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Increasing Seat Belt Use Among North Carolina High School Students: A Statewide Incentive Program

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EXECUTIVE SUMMARY

This project examined the effects of high school-based seat belt programs in increasing belt use among teenage motorists. Seat belt programs were initiated at 48 high schools across North Carolina during spring 1993. Students and advisors attended training workshops, then applied for program grants for up to $500. Each school was required to collect periodic belt use data and submit a final program report.

The findings of this project indicate that the concept of recruiting student groups to conduct seat belt programs at the high schools can be effective in increasing belt use among high school students:

- All reporting schools increased belt use during the project period. Initial reported belt-wearing rates averaged 55 percent. The average reported rate increased to 77 percent by program end.

- Seven schools finished with belt use rates greater than 90 percent. Five school realized increases of 40 percentage points or more.

- Small amounts of money were able to generate much activity and leverage substantial additional resources. Approximately $24,000 were distributed to 48 schools. These programs reached nearly 40,000 high school students. This does not include the activities that were directed at middle/elementary school students and the communities.

From the data supplied by the schools, certain observations can be made:

- This group of high school students tended to buckle up less often than general driving public. For the 10,938 students observed as part of the baseline survey data, the belt-wearing rate was 55 percent. The observational belt use survey rate for the state's general driving public at the time was 65 percent.

- Belt-wearing patterns among the students closely followed the findings of adult obsevational surveys. Occupants of cars and mini vans buckled up more frequently than drivers of pickup trucks, full size vans and utility vehicles. The belt-wearing rate for females was higher than that for males; and drivers were more likely to buckle up than their right front passengers.

- The seat belt programs were able to increase belt use across all categories of vehicle type, race, sex, and seating position. However, the groups that recorded the highest belt-wearing rates at the beginning of the programs continued to do so throughout the programs.

I. INTRODUCTION

This report documents a project to increase seat belt use among North Carolina high school students. The project recruited groups within high schools across the state who conducted programs to increase belt use among their peers. Schools were encouraged to apply for modest grants to assist in the conduct of these seat belt programs which occurred during spring 1993.

BACKGROUND

Young drivers can benefit greatly from increased crash protection. Regardless of the measurements used, miles driven or number of licensed drivers, young drivers in the United States are overrepresented in motor vehicle crashes. Injuries sustained in motor vehicle crashes are the leading cause of death for young people between the ages of 15 and 24.

Five thousand two hundred and thirteen teenagers (13-19 year olds) died from motor vehicle crash injuries in 1992. Teenagers comprised nine percent of the U.S. population in 1992 and 13 percent of all motor vehicle deaths. More than twice as many male teenagers as female teenagers were killed in motor vehicle crashes. Male 18-year-old drivers of passenger vehicles had higher death rates than any other group—26 per 100,000 people, or more than twice the rate for males 30-64.

Teenage passengers die in motor vehicle crashes at a higher rate than any other age group. In 1992, 2,073 teenagers died as passengers. The passenger death rate for females peaked at age 16-17 (10 per 100,000). For males, the death rate peaked at age 18-19 (13 per 100,000). After the teenage years, passenger deaths began decreasing dramatically (Insurance Institute for Highway Safety, 1993).

Teenage crash involvement in North Carolina mirrors that of the country. In North Carolina, during 1992 there were 40,537 teenage drivers (16-19) involved in motor vehicle crashes—nearly 1 driver in 14 (North Carolina Department of Transportation, 1993). Sixteen and 17 year olds consistently have had the highest number of crashes per licensed driver, followed by 18-20 year olds, then 21-24 year olds (Stutts, Campbell and Martell, 1990).

Young drivers are at greater risk of being in crashes because of a combination of factors including risk-taking driving behaviors and the widespread use of alcohol (National Highway Traffic Safety Administration, 1991; Williams and Lund, 1985; Fell, 1984). Teenage motorists (13-19) have shown the lowest seat belt use rates of all age groups. In 1988, a national study found 24 percent of teens buckled up compared to 44 percent of adults (Bowman and Rounds, 1989). A 1992 North Carolina study found that drivers under age 25 wore their lap belts with automatic restraint systems 48 percent of the time compared to 67 percent for 25-54 year olds and 73 percent for those over 54 (Marchetti, Hunter, Lowrance, Hall, Reinfurt and Little, 1993). North

Carolina statewide seat belt use data indicates that males generally are less likely to buckle up than females and passengers buckle up less often than drivers (Reinfurt, 1992).

No matter how one looks at the data—teenage drivers in general, male teenagers, or teenage passengers—teenage motorists are a group in need of effective programs for increasing seat belt use.

