

PROGRAM LEADER'S GUIDE
Tween Safety Restraint Kit



A Tween Safety Restraint Initiative

Created by Safe Communities of Madison, Wisconsin and funded by a grant from the National Highway Traffic Safety Administration (NHTSA)



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PART1: INTRODUCTION

Who is Safe Communities?

Safe Communities (also known as Safe Community Coalition of Madison and Dane County) is a local public/private partnership that sustains joint action by area agencies, businesses, and neighborhoods to reduce injuries and injury-related costs. Over 300 organizations are active members of Safe Communities.

What is the TWEEN SAFETY RESTRAINT KIT?

Background

The Tween Safety Restraint Kit was developed as part of Safe Communities' Tween Safety Restraint Initiative, one of two national demonstration grants awarded by the National Highway Traffic Safety Administration (NHTSA). The demonstration grants were intended to develop and test programs designed to establish safety restraint best practices for the tween age group (youth ages 8- to 15-years old). National research shows that tweens have the highest fatality rate of any age group in the country.

The kit was developed and tested in 2007 in two studies in Dane County, Wisconsin. Study results show that the program is an effective and fun way to engage 8-15-year olds in activities that teach them about proper restraints and traffic safety laws regarding the tween age group. Teachers, administrators, and after-school program leaders give the program high marks for appropriateness of materials, easy-to-use and complete leader materials. Educators have praised the program for being short enough to plug into normal curriculum openings. Administrators suggest that the program is an excellent tool for substitute teachers.

Contents

The kit contains full curriculum instructions and templates for print materials for the "Is everybody buckled up?" program series. The program consists of a series of eight, half-hour programs designed to be delivered in a month-long timeframe. The series features eight programs: four targeting 8-10-year olds and four targeting 11-15-year olds. Each kit comes in a slingback pack with the program's "Is everybody buckled up?" logo. Contents include:

- DVD featuring the four core programs
- Leader's Guide
- Templates for all program materials, i.e., tween activity sheets, four parent handouts, Tween Ambassador certificates (as incentives for tweens to participate in all 4 programs), and Safety Belt pledge sheet

DVD

The DVD makes the program easy and requires almost no advance preparation. The DVD employs MTV-style production values with lots of movement and visual interest. Young, diverse program hosts deliver the knowledge content and direct the leader about when to engage participants in learning activities.

Leader's Guide

The Leader's Guide provides information on materials for the learning activity introduced in the program and the amount of time needed to complete the program. The guide also walks the leader through each step of the program including scripts for how to conduct the program and directions about when to begin the DVD. Optional best practices, like serving snacks, are included in the guide. The guide appendix contains master copies of all printed materials needed to conduct the program.

Print Templates

Templates for a Tween Fact Sheet and a Press Release describing the program and inviting community support are also included in the appendix.

Program Incentives

Kits include incentives for a starter class of 25. Incentives include reminder glow-in-the-dark, silicone wristband embossed with the campaign theme, "Is everybody buckled up?" in both English and Spanish. Campaign themes are also printed on fun maze pens (a clear plastic pen enclosing a maze in which tweens can try to move a silver ball) and a safety whistle/key chain/security light. Additional incentives are available at cost through Safe Communities' Tween Safety website.

Expanding to a community campaign effort

Success of the program is enhanced by getting parents aware and involved. The appendix includes masters for four parent handouts that reinforce each of the four core programs. We recommend copying these and sending home through backpack mail, the PTO, parent newsletters, or as handouts at parent/teacher conferences.

For best results, make the programs part of a month-long strategic campaign that involves an effort by the entire school or community. Send the Tween Fact Sheet to local businesses, faith communities, and youth organizations and encourage these organizations to copy it and distribute to their members. Use the campaign press release template to inform your local media. Find a local service, health, or insurance organization willing to fund the purchase of "Is everybody buckled up?" bilingual wristbands, lawn signs and banners. Masters for a TWEEN FACT SHEET and "Is everybody buckled up?" campaign PRESS RELEASE are located in the Appendix section of this kit binder. . "Is everybody buckled up?" tween campaign wristbands, lawn signs, and banners are available at cost through Safe Communities.

