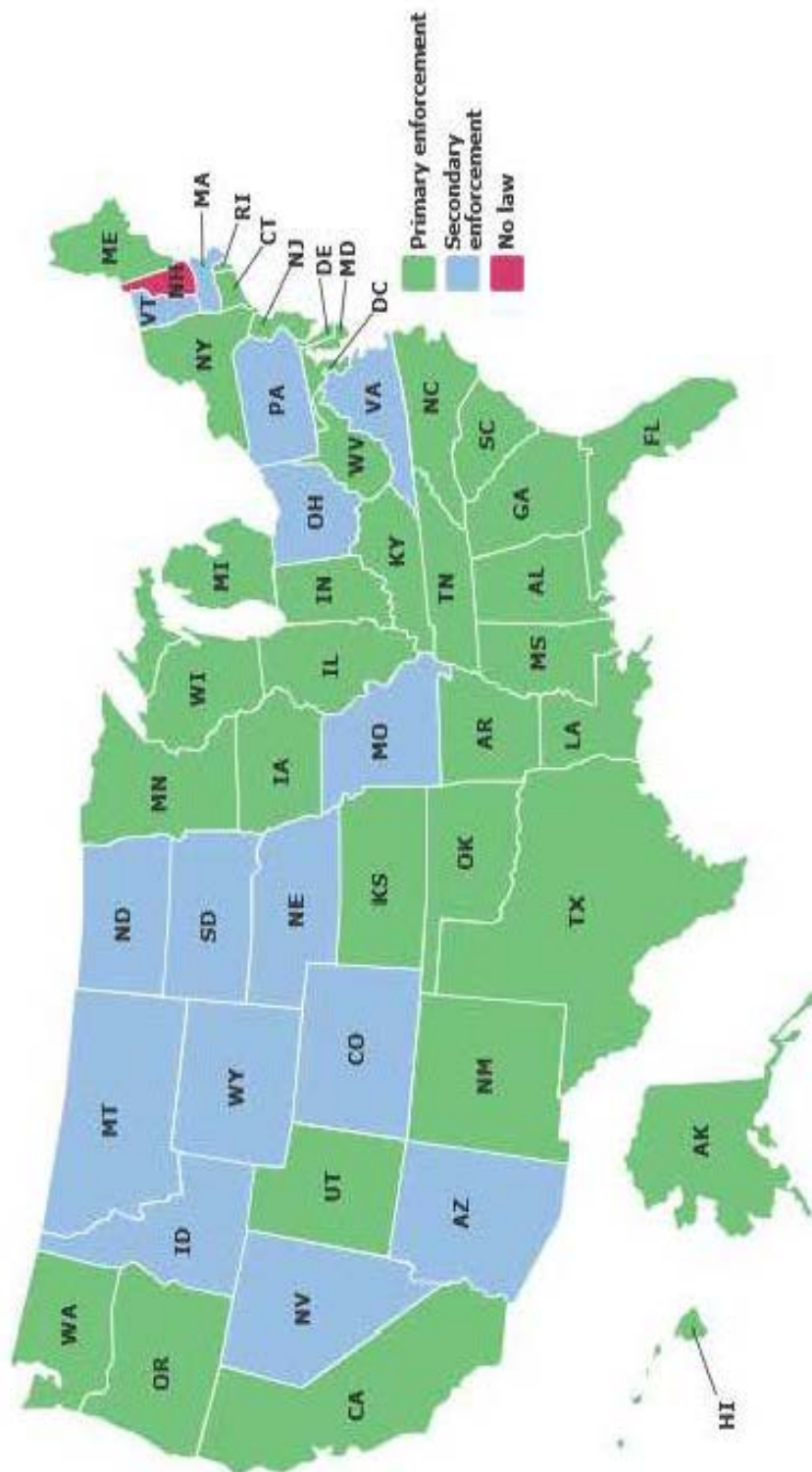
## Current Primary Seat Belt Laws

Table

**Map: enforcement of the safety belt use laws**

Map: age at which a child must be in a child restraint or a booster seat

Hover over map for more detail.



<sup>†</sup> Police are prohibited in South Carolina from enforcing safety belt laws at checkpoints designed for that purpose. However, safety belt violations may be issued at license and registration checkpoints to drivers cited for other offenses.

<sup>2</sup> Utah has enacted a three year pilot program permitting peace officers to issue citations only if the person has been previously issued a warning that the operation of or being a passenger in a vehicle without wearing a properly adjusted and fastened safety belt is prohibited, effective 5/12/2015 – 7/1/2018.