PROJECT DESCRIPTION

The objective of this project was to initiate seat belt programs in 50 North Carolina high schools. The method for achieving this objective included the following:

1) recruitment of all public and non-public high schools in the state;
2) the conduct of five regional workshops to educate students and advisors about the need for seat belts, types of programs that could be developed and the application process for receiving program grants (up to $500 per school);
3) the selection of participant schools based on the written applications;
4) the monitoring of program progress; and
5) the evaluation of the effectiveness of the programs on increasing belt use.

Each school was required to conduct belt use surveys as part of their application and periodically during the implementation of the program. In addition to increases in belt use, the project looked for innovative ideas, effective strategies for target populations, leadership sources and recommendations for future efforts to reach the youth population.

II. RECRUITMENT AND SELECTION OF HIGH SCHOOLS

MARKETING STRATEGY

The first step was to get information to determine how to generate high school participation. This included who should comprise the mailing list and what were the most desirable times and locations for conducting the workshops. Information gained from conversations with the NC Department of Public Instruction and the Office of the Governor, Division of Non-Public Education, as well as selected high schools across the state and health departments which have conducted high school programs, was used to make these decisions.

Program Scheduling. Since the project year began in October, the school programs had to be conducted during the spring if they were to be completed within the 1992-93 school year. In order to avoid getting lost in the holidays and events occurring during the hectic time between Thanksgiving and the new year, we decided to conduct the workshops during January and February, months identified as less stressful by the schools. Funding would be awarded by the first of March for programs to be conducted in April, May and early June. This also enabled project efforts to be combined with springtime drunk driving prevention campaigns such as Project Graduation or Prom Promise.

Workshop Scheduling. The contacts at the schools indicated that the best time to conduct the workshops was during the regular school day. They felt that neither teachers nor students would be available after school or during the weekends. They recommended that the workshops be held at locations and times that students and faculty could arrive at school then leave for the workshops and be able to return to school by the end of the class day. Based on these recommendations, the decision was made to start the workshops at 10:00 am and conclude by 1:30 pm with lunch provided.

Locations. The original intent was to hold four workshops across the state. This was changed to five in order to allow participants to have no more than a two hour drive each way. Workshop locations were chosen to improve the chances that schools in low-belt-use regions would participate. These regions are primarily located in the western mountains and coastal plains. The sites and dates chosen were: Sylva (western mountain region), January 26; Statesville (western piedmont region), January 27; Elon College (central piedmont), January 29; Clinton (southeastern coast), February 2; and Williamston (northeastern coast), February 4. Three of the five workshops were held at local community colleges. One was held at a small private college and one at a civic center. The four college sites waived room rental and this provided the extra funds to conduct the fifth workshop.

Mailing Lists. Groups were identified to receive mailings about the workshops. These included all public high school principals, student body presidents, faculty student advisors and school system health coordinators. We decided to include non-

public schools as well with mailing to principals and student body presidents.

First Mailing. On December 10, 1992 the first mailing was sent. This was an advance notice flier briefly describing the program and providing dates and locations. The flier indicated that details would be mailed to principals and health coordinators by January 4, the date when most schools would return from Christmas holidays. A letter accompanied the mailing to principals and superintendents urging them to promote this program. The following is a breakdown of the first mailing:

High School Principals (Public and Non-Public)
High School Student Body Presidents (Public and Non-Public)
Faculty Student Advisors (Public)
Superintendents (Public)
Health Education Coordinators (Public)

School system superintendents were included in the first mailing to ensure that they were informed about the programs that might be occurring at their high schools and also in the hope that they might be advocates for participation. Some schools did indicate that they had been urged by their superintendents to attend the workshops.

Second Mailing. On December 30, 1992, the second mailing was sent to principals and health coordinators. This mailing included a letter, workshop agenda, registration form and maps to all five workshop locations. Schools were asked to respond by January 15, 1993. Post cards were sent to student body presidents and faculty student advisors notifying them that their principals and health coordinators had received this information. Materials contained in both mailings are included in Appendix A.

REGIONAL WORKSHOPS

Three workshops were conducted during the last week in January, and two were conducted during the first week in February. Approximately 70 schools sent representatives to the workshops. Most sent both students and advisors; a few sent only advisors. The first workshop, held at our most rural site Sylva, NC, was the smallest, with 28 attending. Statesville had 69 attendants; Elon College, 70; Clinton, 72; and Williamston, 58.

At the workshops, the participants received an overview of the importance of seat belts and information on why high school students are such an important target group. Ideas for increasing belt use among high school students were presented. These included:

- Incentive programs in which belted drivers in school parking lots are rewarded with small prizes;

- *Lifeguard on Duty Program* in which students set up a lifeguard stand in the school parking lot and reward belted drivers with beach-related prizes;

- Special kickoff assembly programs with guest speakers such as police, emergency medical providers or crash victims giving testimonials;

- A mock crash using police and rescue personnel who describe the outcome for belted and unbelted occupants;

- A goal set for the entire school, with belt use posted and the student body rewarded if the goal is met;

- A competition with a rival school, grade levels or between faculty and students;

- Program activities for middle schools and the community;

- A contest to come up with slogan or logo for the program; and

- Local media involvement.