Administering the student pre- and post-test survey and signing the "Safety Belt Pledge"

To see how well this program works, we'd like to invite your tweens to be part of our ongoing scientific study measuring the effects of the Tween Safety Restraint Program. One way we will do this is by conducting observational surveys to see how many people are buckled up when they arrive at or depart from school. The other way is through a short survey to gather self-report usage data, student knowledge, and law enforcement attitudes. The survey is administered before the programs and then again after the programs.

Typically, the pre- and post-test surveys will be administered in a homeroom setting. At the time that the surveys are handed out (see instructions below), we ask that program leaders ask tweens to sign the Safety Belt Pledge. A starter class bag of 25 reminder wristbands are included in the kit. The intent of signing the pledge is to reinforce the tweens' commitment to wearing their wristbands, buckling up, and making sure their fellow travelers buckle up for a month during the programs.

Tweens should be informed that signing is a voluntary activity indicating their support of the campaign and intention to participate.

In order to maintain anonymity of the tweens and ensure proper data collection, leaders are asked to administer the surveys as follows:

- 1) Assign a test number to each tween beginning with "1." Use the PARTICIPANT RESEARCH LOG in Part 4 Template section. Make sure the tween uses the same number to identify his/her post-test.

- 2) It is recommended that the leader fill in the test number as s/he gives the test to the tween.
- 3) Instruct the tweens to PRINT the leader's name at the top of the form.
- 4) Explain to the tweens the following:

You are going to take a short survey about what you know about safety restraints, how you and your family use safety belts, and your attitudes about your local law enforcement officers. It is important that you answer the questions honestly. The answers will be used to help save the lives of people your age by helping to increase safety belt use. (Please tell the tweens that Safe Communities thanks them for their help in this important work.)
- 5) It is recommended that leaders for grades 3-5 read the questions aloud to make sure all tweens understand.
- 6) The test should take about five minutes. After the tweens have finished, collect the surveys.
- 7) Place the surveys in the envelope provided. It should have the name of the school or organization, leader's name, and pre-test date on the front. If any of this information is incorrect or absent, please fill it in.
- 8) Deliver the envelope to the school office. (what if this isn't a school?)

PART 2: LEADER'S GUIDE

PROGRAM 1

Introduction to the Program Series
Activity: Safety Restraint Quiz Competition

Time Needed: 30-45 minutes

Materials: Program DVD
Quiz- (Materials for 2 teams) 2 call bells, 2 white boards with wipe cloth and non-permanent marker, score sheet
Parent Handout #1-Tween Safety Restraint FACTS

Optional:
Prizes (enough for winning team)
Snacks for the class

1) Introduce the program. Here's a script if you need it.

Program Leader:

Hi, everyone. Today we are starting a four week program on traffic safety for kids your age. This is a very special program — the only one of its kind in the United States. And we are getting to test it to see if we can help save the lives of kids 8-15 years old by getting them to properly buckle up when they travel. There are fun activities and treats involved, so pay attention. The program DVD will tell us what we need to know and what we need to do.

2) Have tweens fill out the pre-test survey. These will be used by Safe Communities to track the effects of the program. For ages 8-10, you may want to read the survey questions out loud. Some tweens may need help understanding terms such as "race" and "gender." Return pre-test surveys to Safe Communities.

2) Begin the DVD.

3) PAUSE to select teams and get ready for the quiz competition.

- Divide the group into two teams.
- Give each team a CALL BELL, WHITE BOARD, WIPE CLOTH, AND MARKER.
- Give the team a color that will be their team name, e.g., the blue team and the red team.
- Have each team select a RECORDER who will write the answer on the white board, AND a RINGER, someone to ring the bell showing the team has an answer.

4) READ GAME DIRECTIONS out loud:

GAME DIRECTIONS:

- The DVD will show a question and the program leader will read it out loud.
- The teams must decide as a group which answer they want to choose.
- The recorder will write the letter of the answer on the white board.

