



Click it: seat belt campaign

In Wisconsin 75% of people wear seat belts, and seat belt use among teens is the lowest of all age groups. Seat belts have been proven to save lives. In fact, wearing seat belts can reduce the risk of fatal and critical injuries by 45-65 percent.

The goal of this program is to increase teen seat belt use and to create awareness of the importance of seat belt use through school-based education/awareness activities.

This seat belt program has three main components:

- an unannounced seat belt observation in the school parking lot
- a week of education activities in the school
- an announced follow-up seat belt observation

Choosing a team

To get started, you will need to choose a work team and create a plan. Make sure to choose people who represent all the smaller groups in the audience you are trying to reach.

The work team for this project is:

We will meet the following dates/times:

Pre-project seat belt observation

The first part of the project is to complete a seat belt observation to see what the seat belt use rate is. This is designed to be unannounced, and should be completed before your team starts any other activities.

As a team you should discuss the following things:

- The date and time of the observation
- The number of entrances/exits you will observe
- The number of observers you will need
- Which data will be collected and how
- Safe areas for observers to stand
- A plan or alternate date in case of bad weather
- Assignments (gathering supplies for the observation, lining up volunteers)

Date/time of Observation:

Entrances/exits we will observe:

Number of observers we will need:

Data we will collect: Driver/Passenger Adult/Teen Male/Female

Education week

This is the fun part! Your team should choose the combination of activities to share your message. There are many resources available through insurance companies, vehicle manufacturers, and government agencies.

The activities that are most successful are the ones that will actually get people to buckle up. While a school assembly with a guest speaker is a great idea, a post-it note reminder on the driver's car window might be a better way to get people to buckle up. Whatever you choose, remember to keep the focus on seat belt safety.

When planning your activities, consider:

- Holidays or community events that could impact activities
- Space available (lunchroom, auditorium, etc.)
- Resources available (computers, newspaper deadline)
- Number of volunteers you have/will need

Monday

| What activities will we do? | Who will do it? | What materials do we need? |
|-----------------------------|-----------------|----------------------------|
| | | |

Tuesday

| What activities will we do? | Who will do it? | What materials do we need? |
|-----------------------------|-----------------|----------------------------|
| | | |

Wednesday

| What activities will we do? | Who will do it? | What materials do we need? |
|-----------------------------|-----------------|----------------------------|
| | | |

Thursday

| What activities will we do? | Who will do it? | What materials do we need? |
|-----------------------------|-----------------|----------------------------|
| | | |

Friday

| What activities will we do? | Who will do it? | What materials do we need? |
|-----------------------------|-----------------|----------------------------|
| | | |

Describe any media coverage or community involvement that you are planning:

Number of students you plan to reach through education activities: _____

Number of student leaders who will coordinate the activities: _____

Post-project observation

This is a repeat of the first observation, and can be done announced or unannounced.

This is an important part of evaluating the results of your program. The goal is to see an increase in seat belt use. An even better idea of the true impact of the program would be to schedule additional observations several weeks or months after main activities.

Date/time of Observation:

Entrances/exits we will observe:

Number of observers we will need:

Data we will collect: Driver/Passenger Adult/Teen Male/Female

Project summary

This is the moment of truth for all the team's hard work. Make sure to plan time to look at the data together. Whether your seat belt use increased, stayed the same, or decreased there are questions that your team should discuss:

- What activities worked well?
- What activities did not work as your team hoped?
- What outside factors may have affected the outcome of your project?
- How might looking at the data differently tell you more about your results?

Monday

| What activities did you do? | What worked well? | What would you change? |
|-----------------------------|-------------------|------------------------|
| | | |

Tuesday

| What activities did you do? | What worked well? | What would you change? |
|-----------------------------|-------------------|------------------------|
| | | |

Wednesday

| What activities did you do? | What worked well? | What would you change? |
|-----------------------------|-------------------|------------------------|
| | | |

Thursday

| What activities did you do? | What worked well? | What would you change? |
|-----------------------------|-------------------|------------------------|
| | | |

Friday

| What activities did you do? | What worked well? | What would you change? |
|-----------------------------|-------------------|------------------------|
| | | |

Describe any media coverage or community involvement:

Number of students you plan to reach through education activities: _____

Number of student leaders who will coordinate the activities: _____

Pre-project Observation Results

Date/time of Observation: _____

Required Data: Number buckled ____ Number not buckled ____

Post-project Observation Results

Date/time of Observation: _____

Required Data: Number buckled ____ Number not buckled ____

Change in number/percent buckled: _____

Did this program improve the seat belt use in the community? _____

Comments: _____

Observation tally sheet

Date:

Time:

Location:

Observer:

| | Yes | No | IDK | D/P | A/T | M/F |
|----|-----|----|-----|-----|-----|-----|
| 1 | | | | | | |
| 2 | | | | | | |
| 3 | | | | | | |
| 4 | | | | | | |
| 5 | | | | | | |
| 6 | | | | | | |
| 7 | | | | | | |
| 8 | | | | | | |
| 9 | | | | | | |
| 10 | | | | | | |
| 11 | | | | | | |
| 12 | | | | | | |
| 13 | | | | | | |
| 14 | | | | | | |
| 15 | | | | | | |
| 16 | | | | | | |
| 17 | | | | | | |
| 18 | | | | | | |
| 19 | | | | | | |
| 20 | | | | | | |

| | Yes | No | IDK | D/P | A/T | M/F |
|----|-----|----|-----|-----|-----|-----|
| 21 | | | | | | |
| 22 | | | | | | |
| 23 | | | | | | |
| 24 | | | | | | |
| 25 | | | | | | |
| 26 | | | | | | |
| 27 | | | | | | |
| 28 | | | | | | |
| 29 | | | | | | |
| 30 | | | | | | |
| 31 | | | | | | |
| 32 | | | | | | |
| 33 | | | | | | |
| 34 | | | | | | |
| 35 | | | | | | |
| 36 | | | | | | |
| 37 | | | | | | |
| 38 | | | | | | |
| 39 | | | | | | |
| 40 | | | | | | |

Yes - buckled
 No - not buckled
 IDK - can't tell or missed the car

D/P - driver or passenger
 A/T - adult or teen
 M/F - male or female

- If at any time you feel the situation is unsafe, stop observing and report to your
- Yes, No, and IDK columns must be used by all schools.
- Complete the optional columns your team has chosen to include.
- If you can't observe the seat belt use, don't guess - mark the IDK column.
- Don't stop vehicles and try to keep interactions with drivers/passengers to a minimum.