Guidelines for participation and the form for applying for $500 awards to conduct high school seat belt programs were explained. Key components in the grant application included:

- **Program Plan.** Schools were asked to briefly describe the program they planned to conduct and define project goals, such as 90-percent belt use. They were asked to map out the dates and times they planned to conduct activities and seat belt surveys. Students were encouraged to expand or modify their plans as the programs were conducted to allow for the inclusion of new ideas or to adapt to changes. However, creating an initial plan was an important first step.

- **Program Expenditures.** Each school was required to briefly describe the incentive prizes, materials, supplies and services they planned to purchase with best guess estimates of total costs (not to exceed $500). Guidelines included that funds may be used to purchase small value items to be given as incentives or rewards for buckling up, but funds could not be used to purchase expensive prize items. Schools were encouraged to seek additional funds, supplies and services from local businesses and other community sources. A separate page was provided for schools to list additional resources, however, this was not required and did not affect whether a school was selected as an award winner. Several schools were able to provide high value prizes through this method.

- **Seat Belt Use Data.** Each school was required to collect baseline seat belt usage data as part of the grant application. The procedures for this data collection were demonstrated at the workshops. This was a vital part of the application. This information told students how many classmates were buckling up, helped them establish a goal for their schools and established a means for measuring progress. The forms divided belt use into sex, race and type of vehicle categories so that the students could be given a clear picture of who their target audiences were.

- **Signatures and Letter from Principal.** The application had to be signed by the faculty advisor, the school principal and a student representative. We felt that all these signatures were important. For the project to be successful, a commitment from administration, faculty and the students was necessary. The letter of support from the principal was intended to reinforce the need for the administration to back the students in this effort.

Students and advisors were provided clipboard notebooks for use in collecting seat belt data. These clipboards contained seat belt fact sheets; the application form and written instructions on how to complete it; and data collection forms, along with accompanying written instructions.

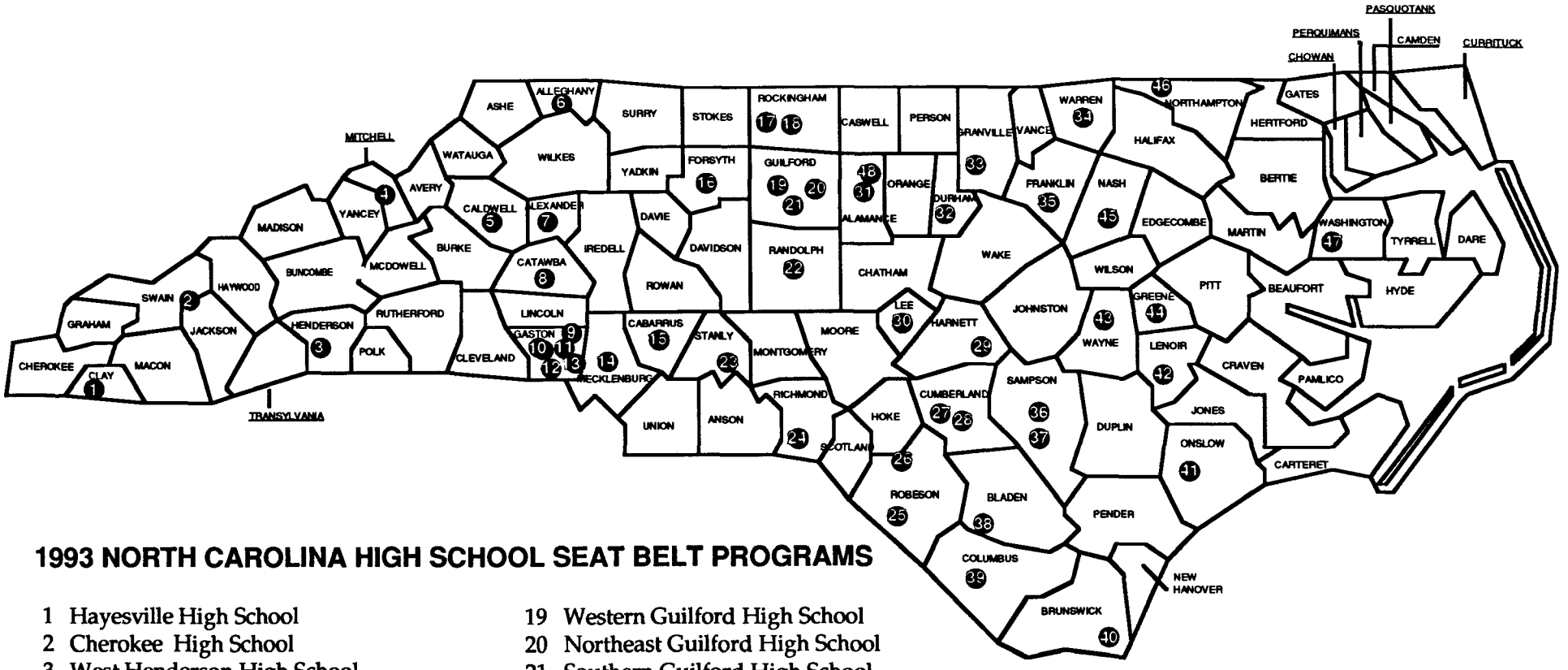
A set of three high school seat belt posters, produced through a separate NHTSA-sponsored seat belt project, also were distributed. Samples of the workshop materials are contained in Appendix B; the application forms and instructions in Appendix C; and the survey forms and instructions in Appendix D.

