

# Protecting Our Children and Youth

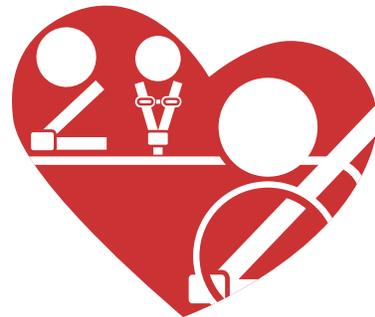
The Life-Saving Benefits  
of Child Safety Seats,  
Boosters, and Seat Belts

**CPS Technician Occupant Protection Community Outreach Kit**

SECTION 1: **PRESENTATION MODULE**

# Introduction

The National Highway Traffic Safety Administration, in conjunction with the National Child Passenger Safety Board, developed this presentation module to encourage certified CPS Technicians to use their knowledge and skills to reach additional community members with messages about the importance of occupant protection. As reflected in the following goals and objectives, the purpose of the presentation is to increase awareness of the life-saving benefits of all occupant protection devices and the critical role parents, caregivers, and all adults play in making children lifelong seat belt users.



## ► GOALS AND OBJECTIVES

The overriding goals of the presentation are to encourage adults to use seat belts and to ensure that anyone riding with them is using proper occupant protection. At the end of the presentation, participants will have a basic understanding of —

- What happens to drivers and passengers when a crash occurs,
- The different types of child restraints\* and the 4 Steps for Kids approach to using them and seat belts,
- The need for proper use of occupant restraints, and
- The role that parents (and caregivers) can play in making seat belt use a lifelong habit for their children.

## ► PRESENTATION DESIGN

The presentation module uses a simple design in which you **paraphrase** and explain key information as participants read along from a packet of one-page handouts. (All key information is from the CPS Technician training manuals.) As you will see, the module contains **Additional Points** to discuss as you elaborate on the key information contained in the handouts.

Presenting the core content should take approximately 20 minutes. Therefore, 45 minutes would be the optimal amount of time for a presentation session. This amount of time allows you to elaborate on the key points, take questions from the audience during the session, and answer questions at the end of the session. However, you can easily modify the presentation to fit a 30- or 15-minute time slot by presenting less information and taking fewer questions from the audience. Use the following guidelines to prepare for your presentation.

### *If there is only time for a 15-minute session...*

- Indicate that you will not answer questions during the presentation but will stay afterward to answer individual questions.
- Present only the information contained in handouts 1, 2, 4, 6, 7, 10, and, wherever possible, do not include the recommendations for Additional Points.

### *If there is only time for a 30-minute session...*

- Indicate that you will not answer questions during the presentation but will spend time at the end of the presentation to answer questions. Review the Additional Points and determine which ones you can eliminate.

*\* Please note: All references to child safety seats assume the inclusion of booster seats.*

## ► PRESENTATION TIME AND AUDIENCE SIZE

Try to limit 45-minute sessions to approximately 30 people. (Too many more people might slow down your presentation with questions.) For a 30-minute session, you should be able to accommodate 30 to 40 people. If you are just presenting key points in a 15-minute presentation, there is little need to be concerned about the size of the audience because you will not be spending any time answering questions.

## ► PREPARATION

Use the Guidelines for Making Community Presentations to prepare for your session.\* Once you have presented the module for the first time, the need for prep time will decrease; however, plan to give yourself a few hours to practice for your first session.

Please note that Handouts 11 and 12 both contain self-explanatory information and are referenced as additional information in the Close of the presentation. Handout 11 – *Examples of Child Restraint Systems* provides helpful illustrations of various child restraint systems. Handout 12 – *Keeping Kids Safe Inside and Out* addresses six harmful events that can occur if children are not properly supervised in and around motor vehicles.

If you have access to local information, use the template to create handouts on local resources. **However, if you are going to include additional information, make sure to decide when you are going to introduce it and what you are going to say about it.** You also will need to finalize the cover sheet before putting together a stapled packet of handouts for each participant.

If you have PowerPoint capabilities, including an LCD projector and screen, you can use the information in the handouts to create PowerPoint slides for your presentation. Otherwise, as described in the presentation design, refer to each handout as you discuss it.

\* CPS Technicians from New Hampshire will have to modify Handout 9 to reflect New Hampshire's occupant protection laws.

# Presentation Module

The following information includes directions, Additional Points for your discussion of each handout, and a copy of each handout for your own reference.

## ► COVER PAGE/INTRODUCTION (1 minute)

- Introduce yourself. Explain that you —
  - Are a nationally certified CPS Technician, or a Technician Instructor
  - Are certified to inspect child safety seats to make sure they are properly installed and to provide education about child passenger safety and adult occupant protection,
  - Obtained your certification by participating in a training course sponsored by the National Child Passenger Safety Board, the U.S. Department of Transportation and Safe Kids Worldwide, and
  - Recertify every 2 years.
- Introduce your organization and its commitment to child passenger safety.
- Explain that all of the information you are presenting is based on research conducted by the U. S. Department of Transportation.

## ► HANDOUT 1:

### We Will Talk About... (1 minute)

- Review the key points you will discuss and the overall goal of the presentation.
- Explain that you will be reviewing and expanding on the information contained in the handout packet, which is theirs to keep and share with others.
- Explain that you will (will not) take questions during the presentation but will answer questions at the end of the presentation.

**HANDOUT 1**

**Protecting Our Children and Youth**  
The Life-Saving Benefits of Child Safety Seats, Boosters, and Seat Belts



**We will talk about...**

- What happens to drivers and passengers when a crash occurs
- The different types of child safety seats and boosters, along with the 4 Steps for Kids approach to using them and seat belts
- The need for the correct use of child safety seats and seat belts
- The role that parents (and caregivers) can play in making seat belt use a lifelong habit for children

**Our Goal...**

For everyone to understand how seat belts and child safety seats protect people and to make sure that everyone who rides in your motor vehicle will use them, as appropriate.

## ► HANDOUT 2:

### What Happens When a Crash Occurs (2 minutes)

- Ask participants to turn to the page titled “What Happens When a Crash Occurs.”
- Review the handout.

#### ADDITIONAL POINTS:

- Remind participants that when they travel in a car they are moving at the same speed as the car.
- Use the following information to emphasize the potential for serious injury in a crash:
  - A car going 40 mph would hit a tree with the same force as hitting the ground after falling off a 50-foot cliff.
  - A person inside the car, who is not wearing a seat belt, would hit the windshield with the same force as hitting the ground after a fall from a five-story building.

## ► HANDOUT 3:

### There Are Three Collisions When a Crash Occurs (2½ minutes)

- Ask participants to turn to the page titled “There Are Three Collisions When a Crash Occurs.”
- Review the handout.

**HANDOUT 2**

**Protecting Our Children and Youth**  
The Life-Saving Benefits of Child Safety Seats, Boosters, and Seat Belts



### What Happens When a Crash Occurs

**When we travel in a car, we are moving at the same speed as the car.**

According to the laws of physics, an object keeps moving in the same direction until it is stopped by something.

Under normal driving conditions, a car stops when we apply the brakes.

► **In a crash, however, the car might be stopped by another vehicle, a tree, or another object.**

Anyone unbuckled, riding in a car that crashes, will be stopped by the windshield, side window, or another person... or by whatever he or she hits if thrown from the car.

► **However, people who are properly restrained will be stopped by their seat belt or child safety seat.**

**HANDOUT 3**

**Protecting Our Children and Youth**  
The Life-Saving Benefits of Child Safety Seats, Boosters, and Seat Belts



### There Are Three Collisions When A Crash Occurs

**1) The vehicle collision**

If you are driving 30 mph and crash into a wall, it will take about **one-tenth of a second** for your vehicle to stop. As it slows down, the front of the vehicle crushes, taking some of the energy of the crash.

**2) The human collision**

In this same crash, it will take an individual less time, a **few hundredths of a second**, to stop if he or she collides with the vehicle interior, with only his or her body to absorb the energy of the crash.

**For a restrained individual, however, the energy of the crash will be met by the seat belt, the air bag, or the harness of a child restraint.**

**3) The internal organs collision**

In the internal collision, a person's internal organs move toward the point of impact and hit other organs, bones, and the skull.

Even though the body might appear uninjured, the liver, spleen, heart, or other organs can be torn or bruised.

### ADDITIONAL POINTS:

- Use the following activity to further explain the benefits of occupant restraints.
- To help you understand how seat belts and child safety seats spread energy during a crash, I'd like you to—
  - Take one finger and push hard against your arm.
  - Do you feel it in one place or all over? If you did it hard enough and long enough, could it possibly cause a bruise or sore spot?
  - Now use the palm of your hand with the same pressure. Does it feel the same?
  - This illustrates how, by holding you in place, a seat belt spreads the force of a crash to a wider area, making the force of the crash less intense.

