

PASSENGER POWER FACILITATOR GUIDE

4TH through 5TH grade

Presentations, Activities, and Materials



Contents	
Health Education Standards	4
Presentation Outlines	7
Passenger Power Safety Days Lesson Plan.....	8
Parent Talking Points.....	9
Passenger Power - Classroom Presentation	11
Activities.....	20
Safe Car Ride, Unsafe Car Ride	21
Be Your Own Hero Video	23
Passenger Power Safety Cheer	25
Cardboard Car	26
Red Light, Green Light.....	27
Red Light, Green Light Sign	28
Create Your Own Passenger Safety Hero	30
Chalk City	31
Printable Materials.....	33

Dear Educators and Community Champions,

Impact Teen Drivers (ITD) provides educators with evidence-based resources that address a critical issue affecting our youth—reckless and distracted driving, which is the leading cause of teen fatalities in America. ITD seeks to change the culture of driving to one that is distraction-free, and that change can start before students begin driving. The Passenger Power elementary school curriculum provides students with engaging, educating, and empowering messages and activities about being a safe passenger in a car.

Our elementary school *Passenger Power* curriculum facilitator guide is specifically tailored for educators and program facilitators. You can easily include the age-appropriate interactive activities, materials, and engaging tools in your lesson plans. These activities emphasize the importance of making safe choices as a passenger by encouraging students to speak up when they feel unsafe, reminding them to always wear their seatbelt, and demonstrating the importance of removing distractions from the car to allow the driver to focus on the road. We provide lesson plans to conduct a single presentation or a five-day option to spread smaller segments over multiple days.

All of our programs are available in both English and Spanish to ensure inclusivity and accessibility for students. ITD is proud to work alongside you to save lives and reduce injuries caused by reckless and distracted driving.

For additional information about ITD, please visit impactteendrivers.org, email us at info@impactteendrivers.org, or call (916) 733-7432. Thank you for your unwavering commitment to making a difference in your schools and communities.

Sincerely,

Impact Teen Drivers

Health Education Standards

The *Passenger Power* curriculum is crafted based on extensive research and aligns seamlessly with health education standards at both the national and the state of California levels. It incorporates engaging activities to teach young students about injury prevention and fundamental safety principles. This approach educates them about being cautious passengers and lays the groundwork for developing lifelong good driving habits.

National Health Education Standards: These standards are a framework created by the Society of Health and Physical Educators ([2024](#)).

- Standard 1: Use functional health information to support health and well-being of self and others.
 - PreK-2 1.2.3: Identify ways to prevent or reduce risks for illnesses and injuries.
 - Grades 3-5 1.5.3: Explain ways to prevent or reduce risks for illnesses and injuries.
- Standard 4: Use interpersonal communication skills to support health and well-being of self and others.
 - PreK-2 4.2.3: Demonstrate communication skills and strategies to use if uncomfortable, unsafe, or harmed.
 - Grades 3-5 4.5.1: Use effective communication skills to express thoughts, feelings, wants, and needs to support health and well-being of self and others.
- Standard 8: Advocate to promote health and well-being of self and others.
 - PreK-2 8.2.1: Make requests to support personal health and well-being.
 - PreK-2 8.2.3: Encourage others to make health-promoting choices.
 - Grades 3-5 8.5.1: Recognize situations in which advocacy supports the health and well-being of self and others.
 - Grade 3-5 8.5.4: Demonstrate how to advocate for health and well-being.

California Health Education and Content Standards: These standards are adopted by the California State Board of Education.

- Injury Prevention and Safety

- Kindergarten 1.3.S: Explain ways to stay safe when riding in a bus or other vehicle.
- Grade 1 1.5.S: Identify ways to reduce risk of injuries at home, at school, and in the community
- Grade 1 1.10.S: Identify ways to reduce risk of injuries while traveling in an automobile or bus (e.g., wearing a safety belt).
- Grade 4 1.16.S: Identify ways to reduce risk of injuries from fires, around water, while riding a motor vehicle, as a pedestrian, on the playground, and from falls.
- Mental, Emotional, and Social Health
 - Grade 2 4.2.M: Demonstrate how to ask for help from trusted adults or friends.
- Personal and Community Health
 - Grade 3: 8.1.P: Support others in making positive health choices.
 - Grade 5 4.1.P: Practice effective communication skills to seek help for health-related problems or emergencies.
 - Grade 5 5.1.P: Use a decision-making process to determine personal choices that promote personal, environmental, and community health.

Presentation Outlines

Objective(s):

1. Students will understand the importance of safe behavior as passengers in a car.
2. Students will learn to differentiate between safe and unsafe car ride practices.
3. Students will demonstrate the ability to make informed decisions regarding their safety in a car.

Get creative with your presentation! Mix and match the material provided throughout this guide to fit the student needs, your time, and your own style. The structure provided is flexible.

Passenger Power Safety Days Lesson Plan

4th – 5th Grade

You can spread the message out over multiple days or by hosting a Safety Week on *Passenger Power*. The lessons can be conducted by the educator, guest speakers, or a combination. Detailed instructions can be found in the Classroom Presentation section and in the Activities section of this guide. Also, engage the parents by sending home the Talking Points included in the Printable Materials section at the end of this guide to encourage conversation.