SELECTION PROCESS

The deadline for proposal applications was February 19, 1993 with award notifications mailed by March 1, 1993. A total of 49 schools submitted applications. Each was examined by two reviewers who commented on program activities and data collection plan, noted innovative ideas and offered suggestions to strengthen proposals. We felt the review process was important. It showed the students that their applications were carefully considered, that project sponsors were interested in their ideas and provided constructive and positive feedback and encouragement.

These comments were sent to the schools with the award notification letters. Also included with the letter was a sample news release for the school to use to obtain local publicity for the project. This worked quite well with many schools submitting copies of news stories. Appendix E contains the news release form and a sample newspaper article.

All but one of the applicant schools were awarded seat belt project funding. Several of the schools were called and asked to submit additional application pieces that were missing from their original applications. The school that did not receive an award had not submitted any seat belt use data or a program plan, both important



1993 NORTH CAROLINA HIGH SCHOOL SEAT BELT PROGRAMS

1 Hayesville High School
2 Cherokee High School
3 West Henderson High School
4 Mitchell High School
5 South Caldwell High School
6 Alleghany High School
7 Alexander Central High School
8 Maiden High School
9 North Gaston Senior High School
10 Bessemer City Senior High School
11 Ashbrook High School
12 Hunter Huss High School
13 Cramerton Christian Academy
14 Harding University High School
15 A. L. Brown High School
16 Bishop McGuinness High School
17 John Motley Morehead High School
18 Dalton L. McMichael High School
19 Western Guilford High School
20 Northeast Guilford High School
21 Southern Guilford High School
22 Asheboro High School
23 South Stanley High School
24 Richmond Senior High School
25 South Robeson High School
26 Red Springs High School
27 Pine Forest Senior High School
28 Terry Sanford Senior High School
29 Midway High School
30 Lee County Senior High School
31 Southern Alamance High School
32 Southern High School
33 South Granville High School
34 Warren County High School
35 Bunn High School
36 Hobbton High School
37 Union High School
38 Bladenboro High School
39 Whiteville High School
40 South Brunswick High School
41 Richlands High School
42 Arendell Parrot Academy
43 Goldsboro High School
44 Greene Central High School
45 Northern Nash Senior High School
46 Northampton County High School - West
47 Plymouth High School
48 Eastern Alamance High School

Figure 1. North Carolina High School Seat Belt Programs

III. OVERVIEW OF PROGRAMS

LEADERSHIP

The initial mailings to principals, faculty advisors and student body presidents to recruit workshop participants suggested that clubs or other student organizations serve as program coordinators and leaders. Applications and final reports submitted by the participating schools indicated that student government bodies and Students Against Driving Drunk (SADD) groups conducted a majority of the programs.

Student Councils, Senates and other government bodies served as lone organizers for 15 of the programs. SADD groups conducted 10 of the programs. Student Councils and SADD chapters jointly conducted four programs. Student government or a SADD group teamed with another organization to lead seven more programs. All totalled, 36 programs were led, at least in part, by student government groups or SADD chapters.

These groups appear to be a good fit for seat belt programs. Student Councils, for example, are comprised of peer-elected student leaders. Students in SADD groups already have an interest in preventing crash injuries and deaths. These groups can lead by example and with enthusiasm and emotion.

Other lead groups included foreign language clubs, a school newspaper staff, a Beta Club, an Honor Society, an art guild, a computer club, health occupations groups, and student volunteers.

ACTIVITIES

Most of the programs started with some type of special kickoff event. Many schools used assembly programs to introduce their seat belt campaigns. Mock crashes with students serving as injured motorists with local law enforcement and emergency medical personnel participating as narrators and speakers were popular assembly programs. Others included skits of TV talk shows; presentations by medical professionals, car dealers and race car drivers; an outdoor, afternoon-long festival; and personal crash testimonies by students.