### ► HANDOUT 4:

#### How Seat Belts and Air Bags Prevent Injuries *(1 minute)*

- Ask participants to turn to the page titled “How Seat Belts and Air Bags Prevent Injuries.”
- Review the key points.

### ADDITIONAL POINTS:

- Include the following information to encourage participants to read about air bag safety in their owner’s manual:
  - Sit at least 10-12 inches away from the air bag.
  - Check your owner’s manual to find the right distance to sit.
  - Distances can differ for specific vehicles.

**HANDOUT 4**  
**Protecting Our Children and Youth**  
The Life-Saving Benefits of Child Safety Seats, Boosters, and Seat Belts



### How Seat Belts And Air Bags Prevent Injuries

Seat belts hold us in place. Together with air bags they —

- Prevent people from being thrown from the vehicle
- Prevent people from hitting the hard interior surfaces of the vehicle and colliding with other people
- Spread crash forces over a wide area of the body, putting less stress on any one part
- Help the body slow down, minimizing the internal organs collision
- Protect the brain and spinal cord

## ▶ HANDOUT 5:

### Common Misconceptions about Seat Belt Use *(2½ minutes)*

- Ask participants to turn to the page titled “Common Misconceptions About Seat Belt Use.”
- Review the key points.

#### ADDITIONAL POINTS:

- Use the following points to summarize your discussion:
  - Injury prevention might not work all of the time.
  - Many factors affect whether people will be injured in a crash, such as size of the vehicle, speed, and the point of impact.
  - You greatly decrease the chance of being killed or injured if you and your children are properly restrained.

## ▶ HANDOUT 6:

### Safety Seats For The Different Stages Of A Child’s Development *(5 minutes)*

- Ask participants to turn to the page titled “Safety Seats For The Different Stages Of A Child’s Development.”
- Review the key points.

#### ADDITIONAL POINTS:

Use the following points as you explain each of the 4 Steps:

- A rear-facing child restraint supports the entire head, neck, and back in a head-on collision.

**HANDOUT 5**  
Protecting Our Children and Youth  
The Life-Saving Benefits of Child Safety Seats, Boosters, and Seat Belts



### Common Misconceptions About Seat Belt Use

**“It is better to be thrown out of a car. I don’t want to be trapped in my belt if the car catches fire or is in water.”**

- You are four times more likely to be killed if you are thrown from a vehicle.
- Being buckled up during a crash makes it more likely that you will be conscious, uninjured, and able to escape.
- Less than one-half of one percent of all crashes involve fire or water.

**“I won’t get into a crash because I’m a good driver.”**

- You can never predict or control what other drivers might do, or how the weather might change the safety of a roadway.

**“We only need to be buckled up when driving on the highway.”**

- Most crashes happen close to home. Local roads and streets are more hazardous than highways because traffic is usually going two ways, there are many intersections, and there are likely to be more distractions.

**HANDOUT 6**  
Protecting Our Children and Youth  
The Life-Saving Benefits of Child Safety Seats, Boosters, and Seat Belts



### Safety Seats For The Different Stages Of A Child’s Development

**GROWING UP SAFE: It’s a four-step process.**  
As children grow, how they sit in your car, truck or SUV should change.  
Save your child from injury or death by observing all four steps:

- 1 REAR-FACING SEATS**  
For the best possible protection keep infants in the back seat, in rear-facing child safety seats, as long as possible up to the height or weight limit of the particular seat. At a minimum, keep infants rear-facing until a minimum of age 1 and at least 20 pounds.
- 2 FORWARD-FACING SEATS**  
When children outgrow their rear-facing seats (at a minimum age 1 and at least 20 pounds) they should ride in forward-facing child safety seats, in the back seat, until they reach the upper weight or height limit of the particular seat (usually around age 4 and 40 pounds).
- 3 BOOSTER SEATS**  
Once children outgrow their forward-facing seats (usually around age 4 and 40 pounds), they should ride in booster seats, in the back seat, until the vehicle seat belts fit properly. Seat belts fit properly when the lap belt lays across the upper thighs and the shoulder belt fits across the chest (usually at age 8 or when they are 4’9” tall).
- 4 SEAT BELTS**  
When children outgrow their booster seats, (usually at age 8 or when they are 4’9” tall) they can use the adult seat belt in the back seat, if it fits properly (lap belt lays across the upper thighs and the shoulder belt fits across the chest).

When used correctly, occupant restraints offer protection in five ways:

1. Keep the child in the vehicle
2. Contact the strongest parts of the body
3. Spread the crash forces over a wide area of the body
4. Help the body to slow down
5. Protect the head, neck, and spinal cord

- In a head-on crash, the restraint cradles and moves with the child, reducing stress to the neck and spinal cord.
- An infant's head is larger and heavier in proportion to its body than that of an older child. The shoulders of an infant are narrow and flexible. This is important to know for proper placement and snugness of the child restraint harness straps.
- The pelvis of a young child (between the ages of 5 and 8) is small, rounded, and not fully developed until puberty. This is important to know because the lap belt does not always stay below the hip bones in preschool or elementary school age children.
- The American Academy of Pediatrics, the National Safety Council, and the U.S. Department of Transportation all strongly recommend that children younger than age 13 should travel in the rear seat.

## ► HANDOUT 7:

### Premature Use of Seat Belts

*(2 minutes)*

- Ask participants to turn to the page titled "Premature Use of Seat Belts."
- Review the key points.

#### ADDITIONAL POINTS:

- Clarify the difference between a lap-only belt and a lap-shoulder seat belt.
- Emphasize that if a child must be placed in a lap-shoulder seat belt, the shoulder belt should always remain across the child's chest.
- Include the following points in your discussion:
  - Use the lap-only belt only when no other option exists.
  - If a child must ride with a lap-only belt, it is critical that the belt ride low on the hips, across the top of the thighs.
  - For children to ride safely in a seat belt, they must be able to keep their back against the vehicle seat back and their knees completely bent over the edge of the seat.

**HANDOUT 7**  
**Protecting Our Children and Youth**  
The Life-Saving Benefits of Child Safety Seats, Boosters, and Seat Belts



**Premature Use Of Seat Belts**

If used too soon or incorrectly, a seat belt can cause harm to a child —

- If the seat belt is too loose, the child can slide out of it or slide out of the position that protects against crash forces.
- If the shoulder belt is placed under the child's arm, it applies forces to the rib cage and can cause serious injuries.
- If the shoulder belt is placed behind the child's back, it will not provide upper body protection.
- If two children are placed in one belt, they will collide with each other during a crash.
- If the lap belt sits too high, it can cause spinal and stomach injuries.

## ► HANDOUT 8:

### Tips on the Selection, Installation, and Use of Child Safety Seats

(3 minutes)

- Ask participants to turn to the page titled "Tips on the Selection, Installation, and Use of Child Safety Seats."
- Review the key points.

#### ADDITIONAL POINTS:

- When discussing selection of a seat, encourage participants to try to obtain a floor sample from the store to determine if the seat will fit in their vehicle before they buy it. They also might find information about appropriate car seats in the owner's manual.
- Remind participants to check the owner's manual when they install a safety seat.
- Refer participants to any additional information you have included about local resources for free or reduced-price seats, child safety seat inspection stations, and additional support for child passenger safety.

## ► HANDOUT 9:

### Helping Children Become Lifelong Seat Belt Users

(2 minutes)

- Ask participants to turn to the page titled "Helping Children Become Lifelong Seat Belt Users."
- Review the key points.

**HANDOUT 8**

**Protecting Our Children and Youth**  
The Life-Saving Benefits of Child Safety Seats, Boosters, and Seat Belts



### Tips On The Selection, Installation, And Use Of Child Safety Seats

**SELECTION**

- The best child safety seat is one that fits your child and your vehicle and one you will use correctly every time you travel.
- Select a seat based on the age, weight, height, physical development, and behavioral needs of your child.
- Before purchasing a seat, make sure it will fit in your vehicle.

**INSTALLATION**

- Carefully read and follow the instructions for installation that come with the child restraint and the directions for correct installation found in the vehicle owner's manual.
- A properly installed child safety seat should not move more than 1 inch side to side or front to back when pulled where the seat belt goes through the car seat.
- Never place a rear-facing child safety seat near an active front passenger air bag.
- If you need help with installation, call your local fire station or police station to find out if they have certified technicians available to assist you, or go to [www.nhtsa.dot.gov/cps/cpsfitting/index.cfm](http://www.nhtsa.dot.gov/cps/cpsfitting/index.cfm) to find a child safety seat inspection station in your area.