Day	Lessons	Activities
Safety Day 1 20 -25 minutes	Slides 1-5 <ul style="list-style-type: none"> • Passenger Power Introduction • What's Wrong with This Picture? • Safe Car Ride, Unsafe Car Ride • Video: Speak Up – Save A Life, Cognitive Distractions 	<ul style="list-style-type: none"> • Cardboard Car: break into teams of 3-4 students and each team makes their own cardboard car to display. • Have each team set up chairs behind their car and act out a Good Car Ride, Bad Car Ride for the class.
Safety Day 2 15 -20 minutes	Slides 6-9, 12-13 <ul style="list-style-type: none"> • Video: Be Your Own Hero • Activity: Be Your Own Hero • Passenger Power Safety Cheer 	<ul style="list-style-type: none"> • Red Light – Green Light: teams carry their cardboard car while they play Red Light-Green Light. • Printable Materials Page: Word Search Puzzle
Safety Day 3 15-20 minutes	Slides 10-11 <ul style="list-style-type: none"> • Pedestrian Safety 	<ul style="list-style-type: none"> • Create Your Own Passenger Safety Hero • Printable Materials Page: Passenger Safety Crossword Puzzle • Printable Materials Page: Crossword Puzzle Answer Key
Safety Day 4 15-20 minutes	Slides 10-11 <ul style="list-style-type: none"> • Bicycle & Scooter Safety 	<ul style="list-style-type: none"> • Chalk City
Safety Day 5 15-20 minutes	Slide 14 <ul style="list-style-type: none"> • Passenger Safety Review 	<ul style="list-style-type: none"> • Printable Materials Page: How Can I Stay Safe?

Parent Talking Points

(available in the Printable Materials section of this guide)

Day	Talking Points
Safety Day 1	<ul style="list-style-type: none"> • A car seat or booster seat keeps you safe. Every time you ride in the car, you must have an adult buckle you up. If someone in the car is unbuckled or not wearing their seat belt correctly, they could get hurt. • Car seats, booster seats, and seat belts are safest when buckled the right way, every single trip. Commit to being buckled up properly 100% of the time. • Passengers who are calm are helping to keep the ride safer for everyone. Being a calm passenger looks like keeping hands to yourself and sounds like inside voices. • Other distractions that can happen in the car include using a phone and having loud music on. • The driver's job is to keep their eyes on the road, hands on the wheel, mind focused on driving and ears alert to sounds outside of the car. • Parents are the number one role models for their children's driving/riding attitudes and behaviors.
Safety Day 2	<ul style="list-style-type: none"> • It is a choice to both drive and ride safely. • Speak up if you see someone driving or riding unsafely. • Some actions in a car make a ride unsafe, like a driver using a phone, eating, or changing the music. They can become dangerous when a driver chooses to do them behind the wheel of a vehicle...anything that takes the driver's eyes, ears, hands, or mind off driving is not safe! • Driving laws are there to keep you safe, as are the people who enforce them.
Safety Day 3	<ul style="list-style-type: none"> • You can use your Passenger Powers and be your own hero. • Speak up if you see someone driving or riding unsafely – even if it is a family member driving; by using your voice, you can be your own hero and make the car ride safe. • Remember your siblings can be a distraction not only in the house, but also inside a car.

Safety Day 4	<ul style="list-style-type: none">• You can be safe by using your looking eyes, listening ears, and wearing a helmet while on a bike, scooter, skates, or skateboard. Always wear a helmet!• Help the driver watch out for pedestrians.• Look both ways when crossing the street.• It's important to obey road signs while walking or biking.• Basic traffic rules include stop, look both ways, and use crosswalks!• When making a turn, use a 'blinker' in a car or 'hand signals' when on a bike.
Safety Day 5	<ul style="list-style-type: none">• Help drivers stay focused on the road by being a good passenger and keeping the car free of distractions.• Speak up if other people in the car are creating distractions. Your voice can be equally as important as anyone else in the car.• In a car or on a bike, scooter, skates or skateboard – we can always change our behavior and make safe choices. We can become our own heroes.• Always sit in the back seat, buckle up your seat belt or harness before the car starts moving, keep the seatbelt snug and low across your hips and chest.• Never unbuckle your car seat while the car is moving. Stay seated and face forward during the ride.

Passenger Power – Classroom Presentation

4th – 5th Grade

Purpose: Emphasize the importance of being a safe passenger, not distracting the driver, wearing seat belts, staying in your car seat, and speaking up if you're feeling unsafe.

Presenter: ITD champions, law enforcement, first responders, injury prevention teams, educators, student leaders (high school and college), etc.

Length: 60 minutes (length varies based on activities chosen).

Passenger Power Introduction (Slides 1-3) – 5 minutes



1. Introduce yourself to the class and tell them you are going to introduce them to Captain Power!
2. Ice Breaker question: *“Who helps you stay safe in the car? How do they help you?”*
3. Encourage students to raise their hand and take 3-4 answers from the class.
4. Acknowledge students have some great ways they are staying safe in the car. Then tell the students they are going to learn more about how to be a super safe passenger in a vehicle!

What’s Wrong with This Picture? (Slide 4) – 1 to 2 minutes



1. Show students the distracted car ride picture and ask them to share what unsafe behaviors they see happening in the car.

2. As students share the behaviors they see happening in the car, highlight that each of these behaviors are distracting to the driver and the rest of the passengers.
3. Behaviors that should be addressed include:
 - a. Driver on phone (mind off driving, hand off wheel)
 - b. Driver looking at passenger (eyes off the road)
 - c. Front seat passenger looking at back seat (eyes off the road)
 - d. Back seat passengers unbuckled (mind off driving)
 - e. Back seat passenger throwing paper airplane at driver (eyes off road)
 - f. Back seat passenger playing loud music with guitar (mind off driving, ears not alert)
 - g. Back seat passengers standing up and not sitting in the seat/car seat (mind off driving, eyes off road)

Safe Car Ride, Unsafe Car Ride Activity (Slide 5) - 15 minutes



1. This activity will require 5 students to participate. You can pick students or ask the educator to pick 5 responsible volunteers.
2. **Materials:** Arrange five chairs in the front of the room with two chairs in the front and three in the back (to resemble the layout inside a car). Props can be used such as a steering wheel, seat belts, costumes, etc.