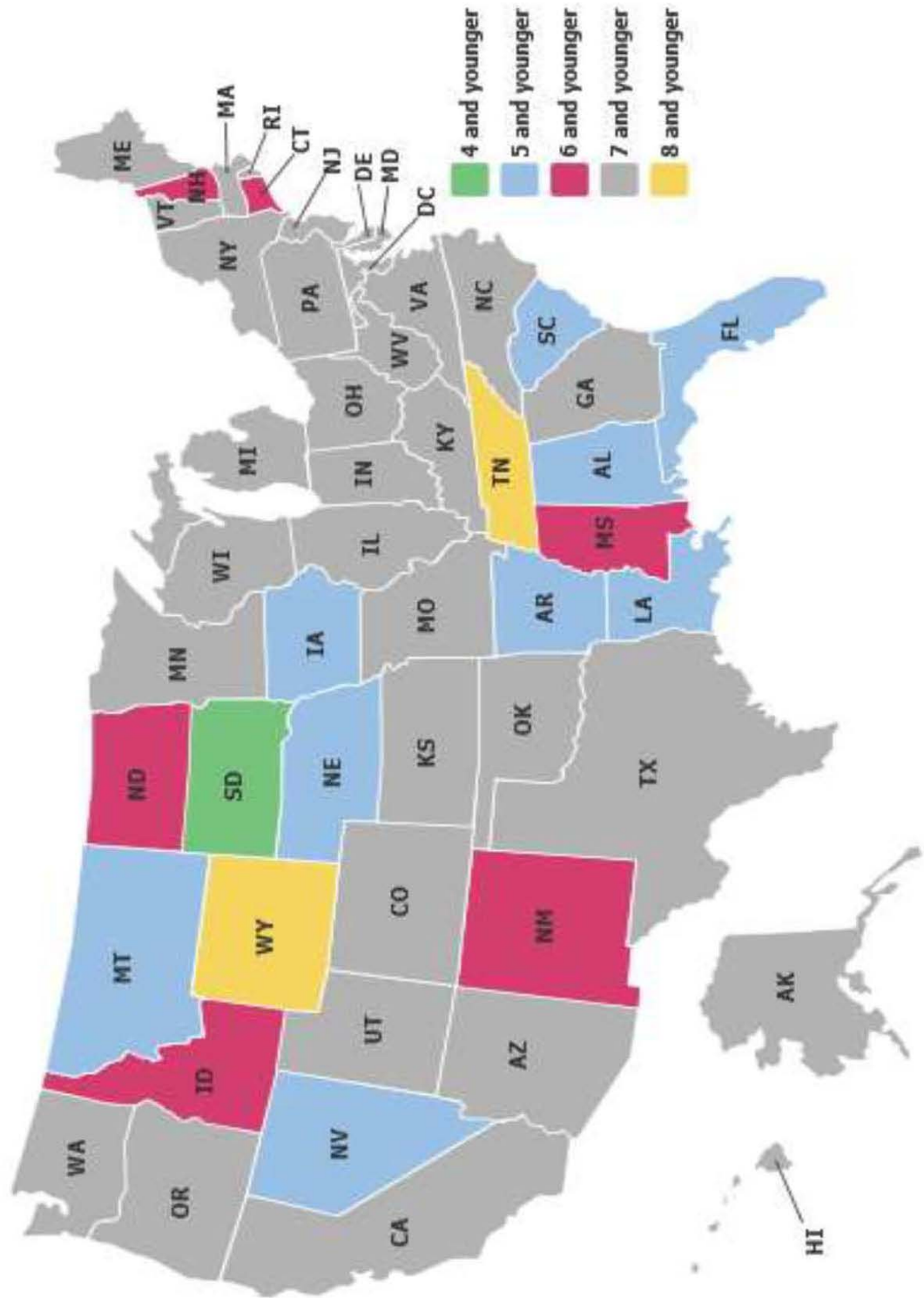


# Current Age Requirements for booster seats

Map: enforcement of the safety belt use laws

Map: age at which a child must be in a child restraint or a booster seat

Hover over map for more detail.



Name: \_\_\_\_\_ 4<sup>th</sup>-6<sup>th</sup>

Writing prompt:

Why is it important to wear a seatbelt?

Think Box:

- What are they asking me?
- What is my opinion? Did I state it?
- Where will I find my information?
- What are the important details?

