

## **INTRODUCTION**

**REMEMBER!!! BE ENERGETIC! This is about creating an experience for the participants.**

**GOOD EYE CONTACT – SPEAK CLEARLY AND LOUDLY WITH ENERGY – TAKE YOUR TIME – DON'T READ WORD FOR WORD**

As participants enter the room, hand out colored cards. 70% one color, 20% a second color, and 10% a third color for **ACTIVITY FOUR**.

Brief intro as to why Motor Vehicle Safety is an important topic:

Why do you think we chose Motor Vehicle Safety as one of the important health-related topics to cover for the Student Leadership Institute? **Motor Vehicle Crashes are the NUMBER ONE KILLER of teens in North Carolina.**

When we talk about preventing Motor Vehicle Crashes we mean damage to both occupants and pedestrians/bikers.

We are going to spend some time today looking at some key points about preventing motor vehicle crashes. We have worked with the National Road Safety Foundation, the Highway Safety Research Center and others to identify important factors that can make a difference in saving lives of NC teens.

After we demonstrate all the activities, we will give you an opportunity to practice delivery in small groups. Feel free to try different approaches and make them your own. Be willing to adapt them to your community setting. Remember, we want you to be thinking about how you can use these in service learning projects at home. Be thinking about how these activities tie to service learning.

## **ACTIVITY ONE – BRAIN DAMAGE**

THE POINT: EVERYBODY IN THE CAR NEEDS TO PROPERLY WEAR A SEATBELT. UNBELTED PASSENGERS CAN KILL THE REST OF THE PEOPLE IN THE CAR.

### **Set Up:**

I need two volunteers. Ok, one of you step over to that end of the room. And you to the other. Now, I want you to run as fast as you can toward each other and head butt one another. This will represent the impact in a crash at about 5 miles per hour. On your mark, get set... Whooooaaaa. Just kidding.

What would have happened if they actually would have followed through on that?

Script for seatbelt demonstration – Tell this like a story

### **TAKE 1:**

Tim, John, Allen and Terry are coming home from school. Allen is driving his friends home for carpool. They all buckle in.

Tim is excited about his day and says, “Here we go!”

Terry thanks Allen again for taking him home.

“Yeah! Thanks, Allen,” John says, “Let’s go! I have a lot of homework!”

“Everybody buckled in?” Allen asks just before putting the car into gear.

Allen is a very good driver and has never even received a speeding ticket. He carefully drives towards Terry’s house first. Everything is going like normal until Allen notices an erratic driver. The sedan is hurtling towards them and drifting into their lane. Allen tries to avoid it, but he is hit anyway through no fault of his own.

(Assess damage)

Thankfully, everyone was buckled in. A few bumps and bruises, but everyone is going to be ok.

### **Take 2:**

Tim, John, Allen and Terry are coming home from school. Allen is driving his friends home for carpool. They all buckle in except Terry because his home is very close.

Tim notices that Terry isn’t buckled in and asks, “Why aren’t you buckled in Terry? It’s not that hard, honestly...”

Terry replies, “It’s just two minutes to get to my house. I *think* we’ll be fine for two minutes.”

Frustrated and ready to get home to do his homework, John comments, “Whatever. Just let him do what he wants. Just be careful Allen, but I have to get home. I have a lot of homework!”

Allen is a very good driver and has never even received a speeding ticket. He carefully drives towards Terry's house first. Everything is going like normal until Allen notices an erratic driver. The sedan is hurtling towards them and drifting into their lane. Allen tries to avoid it, but he is hit anyway through no fault of his own.

(Assess damage)

In such a short time, a tragic event has occurred. Terry's lack of a seatbelt not only killed himself but also killed (varies) and injured (varies). This could have been avoided with a very easy action. Buckling a seatbelt.

Show unbelted passenger video.

Takeaway message – EVERYONE needs to wear his or her seatbelt.

**THE POINT: EVERYBODY IN THE CAR NEEDS TO PROPERLY WEAR A SEATBELT. UNBELTED PASSENGERS CAN KILL THE REST OF THE PEOPLE IN THE CAR.**

Additional Note: The lap belt should be down around the hip bones so as not to damage internal organs in an accident (AKA seatbelt syndrome).

Process Questions

What is powerful about this message?

What worked well with this activity?

Who would be a good audience for this activity?

How could you spread this theme to others in your community?

What are some things that you could do differently with this activity?

## **ACTIVITY TWO – PAY ATTENTION!**

Attention to detail can be a challenge sometimes. We are going to do an activity that will help you see how much attention you give to the details.

THE POINT: PEDESTRIANS HAVE TO BE AWARE SINCE DRIVERS LIKELY DON'T SEE THEM OR ARE NOT PAYING ATTENTION TO THEM.