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
 - Who 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 the park.
 - The driver is taking the passengers to go get ice cream.
 - The driver is taking the passengers to go get dinner in town.
 - The driver just picked all the passengers up from school.
 - The driver is taking the passengers to camp.
 - The driver is taking the passengers to school.
4. 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 behavior 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 (ie. 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, say "What about... [any distraction that was not mentioned]? Ask, "Is there anything they DID NOT do?" to make it a safe car ride?
5. 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.
6. 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!
 - a. If you choose record student responses on the board or a flipchart.
 - b. 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.
7. *Optional: Use the Cardboard Car Activity to create vehicles for their role playing.*

Video: Speak Up – Save A Life, Cognitive Distraction (Slide 6) – 5 minutes



1. Objective: Students will learn how to effectively speak up to their peers during unsafe situations. This video demonstrates a passenger causing a visual distraction for the driver and the backseat passenger speaking up calmly to keep the car ride safer.
2. Facilitator Script: Who spoke up in this scenario? That's right, it was another passenger talking to the front seat passenger. The back seat passenger just spoke right up, "Hey!" What are some ways that you can speak up to a friend? (Have 1-2 students share their answers.) OK, maybe we just tell them plain and simple "Stop doing that," maybe we make it a little funny "I don't want the cafeteria pizza to be my last meal, please stop distracting the driver," or maybe we say something friendly "I like hanging out with you lots of place, let's not make it the hospital though, can you keep your eyes on the road?"
3. Transition: OK, we've learned about different types of distraction and how we can choose to be a safe driver or passenger. Let's see just how much risk comes along with choices a teen driver could make and how things can be different.

4. The "Speak Up, Save a Life-Cognitive Distraction" video is already included in the PowerPoint presentation deck. The video can also be accessed on YouTube: <https://youtu.be/3v9KoFaLxPg>

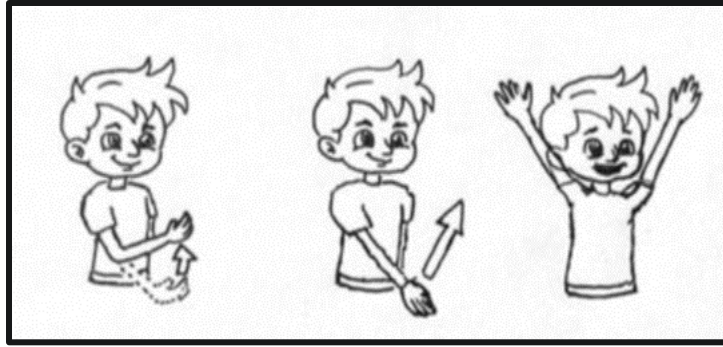
Passenger Power Safety Cheer (Slide 7) - 3 minutes



1. With enthusiasm, praise the students for showing a great car ride and how all the passengers did a great job using their voices, wearing seat belts, and staying in their car seats and booster seats.
2. Ask students: "Why is it important to wear seat belts in the car?"
 - a. Get answers from students. *A seat belt helps keep you safe.*
 - b. Remind students that every time they ride in the car, they should buckle up and how if someone in the car is unbuckled or not wearing their seat belt correctly, they could get hurt.
3. Conclude with "To keep us all safe, Captain Power created the "Passenger Power" Safety Cheer! You are going to learn it today! Ready?" (have students stand up – after demonstrating, you can break into groups and compete for the loudest cheer)

How to do the Passenger Power Safety Cheer

- **"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!



Video: Be Your Own Hero (slide 8) – 5 minutes



1. Introduce the video by telling students that this is a fun video that focuses on being safe in a car. This video was made by a teen who wanted to help other people make safe choices in the car as passengers!
2. Play Video

Be Your Own Hero Video Activity (slide 9) – 10 minutes



1. Tell students: "That video showed us ways we can be unsafe in a car, but that we can always change our behavior and make safe choices and become our own heroes."
2. "It's imagination time. I have a story about something unsafe that can happen in a car. I want you to imagine you are buckled up in the back seat while your parent or guardian is driving. It's a sunny day and the radio is playing quietly. It is a safe car ride. Then, you hear the phone go "DING". The driver reaches over,

picks up the phone, and looks at the screen. **Think** to yourself or write it down on the worksheet – What would you say if that happened?"

3. *Helpful Hint:* If you are a visitor in the classroom, the teacher may have a procedure for partner discussion. If so, ask the teacher to organize the partners after you tell them to think about what they would say.
4. **Pair** up: Students will turn and talk to their peer after you tell them to: "Quietly tell their partner what they would say about the unsafe situation." Walk around (or have the teacher do this) and listen to what pairs are saying.
5. **Share:** Emphasize the focus on how they can become their own heroes by asking students: "What are some ways that they can become your own hero when feeling unsafe in a car?" Then, call on some of the students (or have the teacher select them) to share their answers.
6. *Emphasize the importance of **speaking up**.* The video shows the driver taking action to keep the passengers safe. Make sure the students know that their voice can be equally important and that they can be their own heroes.

Connection to Pedestrian Safety (Slide 10 & 11) – 4 to 5 minutes



1. Ask students: "How do you stay safe on the sidewalk?" Follow up questions: "How is this similar to staying safe in the car?"
2. Encourage students to raise their hand and take 3-4 answers from the class.
3. Listen for answers like looking both ways before crossing the street, wearing a helmet when on a bike or scooter, or looking and listening for cars.
4. Ask them to share what unsafe behaviors they see happening in the example picture of walkers, bike riders, and skateboarders.
5. Make the direct connection for the follow up question: "By using your looking eyes, listening ears, and wearing a helmet while on a bike, scooter, skates or skateboard, you can be safe on the sidewalks. This is like how we can stay safe in the car! The driver is focused, the passengers are calm, and everyone wears their seat belt!"

6. *Optional:* If the group is playing Red Light, Green Light next, use this segue:
“Now we’ll practice being focused and using looking eyes and listening ears while playing a game.”