**USE**

- Children should never be allowed to sit unharnessed in a child safety seat. Make sure the harness is securely fastened around the child.
- It is usually safer for children age 13 or younger to ride in the back seat.

**HANDOUT 9**

**Protecting Our Children and Youth**  
The Life-Saving Benefits of Child Safety Seats, Boosters, and Seat Belts



### Helping Children Become Lifelong Seat Belt Users

Like brushing teeth or washing hands, regular seat belt use is a habit. To become a habit, it needs to be taught, modeled, and reinforced. The following messages, individually and in combination, can help you communicate the importance of using child safety seats and seat belts.

**SAFETY**

- It's my job to keep you safe.
- Wearing my seat belt keeps me safe.
- I may be a good driver, but there are plenty of people who are not.

**IT'S THE LAW**

- It's the law in our State that everyone must wear a seat belt or be in a safety seat.
- I am responsible for the people in my car. I do not want to get a ticket because someone is not obeying the law.

**FAMILY RULES**

- It's a family rule. I will not discuss it.
- I will not start the car until everyone is wearing a seat belt or is in their safety seat.
- If you take your belt off or get out of your seat, I will stop the car.

**KEEP IN MIND...**

Children's use of seat belts drops by 36 percentage points when adults don't wear seat belts.

### ADDITIONAL POINTS:

- Explain that children are constantly observing adult behavior and any adult can serve as a positive (or negative) role model.
- Encourage participants to let family members know that they expect them (the drivers) to wear seat belts if their children are riding with them.
- Suggest that, in addition to using these points with their own children, they share some of them with those adults who transport their children.

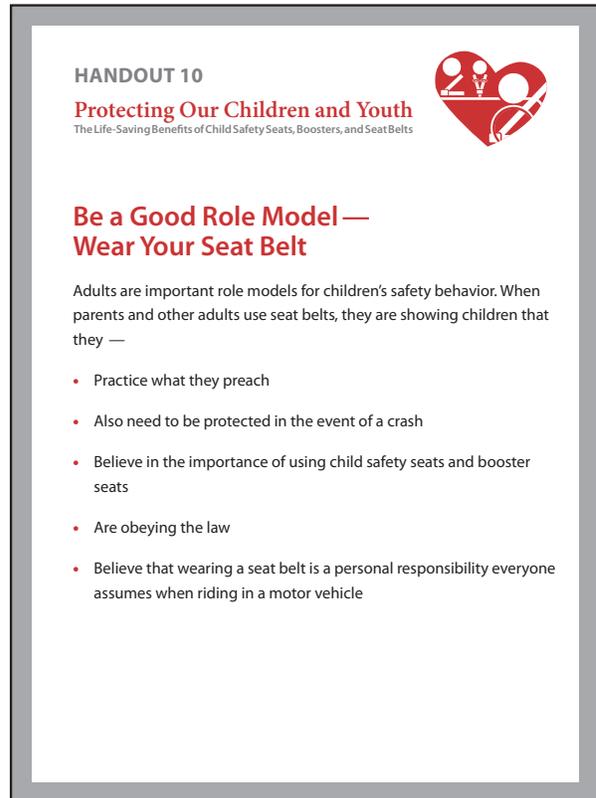
### ► HANDOUT 10:

#### Be a Good Role Model — Wear Your Seat Belt *(1½ minutes)*

- Ask participants to turn to the page titled “Be a Good Role Model — Wear Your Seat Belt.”
- Review key points.

#### ADDITIONAL POINTS AND SESSION SUMMARY:

- Summarize the session by noting the following key points from the presentation:
  - As adults we are all in a position to model seat belt use.
  - Remember, when you ride in a motor vehicle you are traveling at the same speed as the vehicle.
  - If you are not restrained and the vehicle crashes, your body will absorb the impact of the crash.
  - Seat belts and child safety seats prevent people from being thrown from the vehicle, hitting the hard interior surfaces of the vehicle, and colliding with other people.
- One last note to consider...
  - Motor vehicle crashes are the leading cause of death for children ages 3 to 6 and 8 to 14.



# Close

- Inform participants that you have included two additional handouts for their information. Handout 11 provides helpful illustrations of various child restraint systems and Handout 12 discusses the importance of supervising children when they are in or near any type of motor vehicle.
- Ask for questions.
- Ask participants to recommend other groups that might want to hear the presentation.
- Thank everyone for coming.

**HANDOUT 11**  
**Protecting Our Children and Youth**  
The Life-Saving Benefits of Child Safety Seats, Boosters, and Seat Belts



**Examples of Child Restraint Systems**



Rear facing convertible seat: installed with child



Forward facing convertible seat: installed with child (LATCH)



Backless booster seat: belt positioning strap with child



High back booster seat with child



Correct restraint: 11-year-old



Vest type restraint: installed with child

*Illustrations courtesy of Children's Hospital of Philadelphia, Center for Injury Research and Prevention.*

**HANDOUT 12, CONTINUED**

**Injuries from power windows** occur when power windows close on a child's fingers, wrists, hands, or neck.

- Teach your children not to play with window switches.
- Properly restrain your children in car seats or seat belts to prevent them from accidentally activating power windows.

**HANDOUT 12**  
**Protecting Our Children and Youth**  
The Life-Saving Benefits of Child Safety Seats, Boosters, and Seat Belts



**Keeping Kids Safe — Inside and Out**

There are many events that occur in and around motor vehicles that cause great harm to children. Therefore, in addition to providing proper occupant protection, parents and caregivers need to —

- Teach children not to play in and around cars,
- Never leave a child unattended in or around a vehicle,
- Keep vehicles locked when unattended, and
- Remember that children need supervision when they ride in cars.

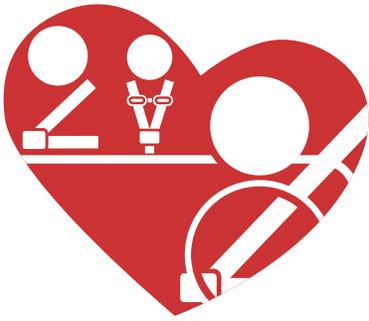
**The following list identifies six harmful events that parents and caregivers should account for in their efforts to keep children safe:**

**Backovers** (running over a child when backing up) occur when children wander unnoticed into the path of a vehicle moving in reverse, usually when it is coming out of a driveway or parking space.

- Take extra care when backing up a large vehicle because it is likely to have bigger blind zones.
- Roll down the windows when backing out of a driveway or parking space to help you hear what is happening outside.

**Hyperthermia** (heatstroke) occurs when a child is left in a vehicle that overheats.

- Never leave a child unattended in a vehicle.
- Do things to remind yourself that a child is in the vehicle, such as —
  - Placing a purse, briefcase, or anything you need in the back seat, so that you will have to check the back seat when you leave the vehicle;
  - Keeping a stuffed toy or doll in the car seat. After you place your child in the seat, place the toy next to yourself as a reminder that your child is in the vehicle; and
  - Positioning a note in an obvious place on the dashboard or door handle to remind yourself that your child is in the vehicle.



# Protecting Our Children and Youth

The Life-Saving Benefits  
of Child Safety Seats,  
Boosters, and Seat Belts

PRESENTED BY: \_\_\_\_\_

*Certified Child Passenger Safety Technician*

NAME OF ORGANIZATION: \_\_\_\_\_

ADDRESS OF ORGANIZATION: \_\_\_\_\_

PHONE NUMBER OF ORGANIZATION: \_\_\_\_\_

DATE: \_\_\_\_\_

**PRESENTATION HANDOUTS**

## HANDOUT 1

# Protecting Our Children and Youth

The Life-Saving Benefits of Child Safety Seats, Boosters, and Seat Belts



## We will talk about...

- What happens to drivers and passengers when a crash occurs
- The different types of child safety seats and boosters, along with the 4 Steps for Kids approach to using them and seat belts
- The need for the correct use of child safety seats and seat belts
- The role that parents (and caregivers) can play in making seat belt use a lifelong habit for children

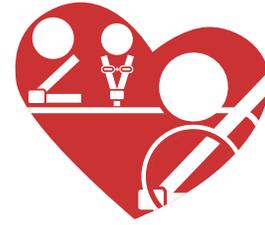
## Our Goal...

For everyone to understand how seat belts and child safety seats protect people and to make sure that everyone who rides in your motor vehicle will use them, as appropriate.

## HANDOUT 2

# Protecting Our Children and Youth

The Life-Saving Benefits of Child Safety Seats, Boosters, and Seat Belts



## What Happens When a Crash Occurs

**When we travel in a car, we are moving at the same speed as the car.**

According to the laws of physics, an object keeps moving in the same direction until it is stopped by something.