Some schools used their program kickoffs as opportunities to debut safety-belt-related videos produced by the students. In many cases, these videos were shown repeatedly on the schools' closed-circuit TV systems during the programs. A number of schools used campaign slogan and logo contests to spark student interest and involvement. The winners were announced and the slogans and logos unveiled during kickoff assemblies. One assembly program included an appearance and talk by the reigning Miss North Carolina.

Kickoff assembly day often coincided with the first day of incentive activities. HSRC staff stressed during the workshops that the programs should reward and

reinforce seat belt use with positive actions. Most schools accomplished this by giving small incentives or prizes to belted students as they entered or exited school parking lots. Incentives included candy, soft drinks, T-shirts, note pads, stadium cups, fast food coupons, key rings, frisbees, buttons, and beach items.

Some programs also entered the names of belted students in drawings for larger grand prizes: prom packages including limousine service and dinner, gift certificates, movie passes, beach towels, caps, tennis racquets. Other schools kept a record of all students spotted with belts in place. Any student spotted a specified number of times enjoyed a free period and/or a pizza party. A number of programs provided small incentives to students who signed belt-wearing pledges.

Activities other than the kickoff and incentives further demonstrated the creativity of the students. One school erected metal signs and painted parking lot speed bumps with buckle up messages. Several schools generated local and county media coverage (TV, radio and newspaper). Some expanded their programs giving presentations at elementary and middle schools and placing posters around their communities. Other programs fostered competition between the different grades by posting updated belt use rates each week. At many of the schools, each program day concluded with a seat belt fact/statistic given with intercom announcements. Program activities took place during halftimes of basketball games and in every class period as students seen unbelted in their cars were singled out by being belted to their desks. Students handed out fliers, tied ribbons to vehicle antennas, and gave out "funeral parlor coupons" to their classmates not using belts.

In the programs coordinated by SADD groups, many activities combined seat belt and alcohol messages. One school's program ran concurrently with its Prom Promise promotion. The belt program reached its peak the day of the prom. Other SADD/seat belt activities included "Ghost Out" days, tombstones placed in school courtyards, and combination slogans. Another activity reported as successful involved fifth graders writing letters to students who would be attending high school proms asking them to wear their seat belts and not to drink. A brief summary of each school's program and activities can be found in Table 1.

Each school that submitted a completed report by October 1 received a certificate of commendation signed by Governor James B. Hunt, Jr. The certificate acknowledged the school's efforts to save lives and reduce injuries on North Carolina highways. A news release was distributed in coordination with the mailing of the certificates. Principals were encouraged to present these awards during assembly programs or gatherings of the student body.

Table 1. High School Program Summaries

School	City	County	Number Enrolled	Public/ Non-public	Grades	Lead Student Group	Percent of Belt Use		
							Baseline	High	Final
A.L. Brown HS	Kannapolis	Cabarrus	1057	Public	9-12	Student Council	60		
Pending report.									
Alexander Central	Taylorsville	Alexander	898	Public	9-12	Student Council	56	82	78
Kickoff used mock crash with Alexander County Sheriff's Department, EMS, and Taylorsville Fire Department participating. Mock crash compared injuries of belted and unbelted crash victims. Incentives used included candy and pencils reading "Risk It and Regret It."									
Alleghany HS	Sparta	Alleghany	400	Public	9-12	Student Senate	45		
Kickoff event with local law enforcement and wrecked car. Produced seat belt video segments shown on school TV. Program information taken to elementary schools. Also used lifesavers candy incentives. Final survey rates not available.									
Arendell Parrott Academy	Kinston	Lenoir	550	Non-Public	K-12	SADD	73	92	92
Painted all parking lot speed bumps with buckle up messages. Erected metal highway signs saying, "SADD reminds you a seat belt may save your life" and "SADD says Get a Grip, Buckle Up." "Don't be an April Fool, Buckle Up" day—seat belt information tables throughout school; T-shirts for order. School wide media blitz day—posters, mannequins, bulletin boards, and PSA's on intercom. Radio station live remote broadcast (WELS). Students talked on air about seat belts and encouraged use.									
Ashbrook HS	Gastonia	Gaston	1300	Public	9-12	Student Council	59	85	74
Program used closed circuit TV announcements. Performed egg crash demonstration on live TV. Used lifeguard stands as a primary part of their incentive activities. Incentives included candy, soft drinks and stadium cups. A student belt wearer and crash survivor was interviewed on school TV. Note pads with "Buckle Up Ashbrook" were printed and placed on every vehicle in school parking lots. Posted weekly survey results on central bulletin board. Used pledge cards and gave incentives to those signing up. Received recognition from county administration and local media.									