Red Light, Green Light Activity (Slide 12)- up to 10 minutes

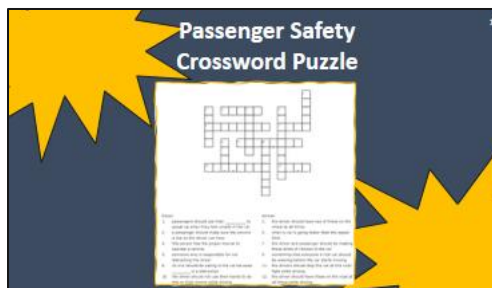
Optional based on time and space



1. Detailed instructions can be found on the related Activity Sheet later in this guide.
2. There is a printable template within the Activities section of this guide to use in creating the signs




Passenger Safety Crossword Puzzle Activity (Slide 13) - up to 10 minutes

Optional based on time.



1. Pass out the Passenger Safety Crossword Puzzle. You can make it a contest and offer a prize to the first three who complete the puzzle. Go over the answers with the class after half the class has completed it and let them fill in the answers they may have missed.
2. The Passenger Safety Crossword Puzzle and the Answer Key is within the Printable Materials section of this guide.

Show What You Know Questions (Slides 14-16) - 2 minutes

<p>Show What You Know ¹³</p> <p>You see the driver pull out their phone to send a text message. As a passenger what should you do?</p>  <p>A. Speak up! Use your voice and tell them to put it away. B. Unbuckle and grab the phone. C. Ignore it and say nothing.</p>	<p>Show What You Know ¹⁴</p> <p>You dropped your water bottle under the seat. As a passenger what should you do?</p>  <p>A. Unbuckle and crawl under the seat. B. Stay buckled and wait until the car ride is over. C. Calmly let the driver know about your water bottle and ask them to pull over when a safe spot is available.</p>	<p>Show What You Know ¹⁵</p> <p>Your favorite song comes on the radio. As a passenger what should you do?</p>  <p>A. Use a quiet, inside voice to sing along so you don't distract the driver. B. Sing along as loud as you can. C. Tell the driver to turn it up extra loud.</p>
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1. Objective: Students can demonstrate what they know! This is to be done as a whole class.
2. Read the question out loud and ask the class to respond with the correct answer!
3. Advance through the three slides of questions.

Wrap Up (Slide 17) - 2 minutes

Use Your Passenger Power To Keep Everyone in the Car Safe! ¹⁷

Buckle Up
Stay in Your Seat
Speak Up if You Feel Unsafe
Don't Distract the Driver



Thank You!

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1. Thank the students for their attention and participation. If you are a visitor, thank the educator for allowing you to come into the classroom.
2. Remind the students to be safe passengers and to speak up if something unsafe is happening in the car.
3. Say: "Let's do the *Passenger Power* Cheer one more time!" (Or more if you have time for it) "Car Seat!" "Buckle!" "Passenger Power!"

Activities

Safe Car Ride, Unsafe Car Ride

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.)*

Procedure

1. **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
 - Who 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
2. **Scenario:** Engage the rest of the class by “setting the scene” or scenario.
 - The driver is taking the passengers to the park.

- The driver is taking the passengers to go get ice cream.
 - The driver is taking the passengers to go get dinner in town.
 - The driver just picked all the passengers up from school.
 - The driver is taking the passengers to camp.
 - The driver is taking the passengers to school.
3. 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 behavior 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 (ie. 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, say “What about... [any distraction that was not mentioned]? Ask, “Is there anything they DID NOT do?” to make it a safe car ride?
 4. 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.
 5. 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!
 - a. If you choose record student responses on the board or a flipchart.
 - b. 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.
 6. *Optional: Use the Cardboard Car Activity to create vehicles for their role playing.*

Be Your Own Hero Video

Think, pair, share activity to be completed after watching the “Be Your Own Hero” video.

Materials

- Partner seating
- *Be Your Own Hero worksheet (provided on next page)*

Procedure

THINK

1. Tell students: “That video showed us ways we can be unsafe in a car, but that we can always change our behavior and make safe choices and become our own heroes.
2. “It’s imagination time. I have a story about something unsafe that can happen in a car. I want you to imagine you are buckled up in the back seat while your parent or guardian is driving. It’s a sunny day and the radio is playing quietly. It is a safe car ride. Then, you hear the phone go “DING”. The driver reaches over, picks up the phone, and looks at the screen. **Think** to yourself or write it down on the worksheet – What would you say if that happened?”
3. *Note: If you are a visitor in the classroom, the teacher may have a procedure for partner discussion. If so, ask the teacher to organize the partners after you tell them to think about what they would say.*

PAIR

1. After students are paired up, say: “Tell your partner what you would say about the unsafe situation.” Walk around (or have the teacher do this) and listen to what pairs are saying.