Under normal driving conditions, a car stops when we apply the brakes.

- ▶ **In a crash, however, the car might be stopped by another vehicle, a tree, or another object.**

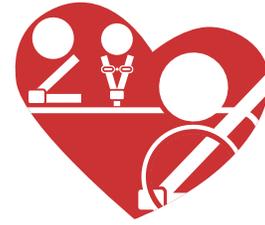
Anyone unbuckled, riding in a car that crashes, will be stopped by the windshield, side window, or another person... or by whatever he or she hits if thrown from the car.

- ▶ **However, people who are properly restrained will be stopped by their seat belt or child safety seat.**

## HANDOUT 3

# Protecting Our Children and Youth

The Life-Saving Benefits of Child Safety Seats, Boosters, and Seat Belts



## There Are Three Collisions When A Crash Occurs

### 1) The vehicle collision

If you are driving 30 mph and crash into a wall, it will take about **one-tenth of a second** for your vehicle to stop. As it slows down, the front of the vehicle crushes, taking some of the energy of the crash.

### 2) The human collision

In this same crash, it will take an individual less time, **a few hundredths of a second**, to stop if he or she collides with the vehicle interior, with only his or her body to absorb the energy of the crash.

**For a restrained individual, however, the energy of the crash will be met by the seat belt, the air bag, or the harness of a child restraint.**

### 3) The internal organs collision

In the internal collision, a person's internal organs move toward the point of impact and hit other organs, bones, and the skull.

Even though the body might appear uninjured, the liver, spleen, heart, or other organs can be torn or bruised.

## HANDOUT 4

# Protecting Our Children and Youth

The Life-Saving Benefits of Child Safety Seats, Boosters, and Seat Belts



## How Seat Belts And Air Bags Prevent Injuries

Seat belts hold us in place. Together with air bags they —

- Prevent people from being thrown from the vehicle
- Prevent people from hitting the hard interior surfaces of the vehicle and colliding with other people
- Spread crash forces over a wide area of the body, putting less stress on any one part
- Help the body slow down, minimizing the internal organs collision
- Protect the brain and spinal cord

## HANDOUT 5

# Protecting Our Children and Youth

The Life-Saving Benefits of Child Safety Seats, Boosters, and Seat Belts



## Common Misconceptions About Seat Belt Use

**“It is better to be thrown out of a car. I don’t want to be trapped in my belt if the car catches fire or is in water.”**

- You are four times more likely to be killed if you are thrown from a vehicle.
- Being buckled up during a crash makes it more likely that you will be conscious, uninjured, and able to escape.
- Less than one-half of one percent of all crashes involve fire or water.

**“I won’t get into a crash because I’m a good driver.”**

- You can never predict or control what other drivers might do, or how the weather might change the safety of a roadway.

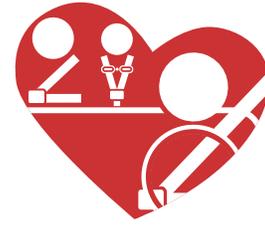
**“We only need to be buckled up when driving on the highway.”**

- Most crashes happen close to home. Local roads and streets are more hazardous than highways because traffic is usually going two ways, there are many intersections, and there are likely to be more distractions.

## HANDOUT 6

# Protecting Our Children and Youth

The Life-Saving Benefits of Child Safety Seats, Boosters, and Seat Belts



## Safety Seats For The Different Stages Of A Child's Development

### **GROWING UP SAFE: It's a four-step process.**

As children grow, how they sit in your car, truck or SUV should change.

Save your child from injury or death by observing all four steps:

- 1 REAR-FACING SEATS**  For the best possible protection keep infants in the back seat, in rear-facing child safety seats, as long as possible up to the height or weight limit of the particular seat. At a minimum, keep infants rear-facing until a minimum of age 1 **and** at least 20 pounds.
- 2 FORWARD-FACING SEATS**  When children outgrow their rear-facing seats (at a minimum age 1 **and** at least 20 pounds) they should ride in forward-facing child safety seats, in the back seat, until they reach the upper weight or height limit of the particular seat (usually around age 4 and 40 pounds).
- 3 BOOSTER SEATS**  Once children outgrow their forward-facing seats (usually around age 4 and 40 pounds), they should ride in booster seats, in the back seat, until the vehicle seat belts fit properly. Seat belts fit properly when the lap belt lays across the upper thighs and the shoulder belt fits across the chest (usually at age 8 or when they are 4'9" tall).
- 4 SEAT BELTS**  When children outgrow their booster seats, (usually at age 8 or when they are 4'9" tall) they can use the adult seat belt in the back seat, if it fits properly (lap belt lays across the upper thighs and the shoulder belt fits across the chest).

When used correctly, occupant restraints offer protection in five ways:

1. Keep the child in the vehicle
2. Contact the strongest parts of the body
3. Spread the crash forces over a wide area of the body
4. Help the body to slow down
5. Protect the head, neck, and spinal cord

## HANDOUT 7

# Protecting Our Children and Youth

The Life-Saving Benefits of Child Safety Seats, Boosters, and Seat Belts



## Premature Use Of Seat Belts

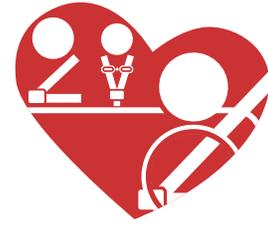
If used too soon or incorrectly, a seat belt can cause harm to a child —

- If the seat belt is too loose, the child can slide out of it or slide out of the position that protects against crash forces.
- If the shoulder belt is placed under the child's arm, it applies forces to the rib cage and can cause serious injuries.
- If the shoulder belt is placed behind the child's back, it will not provide upper body protection.
- If two children are placed in one belt, they will collide with each other during a crash.
- If the lap belt sits too high, it can cause spinal and stomach injuries.

## HANDOUT 8

# Protecting Our Children and Youth

The Life-Saving Benefits of Child Safety Seats, Boosters, and Seat Belts



## Tips On The Selection, Installation, And Use Of Child Safety Seats

### SELECTION

- The best child safety seat is one that fits your child and your vehicle and one you will use correctly every time you travel.
- Select a seat based on the age, weight, height, physical development, and behavioral needs of your child.
- Before purchasing a seat, make sure it will fit in your vehicle.

### INSTALLATION

- Carefully read and follow the instructions for installation that come with the child restraint and the directions for correct installation found in the vehicle owner's manual.
- A properly installed child safety seat should not move more than 1 inch side to side or front to back when pulled where the seat belt goes through the car seat.
- Never place a rear-facing child safety seat near an active front passenger air bag.
- If you need help with installation, call your local fire station or police station to find out if they have certified technicians available to assist you, or go to [www.nhtsa.dot.gov/cps/cpsfitting/index.cfm](http://www.nhtsa.dot.gov/cps/cpsfitting/index.cfm) to find a child safety seat inspection station in your area.

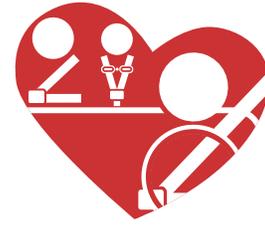
### USE

- Children should never be allowed to sit unharnessed in a child safety seat. Make sure the harness is securely fastened around the child.
- It is usually safer for children age 13 or younger to ride in the back seat.

## HANDOUT 9

# Protecting Our Children and Youth

The Life-Saving Benefits of Child Safety Seats, Boosters, and Seat Belts



## Helping Children Become Lifelong Seat Belt Users

Like brushing teeth or washing hands, regular seat belt use is a habit. To become a habit, it needs to be taught, modeled, and reinforced. The following messages, individually and in combination, can help you communicate the importance of using child safety seats and seat belts.

### SAFETY

- It's my job to keep you safe.
- Wearing my seat belt keeps me safe.
- I may be a good driver, but there are plenty of people who are not.

### IT'S THE LAW

- It's the law in our State that everyone must wear a seat belt or be in a safety seat.
- I am responsible for the people in my car. I do not want to get a ticket because someone is not obeying the law.

### FAMILY RULES

- It's a family rule. I will not discuss it.
- I will not start the car until everyone is wearing a seat belt or is in their safety seat.
- If you take your belt off or get out of your seat, I will stop the car.

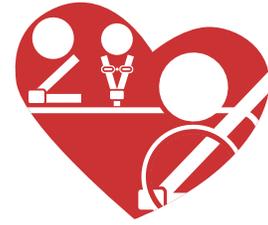
### KEEP IN MIND...

Children's use of seat belts drops by 36 percentage points when adults don't wear seat belts.