Okay, eagle eye, just how observant are you? Want a chance to prove it? Well here it is. Each player must have a partner. The game starts with partners facing each other for a minute to observe each other to recall details about what the partner is wearing and how he or she is wearing it. Both partners turn away for about a minute and change an agreed-on number of things (usually somewhere between 3 and 6) that are visible to their partner, such as taking off a watch or putting a pen in a shirt pocket. Both people then turn to face each other to see if they can pick out the changes. So how did you do, sharp eyes?

Ask for a couple of participants to tell you what they thought was easy about that activity?

Ask for someone to tell you what they thought was challenging about the activity?

Is it easy to pay attention to every detail all the time?

How do you think that applies to operators of motor vehicles (drivers)?

Display the **Selective Attention video** with the moonwalking bear.

How many of you saw the moonwalking bear the first time through?

What was it about the bear that made it difficult for most of you to see?

Many times when a driver strikes a pedestrian or a biker, they will say, "I never saw him." Why do you think they can say that honestly?

So what does that mean for pedestrians and bikers? What kind of approach should they have to being on or near the road? *Have an attitude that assumes they don't see you and are trying to hit you.*

Continued on next page....

What are some things pedestrians can do to be safer on the road?

- Pay attention
- Minimize distractions
- Stay in designated walking areas
- Wear clothes that make one visible
- Assume drivers don't see you
- Make eye contact

THE POINT: PEDESTRIANS HAVE TO BE AWARE SINCE DRIVERS LIKELY DON'T SEE THEM OR ARE NOT PAYING ATTENTION TO THEM.

Process Questions:

What about this activity works?

What was the most powerful message with this activity?

What are some things you could do with this activity in your own setting?

What could you do differently with this activity?

### **ACTIVITY THREE – SPEAK UP!**

THE POINT: THE PASSENGER HAS RESPONSIBILITIES, TOO! THE PASSENGER NEEDS TO SPEAK UP AND/OR OFFER TO HELP IN DISTRACTING SITUATIONS.

Group Juggling – Ten volunteers – Have the volunteers stand in a circle and explain that they will be “juggling” by passing the ball to someone else in the circle. There are a couple of rules: 1. You may not pass the ball to the person directly to your left or right; 2. You may not pass the ball to a repeat individual.

Let’s establish a pattern by going around to everyone once.

Now let’s do it again to see how fast we can do it. You will probably want to say the person’s name before you throw the ball to them.

Great! Let’s try it again, but let’s try to get faster this time. Pay attention, there’s a new twist coming. (This time after the ball gets to the third person, add a new ball. Then add a third.)

What were strategies that helped you keep the juggle going?

Why was speaking up and saying the name of the person before you threw the ball so important?

Why was getting the person’s attention critical to success?

There are lots of reasons drivers take their eyes off the road. The passenger(s) in the vehicle have a responsibility to play a role in helping keep the driver focused.

THE POINT: THE PASSENGER HAS RESPONSIBILITIES, TOO! THE PASSENGER NEEDS TO SPEAK UP AND/OR OFFER TO HELP IN DISTRACTING SITUATIONS.

#### **Distraction Cards**

Passengers 1, 2, 3 and Driver

*Loud Conversation*

2: (LOUDLY and DRAMATICALLY) OH MAN, I REALLY BOMBED THAT TEST!

1: (LOUDLY and DRAMATICALLY) YOU’RE NOT KIDDING, IT WAS A MONSTER!

D: (LOUDLY and DRAMATICALLY) GET OVER IT GUYS, IT’S ONE TEST. YOU’LL RECOVER! (Appear distracted)

3: Attempt to convince fellow passengers to quiet down or at least try to return the Driver’s attention to the road.

### *Electronic device*

2: Your phone's ringing! It might be Chris. You better answer it.

D: I got it! ( go through your pockets trying to get your phone, get it, then look at it while taking glances at the road)

1 and 3: Work together to convince the driver to pay attention and get rid of the phone.

2 and D: Work together to argue against 1 and 3.

### *DUI*

D: (Gets into car drinking a bottle of beer). That was a great party

1: (Gets into front seat and also appears to be intoxicated) Yeah, that was fun.

2: (Concerned but gets in the car. Says to 3) Should we be doing this?

3: (Also concerned) I'm not sure. How do we get out of this?

*2 and 3 use the 2 P's (pee or puke) to get the driver to pull over. Call for another ride.*

### *Navigation*

1: (Imitating a GPS navigation) Please make a U-Turn. Recalculating route. Recalculating route.

D: (Turning phone/GPS in different directions and looking at it instead of the road) Ugh. Which way was I supposed to turn?!?

2: I think it was back there. My grandma lives near there.

3: Just pay attention to the road.

1: (Find a way to be helpful by offering to take over the navigation).