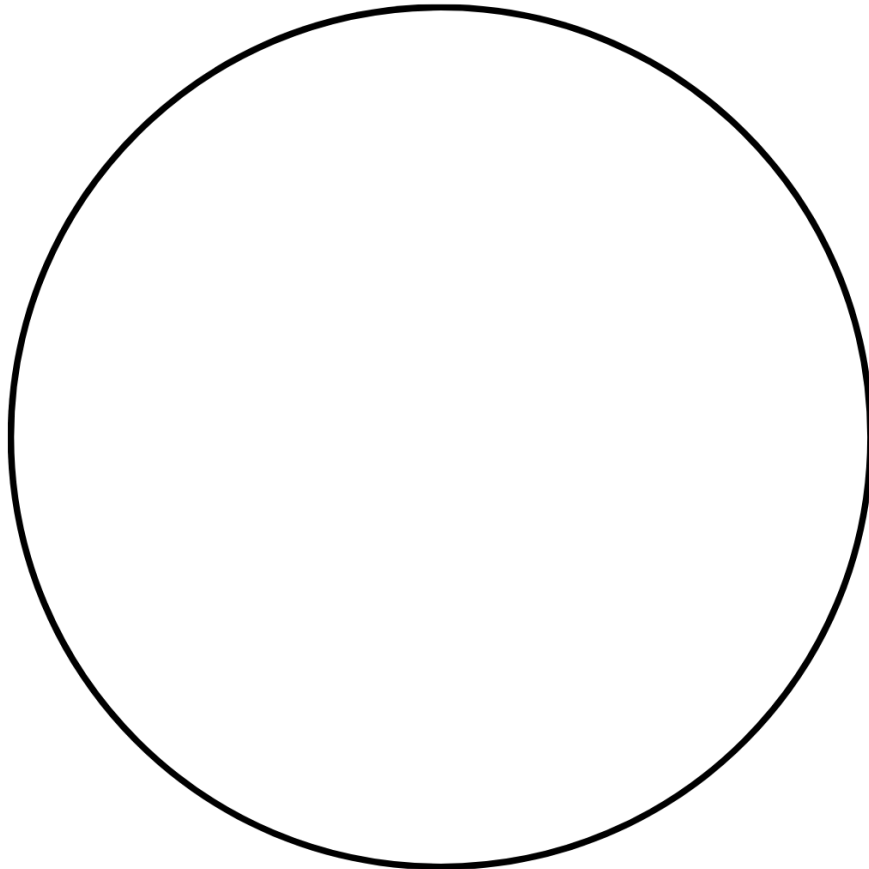
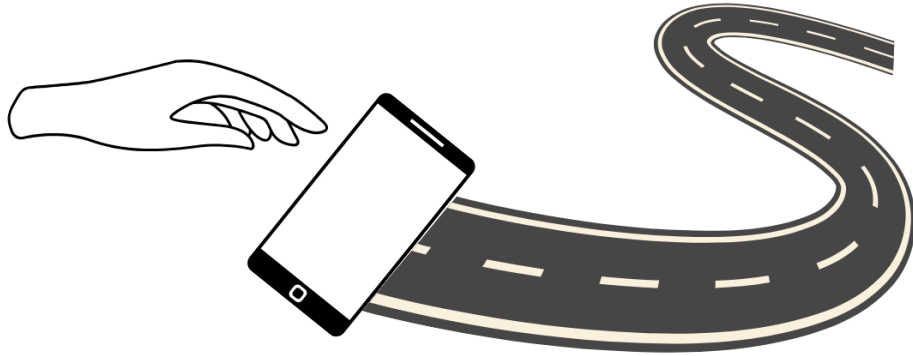
SHARE

1. Ask students: “What are some ways that you can become your own hero when feeling unsafe in a car?”
2. Call on some of the students (or have the teacher select them) to share their answers.

*Note: Emphasize the importance of **speaking up**. The video shows the driver taking action to keep the passengers safe. Make sure the students learn that their voice can be equally as important and that they can be their own heroes.*

BE YOUR OWN HERO

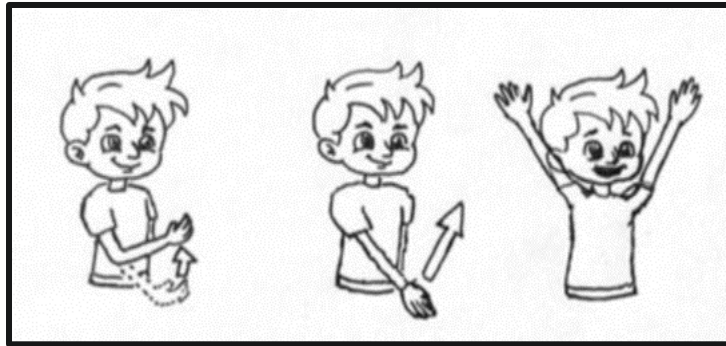
WHAT WOULD YOU SAY?



Passenger Power Safety Cheer

Demonstrate for students first, then have them join you! Modified for students in car seats. Apply accordingly.

- **“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!



Cardboard Car

Materials:

- Two trifold poster boards (they can be cardboard or foam boards)
- Marker or pencil
- A utility knife or scissors (only for educators/facilitator)
- Clear tape and blue tape
- Different coloring materials (paint, marker or paint (for car wheels, doors, lights, back seat, etc.)



Procedure

1. Open the trifold posters vertically and put them on the floor or a flat surface. Bring the posters close together so they are touching, but do not overlap.
2. Tape them together (using the clear tape). Flip the taped posters over when done. (The taped side should be facing the floor.)
3. Draw a side view of a car on the side that is not taped (2 windows, 2 doors, etc.)
4. EDUCATOR OR FACILITATOR: cut out the shape of your car using the utility knife or scissors.
5. Color, paint, or use construction paper to add details like a cool paint job, doors, lights, and wheels.
6. Put 4-6 chairs together (2-3 in front and 2-3 in the back). Arrange them like seating in a car and lean the cut-out car on the chair so the audience can see the car and not the chairs. To keep the car in place, tape it to the chair legs.
7. Each team will act out their own Safe Car Ride, Unsafe Card Ride skit for the class.

Red Light, Green Light

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.

Procedure

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:
 - a. What does a red sign mean? What does a green sign mean?
 - b. What do you do when you see a green sign?
 - c. 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.
 - d. Emphasize the importance of being good passengers and not creating distractions to help parents or other drivers stay focused on the road.
 - e. Remind them to speak up if other people in the car are creating distractions.

Note: Activity can be done outside with additional adult supervision depending on class size.