Transition Words:

For instance	In addition
Since	Consequently
In order to	Specifically
For example	

Topic:



Reason #1:

To begin with:

Facts and Details:

Reason #2:

Another reason:

Facts and Details:

Reason #3:

In conclusion:

Facts and Details:

Bow:

Thanks to  
Lauren A. Szykula

Name: \_\_\_\_\_ 2<sup>nd</sup>-3<sup>rd</sup> Thanks to  
Lauren A. Szykula

## Writing Prompt:

Why is it important to wear a seatbelt?

Sentence starters:

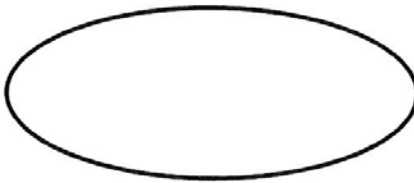
I know...

In my opinion...

It is important because...

I think/ I feel...

Topic:



Reason #1:

To begin with:

Reason #2:

Another reason:

Reason #3:

In conclusion:

Fact or Detail:

Fact or Detail:

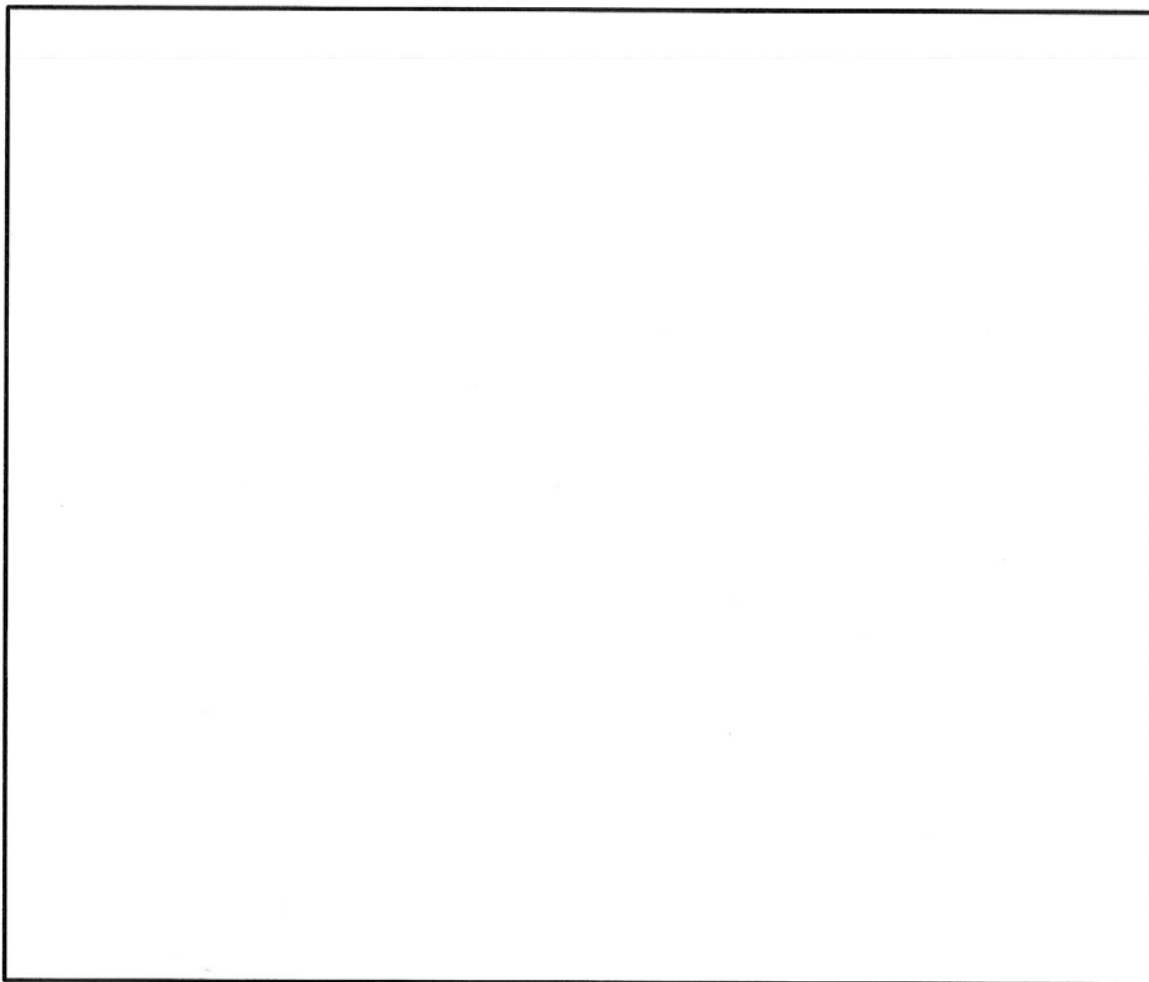
Fact or Detail:

Bow: \_\_\_\_\_

Name: \_\_\_\_\_

1<sup>st</sup>

Thanks to  
Lauren A. Szykula



Why is it important to wear a seatbelt?