### *Adjusting Controls*

D: (Clearly distracted trying to drive and adjust the radio)

2 and 3: (Singing in the back seat. Ask for a new radio station. Make multiple suggestions. Ask for the AC to be adjusted. Complain about being hot in the back seat).

1: I got it. You just focus on driving.

D: Thank you.

THE POINT: THE PASSENGER HAS RESPONSIBILITIES, TOO! THE PASSENGER NEEDS TO SPEAK UP AND/OR OFFER TO HELP IN DISTRACTING SITUATIONS.

Process questions:

What about this activity works? What are some things you could do with this activity in your own setting? What could you do differently with this activity?

#### **ACTIVITY FOUR – EVERYBODY DOES IT**

As participants enter the room, hand out colored cards. 70% one color, 20% a second color, and 10% a third color.

THE POINT: NOT EVERYBODY IS DOING IT. AS A MATTER OF FACT, MOST KIDS AREN'T DRINKING ALCOHOL – AND ALMOST NONE ARE DRINKING AND DRIVING. **IT'S NOT OK**, AND MOST PEOPLE AREN'T DOING IT.

Let's shift gears for just a minute and talk about the responsibility of the driver. You know, driving under the influence of alcohol or other drugs is a serious issue. It often leads to death or lifelong injuries for drivers, passengers, and pedestrians. Why do you think individuals would drink and drive?

Allow a moment for several responses: to fit in, they think it's cool, they want to relax at a party, they like it, ...

Researchers have looked into just how many college students are drinking and driving. If you have a blue card, would you stand up? You represent the more than 70% of the UNC Chapel Hill undergrad student body on a party weekend who did NOT DRINK ANY ALCOHOL.

If you have a yellow card, please stand up and join them. You represent the 20% who did drink some alcohol, but did not get drunk. Thank you.

You may all sit down.

Now if you have a pink card, please stand. You represent the less than 10% of students who got drunk on a party weekend at UNC Chapel Hill.

What do you notice about the number of people standing in the room?

Is this what you would have thought about drinking on a college campus?

The reality is most people, even in college, are not drinking. Almost none are getting drunk. And less than 2% of drivers are drunk.

NOT EVERYBODY IS DOING IT. But when someone does, it's a serious issue and can cost the life of the driver, passengers, and pedestrians.

Pick up a phone and call for a ride. Your parents may be angry with you, but they'll be glad you're not dead.

THE POINT: NOT EVERYBODY IS DOING IT. AS A MATTER OF FACT, MOST KIDS AREN'T DRINKING ALCOHOL – AND ALMOST NONE ARE DRINKING AND DRIVING. **IT'S NOT OK**, AND MOST PEOPLE AREN'T DOING IT.

Process questions:

What about this activity works? What are some things you could do with this activity in your own setting? What could you do differently with this activity?

## **ACTIVITY FIVE – IF I HAD A HAMMER**

THE POINT: DRIVERS NEED TO TAKE DECISIVE ACTION TO REMOVE DISTRACTIONS BEFORE DRIVING. THEN JUST DRIVE.

We all know distracted driving is an issue. What are some strategies that you can use to keep from using your electronic device when you are supposed to be driving?

Allow some responses...

Well, one that will definitely work is the hammer method. Get out hammer and cell phone. Suggest that by destroying the phone you will be able to not use it when driving. Explain that human nature draws us into relationships and a sense of responsibility for communication. And that's usually good. However, the communication can wait when a young person is behind the wheel. Here are some tips:

1. Put your phone or ED in the trunk or the glove compartment.
2. Turn your phone or ED off completely.
3. Get an app that puts your smart phone in driving mode such as:
  - a. txtBlocker
  - b. CellSafety
  - c. Textecution
  - d. iZUP

Remember, when it's time to drive, it's time to drive... and only drive.

### **Play Just Drive Video**

THE POINT: DRIVERS NEED TO TAKE DECISIVE ACTION TO REMOVE DISTRACTIONS BEFORE DRIVING. THEN JUST DRIVE.

Process questions

What about this activity works? What are some things you could do with this activity in your own setting? What could you do differently with this activity?

## **PRACTICE TIME**

So now it's your turn. We have set up activity stations around the room. You will practice facilitating some of the activities. We have materials up here for you to use. Take only one set of materials per school team, please. Take about 20 minutes at your station and try to give everyone a chance to facilitate.

Switch.

Switch.

## **CONCLUSION**

How do you think you might be able to implement these activities back at home?

Can you think of a classroom teacher that might want you or your team to present these activities in his or her classroom? If so, who? What subject?

What events at your school or in your community could you use to set up a table with activities and information?

Here are a couple of other suggestions:

1. Consider working with a local company owner to institute a policy of no Electronic Device use while driving on the job.
2. Perform an observational study of individuals who are wearing their seatbelts at the end of the school day when leaving the parking lot.