

# Breakout: Elementary & Middle School Programs

**OVERVIEW & PURPOSE**

Fellows will learn how to utilize ITD resources to engage, educate and empower younger audiences. Fellows will learn how to provide information about vehicle safety and how to be a good passenger.

Community Project ideas include, but are not limited to:

- Story time at local library
- Story time at elementary after school club
- Story time and Good/Bad Car ride at local elementary school
- Story time at local place of worship

**OBJECTIVE**

Be The Change Fellows will know how to effectively educate younger audiences about the importance of being a non-distracting passenger and speaking up when feeling unsafe in a vehicle.

**ROOM SET-UP**

Technology Needed: (optional) 1 projector, 1 projection screen, speakers

There is an optional PowerPoint slide deck for the Elementary and Middle School Program Outline you can use to share a sample of the full presentation, or you can do the activities only as a sample of the interactions within the presentation outline.

Materials	Quantity	Notes
Activity Pages (2-sided: Distractopus and What’s Wrong with This Picture, 2-sided: word search and crossword puzzle)	6	
Cape & Mask Set (available for purchase)	12	
Children's Book Set, English	1	
Children's Book Set, Spanish	1	
Distractopus Distraction Plush Toy & Cards Set	1	
Facilitator Guide, Elementary Grades PreK-1st	1	

Facilitator Guide, Elementary Grades 2 <sup>nd</sup> -3 <sup>rd</sup>	1	
Facilitator Guide, Elementary Grades 4 <sup>th</sup> -5 <sup>th</sup>	1	
Facilitator Guide, Middle School	1	
Noise makers (bells, whistles, music, etc.)	6	
Pledge Cards: WCMAD	25	
Poster Stand: Tabletop (available for purchase)	1	
Poster: Tabletop, WCMAD	1	
Red Light, Green Light Sign	1	
Sticker: Distractopus	30	
Sticker: I Love You A Latte	30	
Tablecloth: WCMAD or Passenger Power (available for purchase)	1	

### **PRESENTATION INTRODUCTION (5 MINUTES)**

Explain to fellows that the ITD Elementary Facilitator Guide is specifically tailored for elementary school students and program facilitators. It includes interactive activities, materials, and engaging tools that you can incorporate into your lessons that are appropriate for students in elementary school.

These activities emphasize the importance of making safe choices as a passenger by encouraging students to speak up when they feel unsafe in a car, reminding them to always wear their seat belt in the car, and demonstrating the importance of removing distractions from the car to allow the driver to focus on the road.

### **ACTIVITY 1: SAFE CAR RIDE, UNSAFE CAR RIDE (10 MINUTES)**

#### **Preparation**

Set up chairs in the formation of a car (2 in front, 3 in back) or a van (2 in front, 3 in middle, 3 in back). Layout noise makers to be given to students for use as distractions (ie. empty water bottle, jar of gum, whistle, horn, paper airplane, instrument, cell phone for radio, camera, etc.)

#### **Materials**

- 5 chairs (two in the front and 3 in the back to design the “car”)
- Roles to assign to each student; write each role on an index card then let student select one or assign to each student role playing; for young students whisper in their ear what role to act out.
- Scenarios describing various car ride situations.
- White board or poster paper

- *Optional: timer, additional props (seat belts, steering wheel, costumes, etc.)*

## Explain the Task

1. Ask for volunteers (enough to fill the chairs) and meet with them in the front of the room. Quickly explain they will each serve as a distracting passenger using the noise maker given to them. Tell them to stop in place when you yell 'FREEZE' and to role play putting on their seatbelt during the Sale Road trip role play.
  2. **Roles:** There will be two different skits, the first will be an unsafe car ride and the second will be a safe car ride. Assign roles by whispering in their ear what role you want them to play. There are some examples of roles listed below.
    - Driver
      - Keeps looking at the back seat to see what is going on
      - Can't find a good song on the radio and keeps looking away to change the station
    - Front seat passenger
      - Wants to sing every song as loud as possible and take selfies on their phone
      - Trying to play a card game with the driver
    - Back seat passengers
      - Keeps unbuckling and getting out of their seat the whole car ride
      - Throwing snacks around the car and at the driver
      - Unbuckling the passenger next to them
      - Kicks the back of the driver's seat the whole ride
      - Wants the driver to look behind them at the silly face they are making
      - Keeps asking "Are we there yet?"
      - Keeps saying they need to go to the bathroom
  3. **Scenario:** Engage the rest of the class by "setting the scene" or scenario.
    - The driver is taking the passengers to go get ice cream.
1. When the class is ready, start the "unsafe car ride" scene and allow the students to play out their roles for about 1 -2 minutes.
    - a. Tell students to "FREEZE" and ask the audience to share what they saw that was bad or unsafe behaviors in that car ride (optional: record student responses on the board, flipchart, etc.)
    - b. Make sure major distractions are addressed from the back seat passenger role examples provided above (i.e. Playing the music too loud, asking the driver to turn around and look at you, throwing something at the driver, kicking the back of the driver's seat, etc.) If not, ask "What about [any distraction that was not mentioned]?" "Is there anything they DID NOT do to make it a safe car ride?"