Red Light, Green Light Sign

Materials

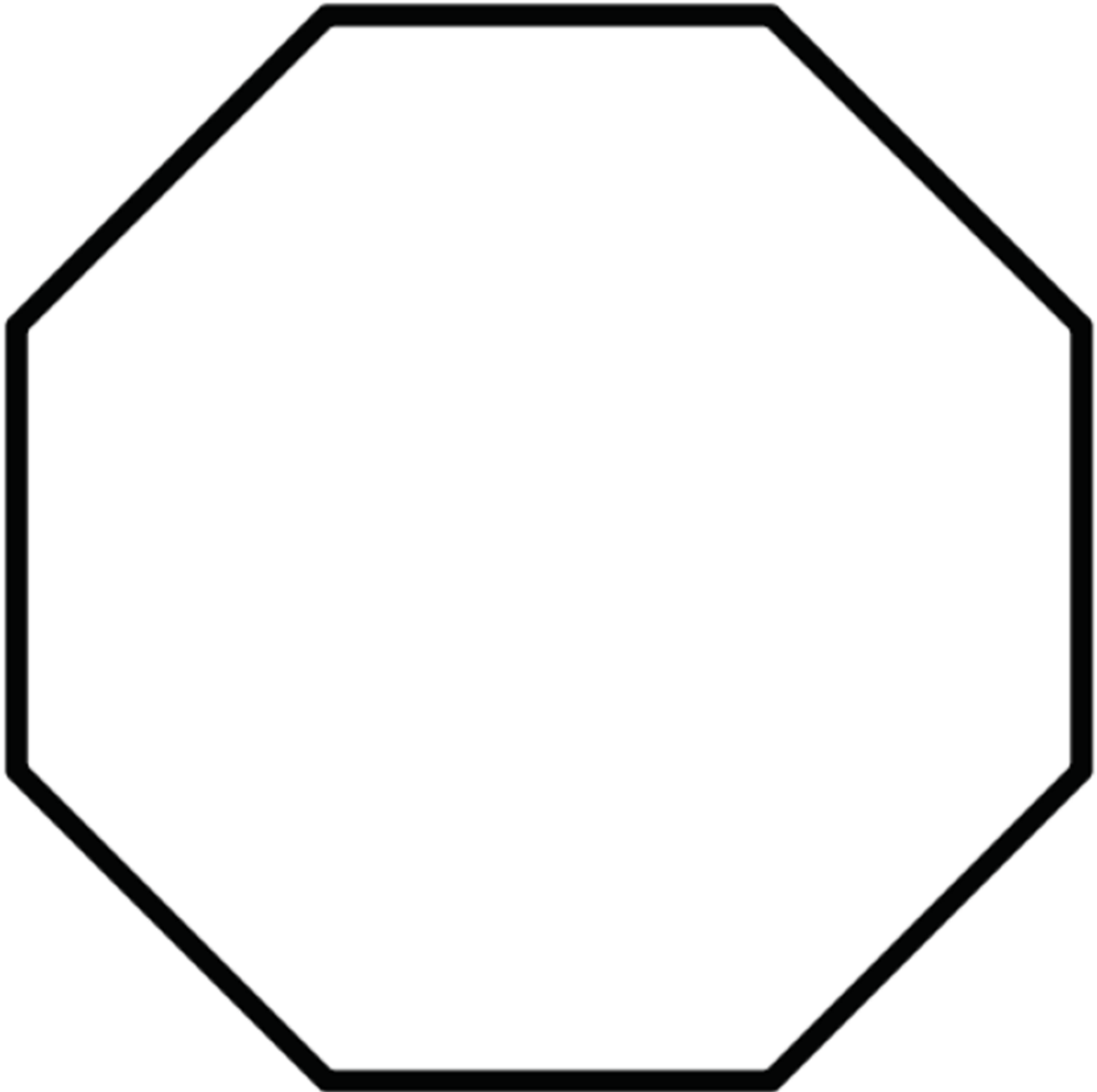
- Poster board (*cardboard or foam board is best if you do not plan to laminate computer paper*)
- Marker or pencil
- Utility knife or scissors (*educator/presenter usage only*)
- Ruler
- Paint, colored pencils, or crayons in red, green, yellow, and black.
- Tape
- Pick ONE – Ruler, jumbo popsicle sticks, paint stirrers, etc.



Procedure

1. Lay the poster on a flat surface.
2. Feel free to get creative and draw your own sign shapes or use the shapes ITD created on the next page to trace onto the poster.
3. Trace or draw three shapes for your go, stop, and slow signs.
4. Color the signs so that you have a red, green, and yellow sign.
5. Write the word "GO" on one sign, "STOP" on one sign, and "SLOW" on the final sign.
6. Attach a stick (popsicle, ruler, etc.) to the back of each sign with tape. *Put the stick higher up for more support if you are using poster paper*
7. *Optional: You can also tape a red folder and a green folder back-to-back with a stick or ruler in between.*

- Print one copy of the Stop sign shape below then cut it out of red paper or from a red folder.
- Cut two larger circles to be used for the Yellow and Green lights out of yellow and green paper or folder.



Create Your Own Passenger Safety Hero

Can be used in any grade with modifications!

Materials

- Poster paper
- Coloring materials (pencils, colored pencils, markers, crayons, etc.)

Procedure

1. Tell students they are going to “Create Their Own Passenger Safety Hero” using what they know about being a safe passenger.
2. Give students time to brainstorm what their hero looks like and then give them time to create! (Timing us up to you as the educator or facilitator)
 - a. Grade PreK-1st grade: Draw and color their hero.
 - b. Grades 2-3: Draw, color, and name their hero.
 - c. Grades 4-5: Draw, color, name, and give their hero 3 “passenger powers” For example, *the power to speak up, the power to put seat belts on, the power to control the volume of the music, etc.*
3. When students are done, ask them to share their hero with the rest of the class!
4. *Educators can display students’ heroes around the classroom to serve as a reminder to be a safe passenger!*

Chalk City

Materials

- Blacktop or pavement area (playground, schoolyard, or any flat surface)
- Chalk in various colors
- *Optional: cones, cardboard cutouts, or other materials to create road signs and traffic signals.*
- *Optional: bikes, scooters (*helmets MUST be worn by each student). Collaborate with physical education educators.*

Procedure

1. Chalk city setup:
 - a. Choose a suitable area to create the chalk city. Ensure there's enough space for the city layout, including roads, intersections, train crossings, and crosswalks.
 - b. Educators can collaboratively draw a city map using chalk, including roads, lanes, intersections, traffic circles, and various buildings (e.g., school, library, grocery store).
 - c. Use different colored chalks to designate different types of roads and pedestrian crosswalks.
2. Road Signs and Traffic Signals:
 - a. Set up cardboard cutouts, cones, or draw road signs, traffic signals, and pedestrian crossings at appropriate locations within the chalk city.
 - b. Explain the meaning of different road signs and traffic signals to students.
 - c. Use this opportunity to teach them the importance of obeying these signs while walking or biking.
3. Before starting the chalk city activity, engage students by asking what they know about being safe near a road. Make sure the topics below are mentioned:
 - a. Basic traffic rules (stop, look both ways, use crosswalks, etc.).
 - b. The importance of wearing helmets when riding bikes.
 - c. How to use hand signals while biking to indicate a turn.
 - d. The significance of staying on sidewalks and using designated bike lanes (if applicable).

