
Playing It Safe, Smart, and Clean

LEVEL: K-1-2-3-4-5-6

SUBJECT AREA(S): Health, Social Studies, Language Arts, Mathematics, Art, Science

OBJECTIVE: (1) Students will understand how to be smart (safe) passengers in motor vehicles. (2) Students will learn about how transportation affects the environment.

TIME: Two or three 45-minute periods

MATERIALS

- φ Figure 15-1: Guidelines for Passenger Safety
- φ Chalkboard or overhead projector

SUGGESTED ACTIVITIES

For Your Information

- ★ Lesson 4: Car Smarts contains information about passenger safety that you may find useful when teaching this lesson.

1. Discuss with students how many times they were passengers in motor vehicles last weekend. Calculate the total number of passenger trips for all class members and write the number on the board to emphasize the importance and need to learn passenger safety.
2. Divide the class into groups that will show, discuss, tell, or write about how to be a smart (safe) passenger in a motor vehicle (see Figure 15-1).

Possible Scenarios

- ✧ Your scout leader is driving you and four of your fellow Scouts to a jamboree. Show several ways to act as a passenger in a moving motor vehicle.
- ✧ You're at a family picnic and you're supposed to go with your Uncle Larry to the store for some ketchup. Upon approaching and looking into Uncle Larry's car, you notice there's not a seatbelt for the front-seat passenger. How do you handle it?

At the end of this activity, give each student Figure 15-1: Guidelines for Passenger Safety. Allow time for questions. Have students take it home to discuss with their parent(s)/guardian(s).

3. Show students a picture of a traffic jam (with smog, if possible) or have them imagine bumper-to-bumper automobiles on a freeway, highway, or neighborhood street. Many have probably had real-life traffic-jam experiences, which they can share with the class.
4. Have students construct or bring in toy cars. Have them experiment with different parking solutions:
 - ✧ Parking their cars on their own desks.
 - ✧ Parking all the cars in a row of desks on one desk.
 - ✧ Parking all the cars in the entire room on one desk.

Discuss the space cars take up in our society. What else could that space be used for?

How could the same number of people get to their destinations without using a car?

ASSESSMENT

Have students envision what the future will look like 20 years from now, when they are the age their parent(s)/guardian(s) are now. Have them write about it or draw a picture.

- ✧ How will transportation look?
- ✧ How will people get to school, work, church, the movies, vacations?
- ✧ Will it be possible to use a motor vehicle in the year 2100?
- ✧ How will we get around?
- ✧ Where will we park all our cars?

EXTENSIONS

1. Have students conduct a school wide or parent(s)/guardian(s) survey to discover the extent of seatbelt use, the number of children involved in motor-vehicle accidents, the number of children who used toddler seats as toddlers, etc. Use the data to create a comprehensive report with charts, graphs, diagrams, etc.
2. Create a skit about how to be a smart (safe) passenger.
3. Expand this lesson to include a discussion about the dangers of reckless driving. It can include a look at drivers under the influence of drugs, including alcohol, prescription and non-prescription medications, and illegal substances. Contact MADD (Mothers Against Drunk Driving) .
4. Start a SADD (Students Against Drunk Driving) chapter in the school; or invite a SADD member from a local high school to come and speak.
5. Encourage participation in the “tie-one-on” (red ribbon displayed on car) campaign to discourage drunk driving. Discuss bad driving habits that endanger pedestrians, such as speeding through neighborhoods or school zones or around corners and “rolling” stops at stop signs.
6. Explain to students how the United States is heavily dependent on the motor vehicle for transportation. Compare and contrast modes of transportation around the United States and the world. Students can identify the places discussed on a world map or globe.

For Your Information

- ★ The chart in Lesson 3 contains information about the methods of transportation other countries use.

ADDITIONAL RESOURCES

Please refer to the following topics in the *Additional Resources* section in Appendix Three: **Air Quality / Automobiles / Car Safety / Child Safety/Injury Prevention / Environmental Activism / Mass Transit / Traffic Safety / Traffic & Transportation / Walking.**

Guidelines for Passenger Safety

- φ Always use safety-restraint systems:
 - ✧ Shoulder and lap seatbelts
 - ✧ Child safety seats (for infants, toddlers, and children under 40 pounds and/or under the age of 4)

- φ Lock all doors.

- φ Don't touch, bother, or distract the driver.

- φ Don't put arms/hands/head/legs out of the window.

- φ No horseplay allowed.

- φ Make sure all windows are clear of anything that would block a driver's vision. Don't put anything on the dashboard because reflections can interfere with vision.

- φ Make sure the vehicle you're riding in is safe. If you notice anything like bald tires, no seatbelts, broken headlights, no windshield wipers, etc., inform the vehicle's owner of these problems and find another way to get where you want to go.

- φ Don't ride with anyone who has been drinking alcoholic beverages or taking drugs, except over-the-counter and prescription medications that do not affect driving ability. If in doubt, don't go.

- φ Don't drive in bad weather, such as heavy rain, icy conditions, or snow, unless it's absolutely necessary.

- φ Encourage your parent(s)/guardian(s) to purchase motor vehicles with air-bag systems.

Figure 15-1