2. Now tell the students that they are going to show the class what a “safe car ride” looks like and allow students to play out their roles for about 1-2 minutes.
    - a. Explain to volunteers this time around they should make safe choices starting with putting on their seat belt (stay seated, talk quietly, not use cell phones, and the driver puts both hands on the wheel).
    - b. Allow the students to play out their roles for about 1 -2 minutes.
  3. Tell the volunteers to “FREEZE” and praise them for doing a much better job at being safe in the car! Ask the students to share the safe behaviors they saw in the car. Be positive and upbeat!
    - c. If you choose, record student responses on the board or a flipchart.
    - d. Responses can be displayed in the classroom to remind students of the importance of being a safe passenger every time they get into the car.
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## **ACTIVITY 2: PASSENGER POWER SAFETY CHEER (3 MINUTES)**

### **Description**

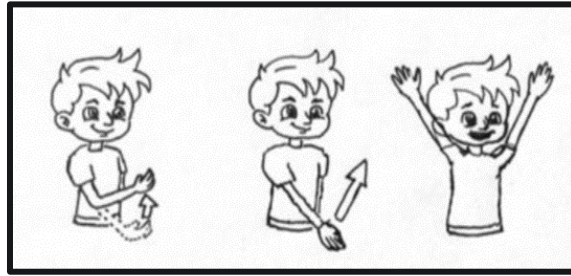
Teach a cheer to remind students they have the Power as a Passenger to keep a road trip safe.

### **Preparation**

Ask everyone to stand up and move to an open area. Demonstrate the cheer, have them do it with you a second time, then encourage a louder volume the third time.

### **Explain the Task**

1. This cheer is a reminder of the power you have as a passenger to keep a road trip safe...starting with putting on your seatbelt. Use the option for seat type they use.
  - **OPTION 1: “Car Seat/Booster Seat”** Reach to your shoulders with both hands to demonstrate the chest straps.
  - **“Buckle!”** Reach to your lap and pretend to buckle the car seat.
  - **“Passenger Power!”** Put both arms in the air with excitement!
  - **OPTION 2: “Seat Belt!”** Reach across your chest to your shoulder where you would grab the seat belt.
  - **“Buckle!”** Reach across your chest with the seat belt as if you were to buckle in.
  - **“Passenger Power!”** Put both arms in the air with excitement!



### **ACTIVITY 3: RED LIGHT, GREEN LIGHT (5 MINUTES)**

#### **Preparation**

Create 3 signs using the Activity Sheet template provided by ITD for the Stop sign.

#### **Materials**

- 3 signs – Go, Stop, Slow (use Red Light, Green Light Sign Template)
- Enough space for movement – can be done inside or outside.
- Start line and finish line marked by tape, cones, etc.

#### **Explain the Task**

1. This game needs space for students to safely move around. Ask the classroom educator to help you locate an appropriate space to play the game. It helps to have students use 'Fire Feet' by moving forward without ever lifting their feet off the ground – scooting their shoes along. Have the students go to the starting line and practice their fire feet versus a run or fast walk.
2. To start, have students line up on one side of the room and show them where the finish line is.
3. Use the signs for red, yellow, and green lights and tell students to imagine they are in a car and to walk forward when the sign is green (GO), to slow down when the sign is yellow (SLOW), and then to stop when the sign is turned to red (STOP). Remind them they need to pay close attention to the Stop, Slow and Go signs as they make their way to the finish line.
4. Complete one round of the game with those directions – without distractions.
5. For the next round, incorporate simple distractions that can occur while in a vehicle such as calling out a student's name, place stuffed animals on the 'road', and/or play music, etc.
6. Play a few more times if time allows!
7. When you return to the classroom or meeting place, ask the students:

- What does a red sign mean? What does a green sign mean?
- What do you do when you see a green sign?
- Point out when students get distracted, miss signs, or bump into an object. It's optional to tell them to start at the beginning again.
- Emphasize the importance of being good passengers and not creating distractions to help parents or other drivers stay focused on the road.
- Remind them to speak up if other people in the car are creating distractions.

## **ACTIVITY 4: MIDDLE SCHOOL PROGRAM (7 MINUTES)**

### **Materials**

- PowerPoint Slides with embedded Speak Up video
- Wheel of Distraction: Handheld (optional)



### **Explain the Program**

1. Provide a brief overview of the Middle School Program to bring awareness of the name, purpose, and differences between the Elementary and Middle School curriculums.
2. Explain the Who Can Make A Difference? (WCMAD) Middle School Program focuses on how a passenger contributes to the safety of a road trip and why it's important for them to help the driver not become distracted.
3. This is the first introduction to statistics of the likelihood the passenger can be who becomes injured or dies.
4. If time allows, have each person pull the Wheel of Distraction from their folder to follow along with some scenarios of situations where they are the front seat passenger. After the danger is emphasized showing the likelihood of crashing, ask the audience "What could you do to make this road trip safer?"
5. Let them know WCMAD is the first time to mention the chances of death or dying – it is not mentioned in the Elementary program. The program slide deck includes two real stories they will be able to choose from in which middle school aged passengers die.
6. Introduce the WCMAD Pledge Card and how it can be used at the end of a presentation or during a Community Service tabling event.