Table 1. High School Program Summaries (continued)

School	City	County	Number Enrolled	Public/ Non-public	Grades	Lead Student Group	Percent of Belt Use		
							Baseline	High	Final
Asheboro HS	Asheboro	Randolph	950	Public	9-12	Student Council, SADD	66	85	84
Kickoff activity was AHS's own version of the Oprah Winfrey show. Guests were seat belt experts as well as students playing certain stereotypes—Prom Queen, Jock Athlete, Science Nerd, Cheerleader, etc. Students planted in audience asked questions. This was followed by police officer speech and HSRC/GHSP video. Remainder of program relied mainly on incentive activities. Closing activity coincided with AHS annual field day. Program purchased large sheet cakes with "Buckle Up and Wish Yourself Another Happy Birthday!" written on them.									
Bessemer City HS	Bessemer City	Gaston	465	Public	9-12	Computer Club, Student Council	49	80	80
Highway patrol and local police participated in opening assembly. Law enforcement also took part in belt use surveys. Purchased seat belt message road signs, and constructed special stands for student observers.									
Bishop McGuinness HS	Winston-Salem	Forsyth	280	Non-Public	9-12	Student Council	87	98	97
Program included law enforcement involvement. Placed posters on central bulletin boards throughout program. Used weekly prize drawings from names of students recorded as belted. Prizes included record store gift certificates, movie passes, fast food coupons. Articles about program appeared in multiple newspapers including the *Catholic News and Herald.*									
Bladenboro HS	Bladenboro	Bladen	529	Public	9-12	Student Government, SADD	56	87	82
Used candy and key rings as incentives. Many activities were conducted during prom week—guest speakers and tie-ins to anti-drinking and driving activities. Art contest used to create program logo.									
Bunn HS	Bunn	Franklin	755	Public	9-12	Clubs: Science; Latin Honors Society; French; Spanish; Peer Helping; Art Honors Society; Carpentry	57	97	78
ER nurse and professional race car driver spoke at program kickoff assembly. All foreign language clubs made posters promoting belts in different languages. Program used a mock crash activity with participation from local fire and rescue departments. Students erected a buckle up sign at parking lot entrance/exit, and placed HSRC/GHSP posters in local business and stores. Incentives included T-shirts, candy and materials needed for a seat belt pinata burst.									

Table 1. High School Program Summaries (continued)

School	City	County	Number Enrolled	Public/ Non-public	Grades	Lead Student Group	Percent of Belt Use		
							Baseline	High	Final
Cherokee HS	Cherokee	Swain	280	Non-Public	9-12	SADD	48	73	61
Performed egg car crash during basketball game half time. After game, students were asked to sign belt-wearing pledge cards. Used Vince and Larry to do programs at Cherokee Middle School. Also placed flyers on school parking lot vehicles that said "Don't be a turkey... Buckle Up!" Drawings for T-shirts were held. Students seen with belts in place were eligible.									
Cramerton Christian Academy	Cramerton	Gaston	140	Non-Public	7-12	Beta Club, Student Government	62	88	75
Used pledge cards to encourage belt use and make students eligible for prizes—pizza party, beach towels, T-shirts, baseball caps, tennis racquets. Used Vince and Larry and HSRC posters to further encourage belt use. Kickoff assembly included local police officers, personal accident accounts and EMS personnel.									
Dalton L. McMichael HS	Mayodan	Rockingham	938	Public	9-12	SADD	74	82	76
Advisor retired—no report available. School conducted incentive program.									
Eastern Alamance	Mebane	Alamance	651	Public	9-12	Student Council	50	77	
Advisor retired—no report available.									
Goldsboro HS	Goldsboro	Wayne	1110	Public	9-12	SADD	48	73	65
Program relied mainly on incentive activities. Prizes included key chains, stadium cups, and blow pop suckers. Informed community of program by detailing in the GHS column in the *Goldsboro News-Argus*.									
Greene Central HS	Snow Hill	Greene	750	Public	9-12	Student Government	42	86	86
Encouraged students to sign pledge cards, those who did received blow pops, those who did not got Dum-Dum suckers. Made intercom announcements using seat belt and crash statistics. During prom week tied many activities in with Prom Promise events. Expressed seat belt and drinking driving concerns jointly.									

Table 1. High School Program Summaries (continued)