- The ringer rings the bell as soon as the answer is written.
- If the ringer rings in before the program leader finishes reading the question, the team loses 10 points.
- If the team ringing in first has the wrong answer, the team loses 10 points. If they have the right answer, they win 10 points.
- The team with the highest number of points at the end wins.
- Each member of the winning team gets a prize from the "booty bag."

5) Finish the rest of the DVD.

6) Tell tweens there will be another program next week and asks them what they will ask the next time they get in a car. Have everyone say together, "Is everybody buckled up?"

7) Pass out PARENT HANDOUT #1-FACT SHEET.

8) Provide snacks, if possible.

PROGRAM 2

Knowing What's Safe for You: Guess Your Size and Safety Restraint
Activity: Measuring Up - Team Competition

Time Needed: 30-45 minutes

Materials: Program DVD
Measuring Competition- (Materials for 2 teams) individual measurement
handouts, measuring tape, weight scale
Parent Handout #2- Wisconsin Restraint Law

Optional:
Prizes (enough for winning team)
Snacks for the class

BEFORE the PROGRAM:

If you have time and the space is available, you may want to set up your measuring area before the program to save time. You will want to tape the measuring tape to the wall and set up the scale.

1) **Program Leader:** *OK, ready for Program 2?*
(Begin the DVD.)

3) PAUSE the DVD when the words come on the screen.

- a- Divide the group into the same two teams you created for Program 1.
- b- Give each tween a MEASUREMENT HANDOUT.
- c- Have the tweens fill in the part that guesses how tall they are, how much they weigh, and what restraint they should be using.
- d- Direct the tweens to line up once they have filled in the estimates.
- e- Program Leader will weigh and measure each tween and record the actual weight and height on the MEASUREMENT HANDOUT and record their scores on the SCORE SHEET.

SCORING:

15 pts - For matching the actual measurements.

5pts - For getting within 2 inches of the right height and 2 lbs. of the right weight.

20 pts - For matching the right restraint:

Under 4'9" and/or under 80 lbs.-booster in back seat

Over 4'9" and/or under 80 lbs. and under 13 years of age-safety belt in back seat

f - The team with the highest number of points at the end wins.

g - Each member of the winning team gets a prize from the "booty bag."

5) Finish the rest of the DVD.

6) **Program Leader:**

Next week will be another safety program. In the meantime, use what you've learned and next time you get in a car, what will you ask the other people in the car?

(If they don't respond, "Is everybody buckled up?" have everyone say together, "Is everybody buckled up?")

Don't forget to take the handout and your measurement sheet to your parents.

7) Pass out PARENT HANDOUT #2-WISCONSIN'S SAFETY BELT LAW.

8) Provide snacks, if possible.

PROGRAM 3
Survivor Stories
Activity: Measuring Up - Team Competition

Time Needed: 30-45 minutes

Materials: Program DVD
"Is everybody buckled up?" wristbands (enough for class)
Parent Handout #3- The Right Restraint

Optional:
Prizes (enough for winning team)
Snacks for the class

1) **Program Leader:** *OK, ready for Program 3?*
(Begin the DVD.)

3) PAUSE the DVD when the words come on the screen.

4) Lead a discussion with the tweens about how their lives would change if they were permanently injured in a car crash. Some possible questions might be:

- Do you know anyone your age who uses a wheelchair because of an accident?
- What special talent might you lose if you were paralyzed from the neck down?
- What dreams for your life would change if you had to spend the rest of your life in a wheelchair?
- What little things would you miss if you could not do them yourself? (examples: Putting on makeup. Doing your hair. Playing video games.)

5) Finish the rest of the DVD.

6) **Program Leader:** *Do you remember the most common reason tweens say they don't buckle up? (If they don't remember, remind them that it is because tweens say they forget to buckle up.) I'm going to pass out a glow-in-the-dark wristband that says "Is everybody buckles up?" Wear it to remind you to buckle up and to remind you to remind others to buckle up, too.*

6) **Program Leader:**

Next week is our last safety program. Until then, use what you've learned and next time you get in a car, what will you ask the other people in the car?