4. Divide students into small groups or pairs, depending on the size of the chalk city.
 - a. Each group or pair will act as pedestrians or cyclists.
 - b. They will take turns navigating through the chalk city while following road signs and traffic signals.
5. Role-Play Scenarios:
 - a. Create specific scenarios, such as a pedestrian waiting at a crosswalk while a cyclist approaches, or a traffic light turning red while a child is biking.
 - b. Guide the children through these scenarios and discuss the appropriate actions they should take to ensure their safety and the safety of others.
6. Allow each group or pair to have multiple turns to practice different scenarios and roles.
 - a. Carefully observe the students and assist as needed.
 - b. Provide guidance and reinforcement on good road safety practices:
7. Leave 5 minutes at the end of the activity to allow students to share their experiences, challenges, and what they've learned about being safe "drivers", pedestrians, and cyclists.

Note: Review the ["Bike Rodeo Station Guide"](#) by Safe Kids Worldwide and Bell Helmets to learn how to check for helmet fit, adjust a bike to the right height, and remind yourself of rules and riding tips.

Printable Materials

Parent Talking Points

Passenger Power

Our school is hosting Safety Days focused on the importance of being a good passenger to help keep road trips safe. These talking points are a summary. Please talk through the points with your student as a review.

Day	Talking Points
Safety Day 1	<ul style="list-style-type: none">• A car seat or booster seat keeps you safe. Every time you ride in the car, you must have an adult buckle you up. If someone in the car is unbuckled or not wearing their seat belt correctly, they could get hurt.• Car seats, booster seats, and seat belts are safest when buckled the right way, every single trip. Commit to being buckled up properly 100% of the time.• Passengers who are calm are helping to keep the ride safer for everyone. Being a calm passenger looks like keeping hands to yourself and sounds like inside voices.• Other distractions that can happen in the car include using a phone and having loud music on.• The driver's job is to keep their eyes on the road, hands on the wheel, mind focused on driving and ears alert to sounds outside of the car.• Parents are the number one role models for their children's driving/riding attitudes and behaviors.
Safety Day 2	<ul style="list-style-type: none">• It is a choice to both drive and ride safely.• Speak up if you see someone driving or riding unsafely.• Some actions in a car make a ride unsafe, like a driver using a phone, eating, or changing the music. They can become dangerous when a driver chooses to do them behind the wheel of a vehicle...anything that takes the driver's eyes, ears, hands, or mind off driving is not safe!• Driving laws are there to keep you safe, as are the people who enforce them.
Safety Day 3	<ul style="list-style-type: none">• You can use your Passenger Powers and be your own hero.

	<ul style="list-style-type: none"> • Speak up if you see someone driving or riding unsafely – even if it is a family member driving; by using your voice, you can be your own hero and make a car ride safe. • Remember your siblings can be a distraction not only in the house, but also inside a car.
Safety Day 4	<ul style="list-style-type: none"> • You can be safe by using your looking eyes, listening ears, and wearing a helmet while on a bike, scooter, skates, or skateboard. Always wear a helmet! • Help the driver watch out for pedestrians. • Look both ways when crossing the street. • It's important to obey road signs while walking or biking. • Basic traffic rules include stop, look both ways, and use crosswalks! • When making a turn, use a 'blinker' in a car or 'hand signals' when on a bike.
Safety Day 5	<ul style="list-style-type: none"> • Help drivers stay focused on the road by being a good passenger and keeping the car free of distractions. • Speak up if other people in the car are creating distractions. Your voice can be equally as important as anyone else in the car. • In a car or on a bike, scooter, skates or skateboard – we can always change our behavior and make safe choices. We can become our own hero. • Always sit in the back seat, buckle up your seat belt or harness before the car starts moving, keep the seatbelt snug and low across your hips and chest. • Never unbuckle your car seat while the car is moving. Stay seated and face forward during the ride.

For more information, you and your family can visit the Impact Teen Drivers website at <https://ImpactTeenDrivers.org> There are materials for all ages ranging from car seats to car keys in the hands of a new driver. Explore and engage in this life saving message.

Passenger Power Word Search

Find the words from the list at the bottom of the page and circle them in the puzzle.

C V R D P C J D X H U K W Z C P
A O S D R H Y T H C A R L I A O
R W I L N C A P T A I N P C W W
S N T Y R X X D J G O O B D S E
E Q L B J D O A C O S R T R A R
A R X F S H M A A N E H L I F E
T P A S S E N G E R A E C V E A
C T W K L R B G F F T R O E T V
O W B C G Z U S B P B O J S Y M
S Q U I E T J V T F E A M T V L
R N C Q C U Y X W M L T C J N I
T A K X O D C A E M T V U J A O
R N L S R E B T S P E A K U P G
A E E H R K V V X R A K N M J U
R X H U L O M B E G S C B U H D