School	City	County	Number Enrolled	Public/ Non-public	Grades	Lead Student Group	Percent of Belt Use		
							Baseline	High	Final
Harding University HS	Charlotte	Mecklenburg	950	Public	9-12	SADD, ROTC	47	70	70
Outdoor kickoff included Saturn dealer discussing seat belts and air bags and a race car of Winston Cup driver Jeff Gordon. Safety belt videos were shown over school's closed circuit television. Vince and Larry made periodic visits. Incentives were used including frisbees, stickers and chances for a grand prize drawing.									
Hayesville HS	Hayesville	Clay	370	Public	9-12	SADD, Health Occupations	47	63	63
Elaborate kickoff—poster contest winners announced followed by a surprise mock crash with EMS and Highway Patrol participating. At end of kickoff day SADD members gave litter bags containing candy, T-shirts, bumper stickers and pamphlets to belted students. A student dressed as the Grim Reaper gave unbelted students funeral parlor coupons. Dramatic crash story occurred day after kickoff. Two high school students walked away from a crash. Both had just started wearing their seat belts after the kickoff.									
Hobbton HS	Newton Grove	Sampson	480	Public	9-12	Student Government	50	65	65
School-wide slogan and logo contest—winners received $25; announced at kickoff assembly. Winning slogan: "Buckle Up Before Someone Else Has To Do It For You." Slogan and logo used on T-shirts. During one survey, names of all belted students were recorded and entered into drawing for $40 gift certificate. Produced commercials for in-school closed-circuit TV system. Used Vince and Larry costumes to promote seat belts around town of Newton Grove.									
Hunter Huss HS	Gastonia	Gaston	1200	Public	9-12	Art Guild	38	77	77
Art guild made buttons— "Don't Press Your Luck. Buckle Up." Used small incentives and periodic drawings. Made intercom belt safety announcements. Art classes produced video program shown on school's TV system.									
John Motley Morehead HS	Eden	Rockingham	1100	Public	9-12	Student Council	71	82	82
Student council produced video focussing on seat belts and the need to buckle up. Video was shown on school's TV system. Student body president concluded each day's announcements with a seat belt fact/stat. Program also used theme weeks for incentive distribution—1) "Don't be a Dum Dum, Wear Your Seat Belt" week; belted students received suckers. 2) "I Scream—Wear Your Seat Belt"; belted students received ice cream coupons. Student newspaper ran several ads and feature articles about the program. Also tied ribbons to every vehicle's antenna as a reminder to buckle up.									

Table 1. High School Program Summaries (continued)

School	City	County	Number Enrolled	Public/ Non-public	Grades	Lead Student Group	Percent of Belt Use		
							Baseline	High	Final
Lee County Senior HS	Sanford	Lee	1800	Public	9-12	SADD, Student Volunteers	61	76	76
Used contests to promote program. English department conducted a slogan contest, art department did the same with logo contest. T-shirts were printed with slogan and logo. Program attracted media attention. The *Sanford Herald*, WWGP/WFJA radio station, and WBF-TV 46 covered kickoff activities. School's TV station, WLCH, did news stories and interviewed student crash survivors who credited seat belts for saving their lives. Interviews were shown during morning announcements. Program also developed and printed an attractive seat belt information brochure.									
Maiden HS	Maiden	Catawba	435	Public	9-12	Student Council	29	79	64
Innovative kickoff activity—afternoon-long seat belt festival. Clubs sponsored booths at festival. Each club offered an activity with a seat belt theme. Beforehand EMS professionals spoke to students during kickoff assembly. Students signed pledge cards and heard seat belt facts as part of each day's announcements. Had periodic chair-belted days. On these days, a student spotted unbelted as he or she arrived in the morning would face the good natured humiliation of being belted to a desk in each class. Program received local and county newspaper coverage.									
Midway HS	Dunn	Harnett	500	Public	9-12	Student Government	50	94	94
Program began with an assembly program sponsored by the Student Government Association. Most of remaining activities focused on incentive events. State Trooper spoke during another program assembly and left a lasting impression on student body.									
Mitchell HS	Bakersville	Mitchell	635	Public	9-12	SADD, Drama, Chorus	46	78	78
Program opened with pledge card signing. Assembly included skit by drama club and special music by chorus—included seat belt and SADD themes and messages. Majority of activities were conducted jointly with SADD events—tombstones and ghost-out day. Incentives such as candy and T-shirts were also used.									
North Gaston HS	Dallas	Gaston	900+	Public	10-12	School newspaper staff	63	81	81
Incentive program—if belted in three surveys, invited to attend pizza party with door prizes. Daily morning seat belt announcements. Written seat belt survey through english classes. Seat belt awareness week in conjunction with Prom Promise. Wrecked car display. Articles in school newspaper.									

Table 1. High School Program Summaries (continued)