(If they don't respond, "Is everybody buckled up?" have everyone say together, "Is everybody buckled up?")

7) Pass out PARENT HANDOUT #3-FINDING THE RIGHT RESTRAINT FOR YOUR TWEEN.

8) Provide snacks, if possible.

PROGRAM 4

How You Can Help

Activity: Role Playing - How to Get Someone to Buckle Up or Use a Safety Seat

Time Needed: 30-45 minutes

Materials: Program DVD
Pledge Sheet
Tween Ambassador Certificate (for those who participated in all four programs)
Parent Handout #4 - Tips for Getting Tweens to Buckle Up

Optional:

Award for completing all the programs (e.g., backpack)
Participation award (those who did not make all the programs) (e.g., goodie bag)
Snacks for the class

- 1) **Program Leader:** *OK, ready for Program 4?* (Begin the DVD.)
- 3) PAUSE the DVD when the words come on the screen.
- 4) Break into the groups you had during the first two programs. Give the teams about 5-10 minutes to pretend that one of them is not wearing a safety belt or needs to use a safety seat but isn't. Have the rest of the kids brainstorm ways they would try to convince the non-users to use safety restraints.

After 5-10 minutes, have each group act out their idea. Talk about the different ideas that come up and ask them if there are people in their life that aren't wearing safety belts and ask if they could use these ideas to try to get them to start using restraints.
- 5) Finish the rest of the DVD.
- 6) Give the post-program survey (this is the same survey as you gave in program 1). Make sure the tween's name or the number s/he was assigned on the roster (and that was used for the pre-test) is on the survey. (Return the surveys to Safe Communities.) Award certificates (and additional incentives, if you have them) to those who attended the programs.
- 7) Pass out PARENT HANDOUT #4-TIPS TO GET TWEENS TO BUCKLE UP.
- 8) Provide snacks, if possible.

ALTERNATIVE PROGRAMS

Depending on the personality and "age" of the groups with whom you may deal, these programs are alternatives to the four core programs listed above. In particular, Program 2 may be more appropriate for 8-11-year-old groups than the 12-15-year-olds in which case you might choose to replace Program 1 with Program 5. Remember to try to get parent handouts to parents, preferably through an after-school program newsletter.

***** DON'T FORGET THE PRE- AND POST-PROGRAM SURVEYS.** Having students conduct surveys is a good way to see what your tweens retained from the program. We would appreciate having you send this data to Safe Communities so that we can continue to monitor the program's effectiveness and to further document what works and what doesn't.

Program 5 Restraint Rap or Spoken Word

1) Introduce the idea that song and poetry have often been used to raise awareness of a public concern such as war, politics, commentary about lifestyle, and discrimination. Bob Dylan songs are good examples. Here are examples of songs that raise awareness or social consciousness songs:

When Johnny Comes Marching Home
Abraham, Martin & John

2) Ask the group to think about other songs that have a message. An example that may be appropriate for older tweens is a song from the group, "The Bled." Introduce this or another song. Ask tweens to discuss what it means, how the situation affected the people who wrote the song. Talk about rhythm, repeated ideas and other poetic aspects of the music. Talk to them about the song and/or lyrics as an example of developing a song, rap, spoken word about the tween safety belt issue.

You Know Who's Seatbelt
The Bled

The signal flares will light the way
To the scene of the accident where we'll dance
Like a pile of teeth in a broken mouth
Such a sick celebration
Everyone loves a xxxxx tragedy
In epic proportions

Let's set our hearts at self-destruct.
Let's set our hearts at self-destruct

Like scarlet drips on a white tile floor. A cardiac metronome.

We'll scrape the guardrail from our teeth and start again.
Like scarlet drips on a white tile floor, a cardiac metronome.
We'll scrape the guardrail from our teeth and start again.