passenger

seat belt

speak up

car

buckle

safety

captain

sit

power

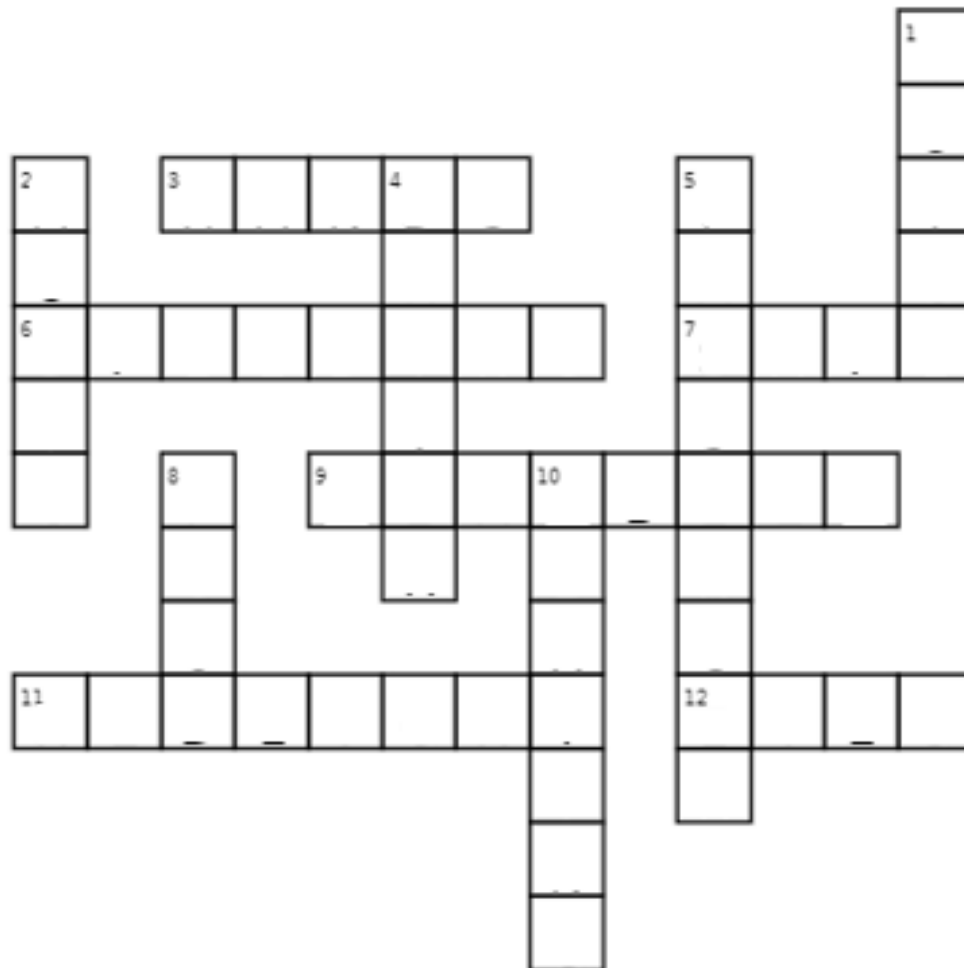
drive

hero

car seat

quiet

Passenger Safety Crossword Puzzle



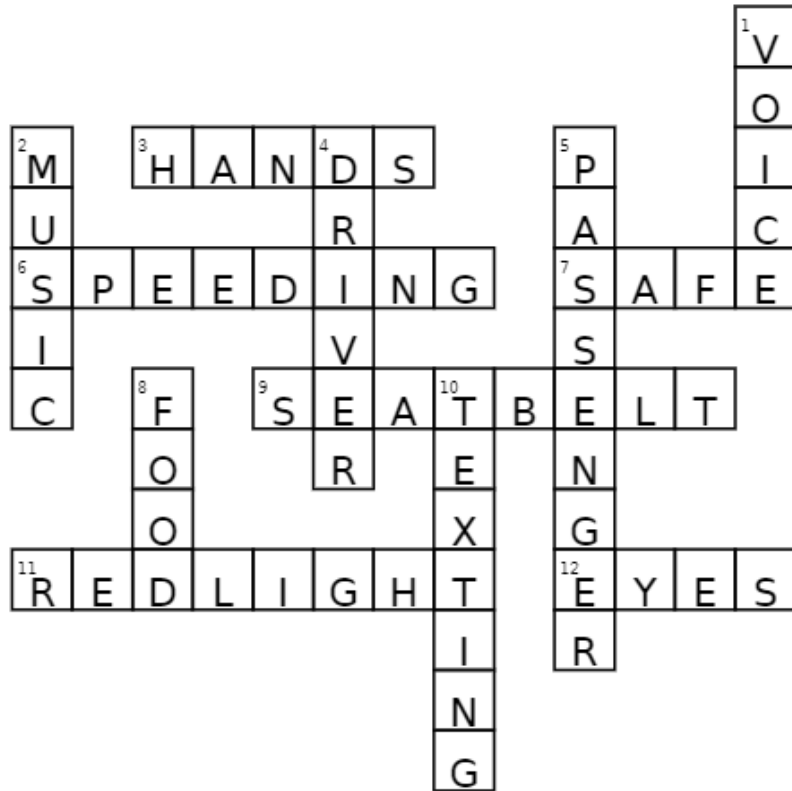
Down:

1. passengers should use their _____ to speak up when they feel unsafe in the car
2. a passenger should make sure the volume is low so the driver can hear
4. this person has the proper license to operate a vehicle
5. someone who is responsible for not distracting the driver
8. no one should be eating in the car because _____ is a distraction
10. the driver should not use their hands to do this on their phone while driving

Across:

3. the driver should have two of these on the wheel at all times
6. when a car is going faster than the speed limit
7. the driver and passenger should be making these kinds of choices in the car
9. something that everyone in the car should be wearing before the car starts moving
11. the drivers should stop the car at this color light while driving
12. the driver should have these on the road at all times while driving

Passenger Safety Crossword Puzzle (Answer Key)



Down:

1. passengers should use their _____ to speak up when they feel unsafe in the car
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How Can I Stay Safe?



Captain Power and his passenger pets want to know how you can stay safe in the car! Write a sentence and draw a picture showing how you will stay safe in the car.

Impact
Teen Drivers

A large, empty rectangular box with a black border, intended for drawing a picture showing how to stay safe in the car.

I can stay safe in the car by

Dates to Remember

Child Passenger Safety Week: Third week of September

National Seat Check Saturday: Fourth Saturday in September

Read Across America Day: Annually on March 2nd

National Distracted Driving Awareness Month: April

Global Youth Traffic Safety Month: May

Stay Connected

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