## HANDOUT 10

# Protecting Our Children and Youth

The Life-Saving Benefits of Child Safety Seats, Boosters, and Seat Belts



## Be a Good Role Model — Wear Your Seat Belt

Adults are important role models for children's safety behavior. When parents and other adults use seat belts, they are showing children that they —

- Practice what they preach
- Also need to be protected in the event of a crash
- Believe in the importance of using child safety seats and booster seats
- Are obeying the law
- Believe that wearing a seat belt is a personal responsibility everyone assumes when riding in a motor vehicle

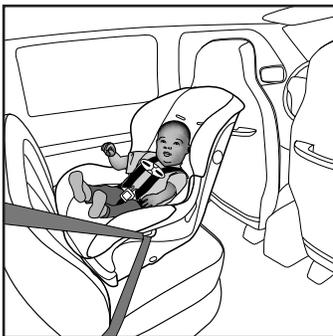
## HANDOUT 11

# Protecting Our Children and Youth

The Life-Saving Benefits of Child Safety Seats, Boosters, and Seat Belts



## Examples of Child Restraint Systems



Rear facing convertible seat:  
installed with child



Forward facing convertible  
seat: installed with child  
(LATCH)



Backless booster seat: belt  
positioning strap with child



High back booster  
seat with child



Correct restraint: 11-year-old



Vest type restraint:  
installed with child

## HANDOUT 12

# Protecting Our Children and Youth

The Life-Saving Benefits of Child Safety Seats, Boosters, and Seat Belts



## Keeping Kids Safe — Inside and Out

There are many events that occur in and around motor vehicles that cause great harm to children. Therefore, in addition to providing proper occupant protection, parents and caregivers need to —

- Teach children not to play in and around cars,
- Never leave a child unattended in or around a vehicle,
- Keep vehicles locked when unattended, and
- Remember that children need supervision when they ride in cars.

**The following list identifies six harmful events that parents and caregivers should account for in their efforts to keep children safe:**

**Backovers** (running over a child when backing up) occur when children wander unnoticed into the path of a vehicle moving in reverse, usually when it is coming out of a driveway or parking space.

- Take extra care when backing up a large vehicle because it is likely to have bigger blind zones.
- Roll down the windows when backing out of a driveway or parking space to help you hear what is happening outside.

**Hyperthermia** (heatstroke) occurs when a child is left in a vehicle that overheats.

- Never leave a child unattended in a vehicle.
- Do things to remind yourself that a child is in the vehicle, such as —
  - Placing a purse, briefcase, or anything you need in the back seat, so that you will have to check the back seat when you leave the vehicle;
  - Keeping a stuffed toy or doll in the car seat. After you place your child in the seat, place the toy next to yourself as a reminder that your child is in the vehicle; and
  - Positioning a note in an obvious place on the dashboard or door handle to remind yourself that your child is in the vehicle.

## HANDOUT 12, CONTINUED

**Injuries from power windows** occur when power windows close on a child's fingers, wrists, hands, or neck.

- Teach your children not to play with window switches.
- Properly restrain your children in car seats or seat belts to prevent them from accidentally activating power windows.

**Vehicle rollaways** occur when a child inadvertently shifts the gear out of the park mode, causing the vehicle to roll. This most frequently happens when the key is left in a vehicle with an automatic transmission.

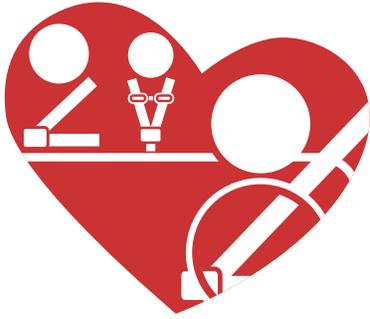
- Engage your emergency brake every time you park.
- Read the owner's manual to find out if your vehicle has a Brake Transmission Safety Interlock.

**Trunk entrapment** occurs when children inadvertently lock themselves in the trunk of a vehicle.

- Teach children that vehicle trunks are for cargo, not for playing.
- Lock your car doors and trunk and be sure children cannot reach keys and remote entry devices. It also is a good idea to keep these items out of sight.
- As of September 1, 2001, auto manufacturers were required to place a glow-in-the-dark trunk release inside the trunk compartment of all new vehicles. Show your children how to use the release in case of an emergency.

**Seat belt entanglement** occurs when a child pulls a seat belt all the way out and wraps the belt around the head, neck, or waist.

- Always ensure children are properly restrained.
- Teach your children not to pull on seat belts.



# Protecting Our Children and Youth

The Life-Saving Benefits  
of Child Safety Seats,  
Boosters, and Seat Belts

**CPS Technician Occupant Protection Community Outreach Kit**

SECTION 2: **SUPPORT MATERIALS**

# Contents

## **Guidelines for Making Community Presentations . . . . . page 29**

These guidelines contain tips for making effective presentations and suggestions on managing the presentation environment.

## **Integrating Community Presentations Into Your Occupant Protection Volunteer Activities . . . . . page 32**

This piece provides a framework for including community presentations as part of your outreach activities, identifies steps for developing a plan to publicize the presentations, and contains sample promotional materials.

## **Coordinating Community Presentations With Other Efforts To Promote Occupant Protection . . . . . page 38**

Community presentations reinforce other occupant protection communications and outreach activities. This information describes how to coordinate community presentations with activities undertaken during Click It or Ticket campaigns and National Child Passenger Safety Week.

## **Reaching Groups With Low Occupant-Protection-Use Rates . . . page 40**

This information will help you understand the messages that different groups find most appealing. Use it to tailor the explanations and comments you include in your presentations. It also can help you identify groups and organizations that might be interested in hosting a presentation.



# Guidelines For Making Community Presentations

Use the following guidelines as you prepare for your presentation. They address important points that can increase your effectiveness as a presenter and boost your confidence when you make your presentation. Be sure to allow yourself sufficient lead time to —

- Familiarize yourself with the presentation module;
- Identify any part of the presentation that might require additional attention;
- Become familiar with the timing of the presentation so you stay on schedule; and
- Gain confidence in your ability to make an effective presentation.

As you review the presentation module and handouts, think about the skills you learned during your CPS training regarding instruction and good interpersonal communications. Also consider what you learned about diversity, respect for individual differences, and maintaining a positive attitude. Together, this information provides an excellent foundation for sharing your knowledge of occupant protection and child passenger safety in a group presentation format.

## ► PRACTICE YOUR PRESENTATION

Although presenters often refer to their materials, you want people to think you are talking from a mental outline, rather than reading notes. Therefore, once you are familiar with the outreach module and handouts, you will need to think about and practice —

- **The language you will use when elaborating on the information contained in the handouts.** For example:
  - After presenting the information on “How Seat Belts and Air Bags Prevent Injuries,” you might say, “Before we continue to the next page, I would like to emphasize the importance of not sitting too close to front seat air bags”
- **Transitional phrases for proceeding through the presentation.** For example:
  - After discussing “What Happens When a Crash Occurs,” you might say, “If you’ll turn to the next page, I’d like to expand on the information we’ve just discussed about the advantages of being stopped by a seat belt as opposed to a windshield.”

As you identify introductory phrases and transitions, say them out loud. This will help you identify language that flows easily. Write introductory phrases and transition cues on your presentation module. Then, practice the entire presentation out loud, at least twice, before you present it for the first time. You also might want to ask a friend or colleague to listen to and critique your presentation.

## ▶ BE AWARE OF HOW YOU APPEAR TO YOUR AUDIENCE

To communicate effectively, you must be aware of and control the language you use, mannerisms you exhibit, sound of your voice, and body language you display. Consider the following elements, as you practice for your presentation:

### Language

- Use language appropriate for your audience; be sensitive to cultural differences. Avoid using slang that might have various meanings for different groups.
- Watch word choice; avoid jargon and technical terms.

### Mannerisms

- Avoid distracting movements, such as rattling change in your pocket or tossing hair away from your face.
- Avoid repeating the same phrases or words, such as “all right,” “moving right along,” and “okay.”

### Voice

- Think about the volume of your voice to make sure everyone can hear you.
- Be aware of the rate at which you speak. If you speak too quickly, people might miss what you are saying. If you speak too slowly, people might ignore what you are saying.

### Body Language

- Maintain good posture to convey confidence.
- Establish eye contact with participants. Direct your eyes to people sitting in the front and back as well as those sitting on the sides of the room.

## ▶ MANAGE YOUR PRESENTATION ENVIRONMENT

Seating arrangements, where you stand, and your use of a microphone are among the many factors that influence the receptiveness of your audience. Whenever possible, arrive early to make sure the room temperature is comfortable, there is adequate seating, and the microphone is working. The answers to the following questions can help you manage your presentation environment and, subsequently, improve the overall effectiveness of your presentation.