There's a flood in the infirmary where we'll swim through broken glass.
Our prosthetic limbs will keep us afloat.
There's a flood in the infirmary

Let's set our hearts at self-destruct.
Let's set our hearts at self-destruct.
Let's set our hearts at self-destruct.
Let's set our hearts at self-destruct.
Let's set our hearts at self-destruct.
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Let's set our hearts at self-destruct.

4) Split the group into two teams. Give each team 15 minutes to come up with a song, rap, or a spoken word piece about tween traffic safety issues.

5) Have the groups perform their piece and then discuss what worked about each.

6) Vote on the best one, if desired.

7) Give prizes to the winning team, if desired.

8) Provide snacks, if possible.

9)) If your program has no parent newsletter, give out the appropriate Parent Handout for the program week, i.e., if you are using this activity to substitute for Week 2 then use the handout identified in the standard Week 2 program.

10) Post the pieces at the center. Forward them to Safe Communities and we will post on our website.

Program 6

Design a Poster or Create an Art Wall

Materials:

Markers, poster paint, or crayons

Poster board or a roll of white freezer paper

Masking tape

- 1) Give the group an opportunity to do a group art wall or individual posters making the public aware of the tween traffic safety problem or trying to convince tweens to buckle up appropriately.
- 2) Give the groups access to the Tween Facts and Wisconsin Law flyers from the parent handouts.
- 5) Have the groups or individuals post their work on the walls and give everyone three colored dots to mark their favorite pieces, if desired.
- 6) Give prizes to the top three vote-getters, if desired.
- 7) Provide snacks, if possible.
- 8) If your program has no parent newsletter, give out the appropriate Parent Handout for the program week, i.e., if you are using this activity to substitute for Week 2 then use the handout identified in the standard Week 2 program.
- 9) Post the pieces at the center. Forward them to Safe Communities and we will post on our website.

Program 7

Debate: Can You Convince Tweens to Use Booster Seats? (Middle school)

Materials:

A list of subjects they can choose to debate.

For example:

Is it safer or not safer to wear safety belts?

Should tweens take responsibility for getting others to buckle up?

Are tweens basically irresponsible when it comes to safety?

1) Split group into two teams. One team will take the positive side of the argument and one will take the negative side. For example:

On the question, Are tweens basically irresponsible when it comes to safety?, Team 1 would argue that tweens are responsible and Team 2 would argue that they are not responsible.

2) Give teams 15 minutes to prepare.

3) Each team presents their case.

4) Each team presents a rebuttal.

5) Group should discuss together what compelling arguments were made and if and how the debate changed their minds about the issue.

6) Provide snacks, if possible.

7)) If your program has no parent newsletter, give out the appropriate Parent Handout for the program week, i.e., if you are using this activity to substitute for Week 2 then use the handout identified in the standard Week 2 program.

Program 8

Top Ten Reasons to Use a Booster/Car Seat Activity (Elementary or Middle school).

Materials:

2 large paper, poster board, oversized post-its

2 markers

Paper and pens for everyone

1) Ask the tweens if they are familiar with David Letterman's nightly top-10 list. If they aren't, explain that Letterman talks about current issues and pokes fun at them with a top ten list. For example, he might make up a top 10 list of the reasons President Bush should dye his hair.

2) Tell the group they are going to come up with two top ten lists about tween safety.

3) Split the group into 2 teams and tell them to make up a 10-item list for these two topics:

Team 1: Top 10 ways to get a tween to think a car seat is fun to use.

Team 2: Top 10 ways to get a tween to sit in the back seat.

4) Give the teams 15 minutes to create their top 10 lists and write them on a large sheet to post on the wall.

5) Have teams cover up their list and uncover the reasons one by one. This can be done by covering with a full sheet and rolling up the sheet to reveal successive reasons from 10 all the way to #1.

6) As a group, discuss new ideas that came up and how you would all use those ideas.

7) Provide snacks, if possible.

8) If your program has no parent newsletter, give out the appropriate Parent handout for the program week, i.e., if you are using this activity to substitute for Week 2 then use the handout identified in the standard Week 2 program.