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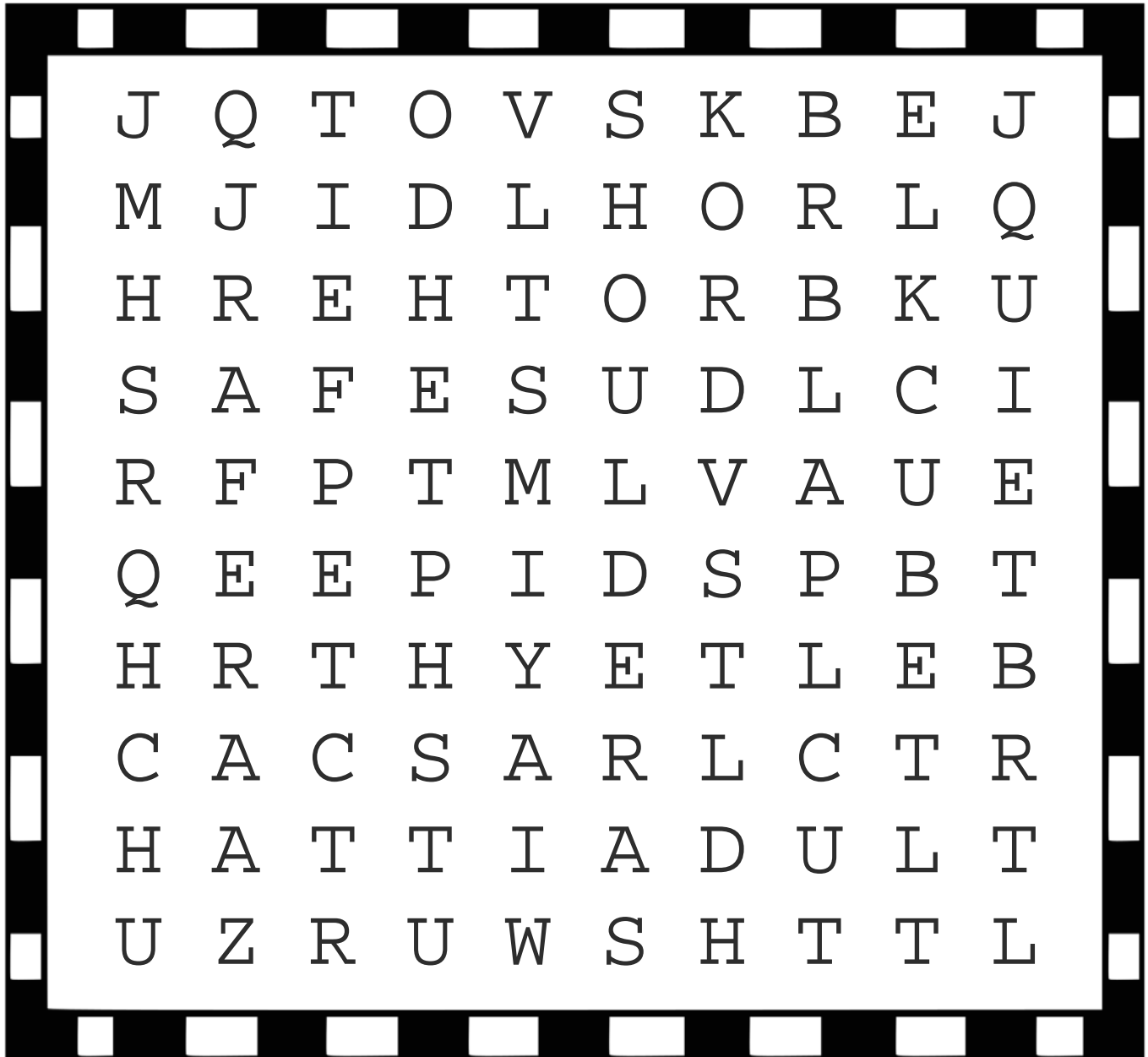
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# Can You Find the Car Safety Words?