### 1. Approximately how many people will attend the presentation?

Make approximately 10 extra copies of the handouts to account for additional attendees.

## 2. Is your presentation on the agenda of a larger meeting?

If you are on the agenda of a larger meeting —

- Find out how the room will be arranged and whether you will need a microphone.
- Depending on the number of attendees, arrange to have someone help pass out the handouts.
- In your introductory remarks, acknowledge appreciation of the host organization and reference the relationship between occupant protection and the overall purpose of the meeting, as appropriate.

## 3. If yours is a stand-alone presentation, what type of meeting room setup is available and will you have access to the room before your presentation?

Find out the size of the room and its features. Is it —

- An open room with moveable chairs?
- An open room with chairs around tables?
- A conference room with chairs around a conference table (not moveable)?
- An auditorium with permanent seating and a stage?

For smaller groups:

- In rooms with moveable chairs, consider placing the chairs in a circle.
- In rooms with tables and chairs, consider placing the tables in a U shape that allows you to stand in the opening of the U.
- In a conference room, consider whether it is appropriate for you to sit at the table with the attendees.

For larger groups:

- In rooms with moveable chairs, arrange the chairs to encourage people to sit together.
- In rooms with tables and chairs, position chairs to make sure that everyone can see you.
- If you are in an auditorium, encourage people to sit together in the front middle section closest to where you will be standing.

In addition to these considerations, you will want to decide how you will distribute the handouts — place them on the chairs or tables before people arrive, hand them to people as they enter the room, or hand them out as you introduce yourself.

Finally, whenever possible, greet people as they enter the room. This will make you more relaxed and help create a friendly environment for your presentation.

# Integrating Community Presentations Into Your Occupant Protection Volunteer Activities

Use the following information to develop an organized approach for integrating community presentations into your occupant protection volunteer activities. The first sections will help you consider the number of presentations you can reasonably make, the audiences you want to reach, and the people you know who might host or help you publicize presentations. The remaining sections focus on ways to publicize the availability of the presentations.

## ► ASSESS YOUR SITUATION

Review the following questions to assess the feasibility of making community presentations a part of your current volunteer activity:

1. When does my schedule allow me to make community presentations (time of day, day of week)?
2. In addition to volunteering to conduct safety seat inspections, how many times a year would I like to volunteer my time making community presentations?
3. Do I work for an organization that might want to organize and host community presentations?
4. If there are other individuals in my area promoting occupant protection, how can I coordinate my presentation with their activities?
5. Do I want to conduct a presentation at my workplace?
6. Would my employer allow me time off to make a community presentation?
7. Is there anyone in the organization where I work who would help publicize the availability of my community presentations?
8. Who do I know at other organizations who would help publicize the availability of my community presentations?
9. Do I want to form a pool with other CPS Technicians to publicize the availability of the presentations?

## ► IDENTIFY POTENTIAL AUDIENCE(S)

The general population of parents, grandparents, and other adult caregivers of children is the primary audience for the presentation. Identify subgroups from your community, within this audience, that you also might want to reach. The following questions will help you think about potential audiences for the presentation.

1. Based on your knowledge of your community, is there a benefit to making presentations to subgroups (as opposed to a mixed group of audience members), such as grandparents, fathers, or childcare workers?
2. Based on your experience conducting safety seat inspections, are there particular groups that would benefit from the presentation?
3. Do you know other occupant protection advocates or individuals from health- or safety-related organizations who could help you identify audiences for the presentation?
4. Are there any low seat-belt-use populations in your community?
5. Are you aware of any individuals or organizations that work on other health or safety issues with members of low seat-belt-use populations that might host a presentation?

## ► IDENTIFY POTENTIAL HOST ORGANIZATIONS

Use the following list as a prompt for identifying potential host organizations in your community. As you review the list, jot down the names of people you know who would be interested in hosting or helping to publicize presentations.

### **Coalitions and Safety Organizations**

- Traffic safety coalitions
- Injury prevention groups
- Safe Communities
- Safe Kids

### **Government Programs/Agencies**

- Health departments
- Women, Infants, and Children (WIC)
- Public clinics
- Motor vehicle administrations
- Traffic courts

### **Educational Organizations and Institutions**

- Teachers' unions/associations
- Parent teacher associations
- Daycare centers (offer to staff as well as to parents)
- Afterschool providers

### **Medical Organizations and Institutions**

- Nurse practitioner societies
- Prepared childbirth classes (at hospitals and Lamaze sites)

## **Employers and Employer Organizations**

Employers, as part of their employee wellness or educational programs  
Chambers of commerce

## **Other Organizations**

Senior centers  
Independent living housing  
Religious institutions

## **► DEVELOP A PLAN TO PUBLICIZE YOUR PRESENTATIONS**

The information below includes action steps for developing a plan to publicize and schedule your presentations, along with sample materials for implementing your plan.

### **Publicizing Presentations**

1. Prepare a list of current contacts who are potential hosts for a presentation.
2. Prepare a list of current contacts who can help you inform others about the availability of the presentation.
3. Review the universe of organizations that might host a presentation.
4. Compile a list of new organizations to contact.
5. Identify organizational and public media (newsletters, list serves, Web sites, speakers' bureaus, etc.) in which you can place announcements about the presentation.
6. Prepare and send the appropriate letter, e-mail, announcement, or other correspondence.

### **Scheduling Presentations**

1. Determine the number of presentations you want to conduct, when you want to start conducting them, and possible dates for making them. (Consider opportunities to coordinate presentations with other occupant protection activities that take place during National Child Passenger Safety Week and Click or Ticket mobilizations.)
2. Identify the audiences you would like to reach.
3. Prepare a list of current contacts that might host a presentation.
4. Make personal calls and follow up with additional information.
5. Schedule presentations.

## ► DEVELOPING MATERIALS TO DESCRIBE AND PROMOTE THE PRESENTATION

Use the following samples to develop your own descriptions, announcements, letters, and e-mails to promote and respond to inquiries about the presentation. (Word files of the letters/emails are on the kit download page, accessible through your Safe Kids certification profile.)

## ► SAMPLE PRESENTATION DESCRIPTION

Title: **The Life-Saving Benefits of Child Safety Seats, Boosters, and Seat Belts**

The presentation illustrates the important role parents, grandparents, and other adult caregivers play in keeping children safe when they ride in motor vehicles. It communicates this role by letting adults know —

- What happens when someone riding unbuckled is in a crash;
- What happens when children are not using age-appropriate occupant restraints;
- The influence adults have over children’s decisions to use or not use seat belts; and
- How to deal with situations in which children do not want to sit in a child safety seat or wear seat belts.

The timing of the presentation is adjustable and can be delivered in a 15-, 20-, or 45-minute format, depending on the amount of interaction allowed for audience participation.

### **Additional Information**

- Type of presentation (lecture/workshop)
- Presentation category (injury prevention/public safety)
- Preference for group size (small, medium, large)
- Name of presenter
- Organizational affiliation (employer)
- Work address
- Telephone, fax
- E-mail
- Additional language(s) spoken fluently
- Timing for speaking engagements
  - Day(s) of week
  - Time of day (morning, noon, afternoon, evening)
  - Distance willing to travel

## ▶ SAMPLE LETTER

Personalize the following letter, as appropriate. If you are sending it to follow up on a phone conversation or in-person contact, modify the first sentence to indicate the interaction. For example:

As we discussed yesterday afternoon, I am available to provide a presentation (to your employees, class participants, clients, etc.) on “The Life-Saving Benefits of Child Safety Seats, Boosters, and Seat Belts.”

If you are sending the letter to someone who doesn’t know you (or anything about your CPS certification), you will want to insert information to introduce yourself. For example:

I work for the Smithtown Fire Department and am a certified Child Passenger Safety Technician. As such, I am qualified to conduct child safety seat inspections and to educate the public about the proper use of child safety seats, boosters, and seat belts.

Or

As a Certified Child Passenger Safety Technician, I have helped many families in our community properly install child safety seats in their motor vehicles. I currently work for \_\_\_\_\_ and am expanding my volunteer work to let all adults know about the need to keep our children safe when they ride in motor vehicles.

Dear \_\_\_\_\_,

I am writing to let you know that I am available to provide a presentation (to your employees, class participants, clients, etc.) on “The Life-Saving Benefits of Child Safety Seats, Boosters, and Seat Belts.” Developed by the U.S. Department of Transportation, the presentation illustrates the important role parents, grandparents, and other adult caregivers play in keeping children safe when they ride in motor vehicles. It communicates this role by letting adults know—

- What happens when someone riding unbuckled is in a crash;
- What happens when children are not using age-appropriate occupant restraints;
- The influence adults have over children’s decisions to use or not use seat belts; and
- How to deal with situations in which children do not want to sit in a child safety seat or wear seat belts.

The timing of the presentation is adjustable, and I can deliver it in a 15-, 20-, or 45-minute format, depending on the amount of interaction we allow for audience participation. Please call me at \_\_\_\_\_ if you would like more information or to schedule a presentation. (Or, I will call you next week to answer any questions you might have about the presentation. However, please feel free to call me before then at \_\_\_\_\_.)

These presentations are an extremely effective way to increase and maintain awareness about the need to keep our children safe when they ride in motor vehicles. As a certified Child Passenger Safety Technician, I am pleased that I can volunteer my time to support this important safety issue.

I look forward to speaking to you.

Sincerely,

## ▶ SAMPLE E-MAIL

E-mails are most effective for reaching people who know you. If you send an e-mail to someone who does not know you, when possible, include the name of the referring person in the subject line. For example:

**Subject:** Referred by Joe Harris regarding a public safety presentation

In addition, be sure to include your organizational affiliation, address, and phone number below your signature. Use the following sample as a starting point for developing e-mails. Try to keep your e-mail short and include a closing sentence that encourages a response.

Dear \_\_\_\_\_,

I am writing to let you know that I am available to provide a presentation (to your employees, class participants, clients, etc.) on “The Life-Saving Benefits of Child Safety Seats, Boosters, and Seat Belts.” The presentation is designed for parents, grandparents, and other adult caregivers and focuses on the following issues:

- What happens when someone riding unbuckled is in a crash;
- What happens when children are not using age-appropriate occupant restraints;
- The influence adults have over children’s decisions to use or not use seat belts; and
- How to deal with situations in which children do not want to sit in a child safety seat or wear seat belts.

I can deliver the presentation in a 15-, 20-, or 45-minute format, depending on the amount of interaction we allow for audience participation. Please let me know if you would like more information or to schedule a presentation.

Or

I can deliver the presentation in a 15-, 20-, or 45-minute format, depending on the amount of interaction we allow for audience participation. I will call you next week to answer any questions you might have about the presentation. However, please feel free to contact me before then.

Sincerely,

Name  
Organization  
Address  
Phone Number

# Coordinating Community Presentations With Other Efforts To Promote Occupant Protection

Community presentations are an important element of a public education campaign to promote occupant protection. When combined with multimedia campaigns; other outreach activities, such as child safety seat inspections; and the enforcement of occupant protection laws; multimedia campaigns increase the chances that people will notice, remember, and act on messages to buckle up.

The following information on Click It or Ticket and National Child Passenger Safety Week identifies two opportunities for CPS Technicians to coordinate presentations with multifaceted campaigns designed to promote occupant protection.

## **Click It or Ticket (CIOT)**

The National Highway Traffic Safety Administration (NHTSA) has worked with States for many years to promote its CIOT enforcement mobilization, which takes place during April and May leading up to and through Memorial Day weekend. During this time, law enforcement agencies across the country use highly visible enforcement, supported by paid national media advertising and national earned media activities, to promote occupant protection.

If your community participates in CIOT,\* setting up presentations to coincide with media activities is an excellent way to reinforce occupant protection messages. If your community does not participate in the national mobilization, contact the public information officer at your local law enforcement agency to find out about other local occupant protection initiatives you can support through your presentation activities.

To learn more about year-round occupant protection activities and CIOT, view a copy of the communications plan that guides its implementation, at [www.trafficsafetymarketing.gov](http://www.trafficsafetymarketing.gov). To find the most up-to-date information about occupant protection, go to [www.nhtsa.gov](http://www.nhtsa.gov), click on traffic safety, and then click on occupant protection.

*\* Contact a local or State law enforcement agency to find out about your community's participation in CIOT.*

## National Child Passenger Safety Week

National Child Passenger Safety Week (September 11 – 17, 2010) is an annual campaign to bring public attention to the importance of properly securing all children in appropriate child safety seats, booster seats, or seat belts — every trip, every time. The campaign kicks off with “Seat Check Saturday” inspection events nationwide. Across the country, English- and Spanish-speaking CPS Technicians provide free onsite child safety seat inspections to help parents and caregivers make sure their child safety seats are appropriately sized and properly installed.

To support CPS Week, NHTSA provides communities with an online promotional planner that contains marketing materials, earned media tools, and marketing ideas to support local child passenger safety activities. The planner usually includes messaging for different audiences, along with templates for a news release, op-ed piece, sample proclamation, and poster. For more information about how you can organize and participate in local activities, go to [www.nhtsa.gov](http://www.nhtsa.gov), click on traffic safety, child passenger safety, and then CPS Annual Campaign.

## Reaching Groups With Low Occupant-Protection-Use Rates

The National Highway Traffic Safety Administration (NHTSA) has conducted extensive research to analyze groups with low occupant-protection-use rates to identify messages that might motivate them to use occupant protection. These groups include:

- Eighteen to 34-year-old males who drive pickup trucks;
- Teen drivers, ages 16 to 20;
- Boys and girls, ages 8 to 12;
- First-generation Hispanic males; and
- African American adults, with an emphasis on males, ages 18 to 34.

The following chart summarizes NHTSA's research. For each group, the chart identifies, "Lifestyle and social characteristics that lead to problem behavior," "Selected media and lifestyle preferences," and "What we should say or show about part-time use that resonates with them." The first two sections address groups known to have low-use rates. The last section contains information pertaining to parents and grandparents who are responsible for transporting infants, toddlers, and older children who should be using booster seats.

This information will help you understand the messages that different groups find most appealing. Use it to tailor the explanations and comments you include in your presentations. It can also help you identify groups and organizations that might be interested in hosting a presentation for a specific audience with whom they work.

SEGMENT	DEMOGRAPHICS	LIFESTYLE AND SOCIAL CHARACTERISTICS THAT LEAD TO PROBLEM BEHAVIOR	SELECTED MEDIA AND LIFESTYLE PREFERENCES	WHAT WE SHOULD SAY OR SHOW ABOUT PART-TIME BELT USAGE THAT RESONATES WITH THEM
<b>SEGMENT #1</b>  <b>18- 34-YEAR-OLD MALES WHO DRIVE PICKUP TRUCKS</b>	Men, ages 18-34; live in rural areas; drive pickup trucks; generally mid-scale or lower household incomes and affluence; married with children; work in agricultural, industrial, mining, construction and other types of generally blue-collar occupations	<ul style="list-style-type: none"> <li>• Compared to non-pickup-truck drivers, more likely to not wear belts because they “don’t like being told what to do.”</li> <li>• May consider belts as an abridgement of their sense of freedom</li> <li>• Compared to non-pickup-truck drivers, they cite more reasons (i.e., excuses) for not wearing belts</li> <li>• Generally engage in riskier behaviors, compared to most other adults</li> <li>• Other factors that likely lead to non-use or only occasional use of belts: <ul style="list-style-type: none"> <li>- Sense of invincibility</li> <li>- Less chance of being ticketed (especially in rural areas)</li> <li>- Physical size of truck leads to belief that it’s safe</li> <li>- Not in habit of wearing belt</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Television is the primary medium for entertainment, news and other information</li> <li>• Frequent use of the Internet (also for entertainment and information), particularly among wealthier and/or more highly educated sub-segments</li> <li>• Enjoy watching major sports and NASCAR</li> <li>• Enjoy participating in outdoor sports and recreational activities, such as hunting and fishing</li> <li>• Computer game and video game enthusiasts</li> </ul>	<ul style="list-style-type: none"> <li>• Expense of paying a fine</li> <li>• Hassles and costs related to being injured in a crash</li> <li>• Possibility of job loss (and therefore, his and family’s primary source of income) due to injury in an accident; “wear it for your family”</li> <li>• Facts (especially those reflecting high numbers of fatalities and injuries among this demographic group)</li> <li>• Connote belt use as a smart thing to do, rather than something that’s required</li> </ul>
<b>SEGMENT #2</b>  <b>TEENS</b>	Teenage drivers, ages 16-20	<ul style="list-style-type: none"> <li>• The “most important reason” for nonuse of belts is “I forgot to put it on”; the second and third ranked reasons (respectively) are “I’m driving only a short distance” and “The belt is uncomfortable.”</li> <li>• Compared to older drivers, they cite more reasons (i.e., excuses) for not wearing belts</li> <li>• Males, in particular, generally engage in riskier behaviors, compared to most other adults</li> <li>• Significantly more likely than older drivers to agree with these statements: <ul style="list-style-type: none"> <li>- “Seat belts are just as likely to harm you as help you.”</li> <li>- “Putting on a seat belt makes me worry more about being in a crash.”</li> <li>- “A crash close to home is usually not as serious as a crash farther away.”</li> <li>- “I would feel self-conscious around my friends if I wore my seat belt and they did not.”</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Television is the primary medium for entertainment, news and other information</li> <li>• Frequent use of the Internet (also for entertainment and information)</li> <li>• View themselves as part of the MTV generation; not likely to be offended by messages that are offbeat, daring or politically incorrect</li> <li>• Computer game and video game enthusiasts</li> <li>• Comfortable with and skilled at using advanced telecommunications technology</li> </ul>	<ul style="list-style-type: none"> <li>• Threat of having to pay a fine</li> <li>• Threat of crash/injury caused by “the other driver”</li> <li>• Reward or incentive program for wearing belts</li> <li>• Peer pressure and promotion, including promotion of belt use by admired celebrities (but only if they have relevant stories to tell) and/or real victims</li> <li>• Possibility of loss of job skills or educational advancement, due to injury in a crash</li> <li>• Among males, particularly: graphic messages and images that stimulate higher perceived risk and anxiety</li> </ul>