Find the words below. The words go up, down, across, and backwards



**ADULT**

**BUCKLE**

**LAP**

**SEAT**

**BELT**

**CAR**

**LAW**

**SHOULDER**

**BOOSTER**

**CHILD**

**QUIET**

**SISTER**

**BROTHER**

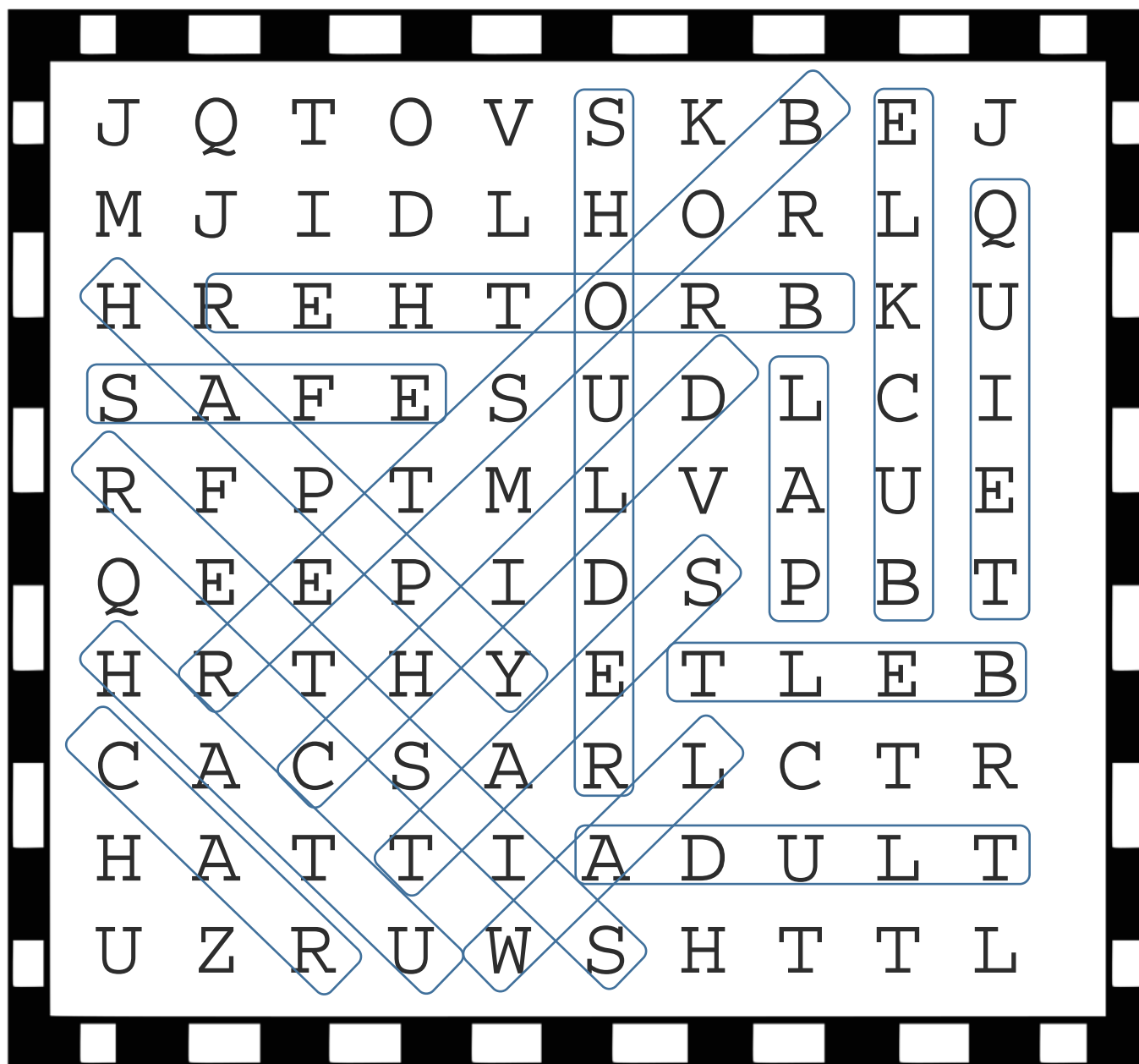
**HAPPY**

**SAFE**

**UTAH**

# Can You Find the Car Safety Words?

Find the words below. The words go up, down, across, and backwards



**ADULT**

**BELT**

**BOOSTER**

**BROTHER**

**BUCKLE**

**CAR**

**CHILD**

**HAPPY**

**LAP**

**LAW**

**QUIET**

**SAFE**

**SEAT**

**SHOULDER**

**SISTER**

**UTAH**