SEGMENT	DEMOGRAPHICS	LIFESTYLE AND SOCIAL CHARACTERISTICS THAT LEAD TO PROBLEM BEHAVIOR	SELECTED MEDIA AND LIFESTYLE PREFERENCES	WHAT WE SHOULD SAY OR SHOW ABOUT PART-TIME BELT USAGE THAT RESONATES WITH THEM
<b>SEGMENT #3</b>  <b>HISPANICS</b>	First-generation Hispanics; especially males; live primarily in urban areas; states with the predominant share of the Hispanic population: California, Florida, New York, Texas	<ul style="list-style-type: none"> <li>• Unfamiliar with safety belt laws</li> <li>• More likely than non-Hispanics to not use belts because of belief that “probability of being in a crash is too low”</li> <li>• Significantly more likely than non-Hispanic drivers to agree with these statements:               <ul style="list-style-type: none"> <li>- “Seat belts are just as likely to harm you as help you.”</li> <li>- “Putting on a seat belt makes me worry more about being in a crash.”</li> <li>- “A crash close to home is usually not as serious as a crash farther away.”</li> <li>- “I would feel self-conscious around my friends if I wore my seat belt and they did not.”</li> <li>- “If it’s your time to die, you’ll die, so it doesn’t matter whether you wear your seat belt.” (Comment: These mirror the attitude statements of the African-American segment)</li> </ul> </li> <li>• Some indication that Hispanic men perceive belts as “not macho” and that wearing belts make them look paranoid</li> <li>• For some, the seat belts in their vehicles are damaged and inoperable</li> </ul>	<ul style="list-style-type: none"> <li>• TV networks with highest ratings of Hispanic viewers: Univision and Telemundo</li> <li>• Televised sports of high interest: Major League baseball, NBA basketball, college football, and professional soccer, especially the World Cup</li> <li>• Frequent radio listeners; top formats are news/talk, adult contemporary and contemporary hit radio</li> </ul>	<ul style="list-style-type: none"> <li>• Threat of being stopped by police and getting a ticket</li> <li>• Threat of sustaining life-altering or job-ending injuries</li> <li>• Threat of financial, mental and physical burden on family</li> <li>• Educational/informational based programs implemented via faith-based organizations</li> <li>• Use Spanish in all communication vehicles; include relevant Spanish images</li> <li>• Present real stories of how seat belts saved Hispanic drivers/passengers from injuries</li> <li>• “Be a safe driver for your family and friends”</li> <li>• “Set an example for your family and friends”</li> </ul>
<b>SEGMENT #4</b>  <b>AFRICAN-AMERICANS</b>	African-American adults, with emphasis on men ages 18-34	<ul style="list-style-type: none"> <li>• Some consider that buckling a seat belt is a statement of no confidence in the driver’s abilities, whether the driver is oneself or another</li> <li>• Significantly more likely than white drivers to agree with these statements:               <ul style="list-style-type: none"> <li>- “Seat belts are just as likely to harm you as help you.”</li> <li>- “Putting on a seat belt makes me worry more about being in a crash.”</li> <li>- “A crash close to home is usually not as serious as a crash farther away.”</li> <li>- “I would feel self-conscious around my friends if I wore my seat belt and they did not.”</li> <li>- “If it’s your time to die, you’ll die, so it doesn’t matter whether you wear your seat belt.” (Comment: These mirror the attitude statements of the Hispanic segment)</li> </ul> </li> <li>• Some indication that young men perceive belts as “not cool” among their peers</li> <li>• Generally, African-Americans have many of the same reasons for nonuse as the general population, including driving only a short distance, forgetfulness, discomfort and concern about wrinkling clothes.</li> </ul>	<ul style="list-style-type: none"> <li>• Avid fans of televised professional and college basketball and football. Also watch professional wrestling and boxing.</li> <li>• Enjoy music (particularly urban, rap and R&amp;B styles) offered via radio, CDs, downloads and live concerts</li> <li>• Although not motor sports fans, high interest in enhancing their own vehicles (including motorcycles)</li> </ul>	<ul style="list-style-type: none"> <li>• Reminder messages that “it’s the law.” Also, implication of threat of being stopped by police and getting a ticket</li> <li>• Emphasis on the unpreventable and unpredictable risks involved when drivers don’t buckle up</li> <li>• Educational/informational based programs implemented via faith-based organizations, community religious leaders, local health and medical providers and schools; no one of these single sources is universally trusted, so parallel messages with different messengers may be warranted</li> <li>• Use culturally relevant themes, images, and media vehicles. Including people in the messages is important.</li> <li>• If enforcement is portrayed, use African-American officers so as to not reinforce concerns about racial profiling</li> </ul>

## CHILD SAFETY SEATS SEGMENT #1- PARENTS AND GRANDPARENTS OF INFANTS AND TODDLERS

## CHILD SAFETY SEATS SEGMENT #2 – PARENTS AND GRANDPARENTS OF CHILDREN NEEDING BOOSTER SEATS

### Demographics

- Adults ages 18-34 (parents) and 50+ (grandparents); drivers for children birth to age 4; emphasis on residents in rural areas and on people in lower income brackets

### Lifestyle and social characteristics that lead to problem behavior

- Seat misuse. Although the vast majority of parents and grandparents are using child safety seats (and think they are being used properly), many of the seats are being used incorrectly, for example:
  - Positioned in front seat
  - Facing the wrong direction
  - Loose and/or poorly attached straps
  - Damaged straps, seat shells and other parts
  - Retainer clip misuse
- In a hurry and/or dealing with inclement weather; don't take time to properly adjust straps, etc.
- Economic constraints
- If several passengers in vehicle, space for seat may be limited
- General indifference to safety; correlation between adult driver not wearing safety belt and child passenger(s) being unrestrained/improperly restrained
- Among parents of toddlers, perception that a regular safety belt is sufficient

### Selected media and lifestyle preferences

- Highly attentive to information, topics, how-to's and tips on raising children

### What we should say or show about safety seat nonuse that would change behavior

For parents/grandparents/adult drivers:

- Appeal to parents'/grandparents' desires to do whatever is best for the child's well-being and safety
- Present proper use of safety seats as a serious, life-or-death matter
- Explain how misuse of a safety seat can be as dangerous as nonuse
- Provide facts about the types and numbers of injuries associated with nonuse and misuse

### Demographics

- Adults ages 25-39 (parents) and 50+ (grandparents); drivers for children ages 5-8 (less than 4'9" in height); emphasis on residents in rural areas and on people in lower income brackets

### Lifestyle and social characteristics that lead to problem behavior

- Economic constraints
- Booster seat not needed for "short trips"
- General indifference to safety; correlation between adult driver not wearing safety belt and child passenger(s) being unrestrained/improperly restrained
- Perception that a regular safety belt is sufficient
- Extra passengers in vehicle, limiting available space for the booster seat
- Child knows how to "escape" from seat
- Child complaints (especially regarding comfort and/or not wanting to have to be "in a baby seat")

### Selected media and lifestyle preferences

- Highly attentive and interested in information, topics, how-to's and tips on raising children
- Children at this age are active in organized sports, recreational activities, scout groups, performing arts, etc. Parents are responsible for transportation to/from activities.

### What we should say or show about booster seat nonuse that would change behavior

For parents/grandparents/adult drivers:

- Threat of having to pay a fine
- Threat of accident/injury caused by "the other driver"
- Reward or incentive program for using booster seat
- Peer pressure and promotion, including promotion of belt use by admired celebrities (but only if they have relevant stories to tell) and/or real victims
- Possibility of child's loss of quality of life, educational advancement or future job skills due to injury in an accident