School	City	County	Number Enrolled	Public/ Non-public	Grades	Lead Student Group	Percent of Belt Use		
							Baseline	High	Final
Northampton County HS	Gaston	Northampton	420	Public	9-12	Student Government Assoc.	35		
Pending report.									
Northeast Guilford Senior HS	McLeansville	Guilford	963	Public	9-12	SADD	86		
Pending report.									
Northern Nash Senior HS	Rocky Mount	Nash	1400	Public	10-12	SADD	59	71	69
Logo design contest with theme, "Knights, Armor Yourselves—Buckle Up!" Incentive program with gold paper shields redeemable for candy and other prizes. Newspaper article.									
Pine Forest Senior HS	Fayetteville	Cumberland	1578	Public	10-12	National Honor Society, Forensic/Debate Team, Trojans for Christ, Driver's Education Instructors	74	88	82
Kickoff event and incentive program including candy and T-shirts. Provided classroom posters.									
Plymouth HS	Plymouth	Washington	826	Public	9-12	SADD	54	59	59
Kickoff event with Vince and Larry giving buckled students bubble gum prizes with theme "Buckle Up—Don't Blow Your Life." Creative programs for elementary schools included visits by Vince and Larry, Buckle Bear, and SADD members who awarded prizes for contests (K, 1&2 coloring contest; 3&4 poetry contest). Sang seat belt songs, distributed "Luv Pops" with slogan "Love Yourself—Wear Your Seat Belt" and Air Heads candy with slogan "Don't be an Air Head—Buckle Up". Seat Belt badges distributed in conjunction with Prom Promise. Random drawings for candy bars. Presentation to county employees banquet highlighting seat belt project.									

Table 1. High School Program Summaries (continued)

School	City	County	Number Enrolled	Public/ Non-public	Grades	Lead Student Group	Percent of Belt Use		
							Baseline	High	Final
Red Springs HS	Red Springs	Robeson	650	Public	9-12	Natural Helpers	23	67	67
Kickoff assembly with highway patrol. Incentive program with theme "Tell the World to Buckle Up." Prizes included globe, yo-yo's, world key chains, pencils, cups, sunglasses, and sunglass cords. Information at prom. Seat belt trivia in daily announcements. Poster contest.									
Richlands HS	Richlands	Onslow	547	Public	9-12	SADD	14	95	73
Posters distributed around school; program to 5th graders. Messages on in-house video daily. Incentive program included pencils, stickers, tote bags, candy, and T-shirts. Literature distributed in front of supermarket.									
Richmond Senior HS	Rockingham	Richmond	1617	Public	10-12	SADD, Drama Club, Student Government	26		
Pending report.									
South Brunswick HS	Southport	Brunswick	890	Public	9-12	Anchor Club	47	75	75
Posters provided by HSRC/GHSP hung around school, incentive program in which belted students received McDonald's coupons for free hamburger. Poster contest with posters hung in area businesses. Newspaper articles. Vince and Larry roamed school for a day going in classrooms, cafeteria, handing out seat belt materials. Final push included presenting belted students with "I Passed the Belt Test" license with one dollar bill attached. Video on school TV station.									
South Caldwell HS	Hudson	Caldwell	1232	Public	9-12	SADD, HOSA (a health occupations club)	57	82	62
Assembly program with Vince and Larry, highway patrol, EMS, and student testimonials. Incentive program using candy and T-shirts. Competition between students and faculty and with rival school. Developed billboard.									
South Granville	Creedmore	Granville	680	Public	9-12	Prom Promise, Student Council	40	71	71
Assembly kickoff with mock crash and highway patrol, EMS, and Vince and Larry. Incentive program using Lifesavers candy and Dum Dums. At end of program, school had birthday party with theme "Stay alive and make it to our next birthday". Served pizza and cake.									

Table 1. High School Program Summaries (continued)

School	City	County	Number Enrolled	Public/ Non-public	Grades	Lead Student Group	Percent of Belt Use		
							Baseline	High	Final
South Robeson HS	Rowland	Robeson	670	Public	9-12	Natural Helpers	33	91	91
Poster contest for elementary school. Kickoff assembly with highway patrolman shared with area elementary schools. Rescue squad presentations during lunch periods. Week long grand finale during prom week with wrecked car display. Incentive prizes including cups, key chains, and candy.									
South Stanly HS	Norwood	Stanly	630	Public	7-12	Student Council	64	95	94
Program began with "Awareness Week" one week before prom. Seat belts promoted along with stay-in-school and drug and alcohol abuse messages. Incentives included beach packages with tanning products, sunglasses, etc. Also used as incentives were candy (Lifesavers and Dum Dums), fast food coupons, Pepsi products, orange juice and doughnuts. Used Prom Promise day to pitch seat belts.									
Southern Alamance HS	Graham	Alamance	850	Public	9-12	Key Club, Student Body	54	85	85
Pending report.									
Southern Guilford HS	Greensboro	Guilford	750	Public	9-12	SADD	63	74	74
Used "Lifeguard on Duty" program. Posters placed in the school and announcements were made with school news. *Greensboro News and Record* covered the program. Seventeen *different* incentives including many beach items, prom picture package, limo service and dinner for two, and two make-overs from hair salon.									
Southern HS	Durham	Durham	1200	Public	9-12	Student Council, DARE, SADD, SASI	93	98	98
Kickoff assembly included local college basketball stars in an actual tip-off followed by guest speaker. Used "reverse DARE"—5th grade students wrote letters to students who purchased prom tickets encouraging them to have fun and be safe. (Organizers insured that all 5th graders received a return letter from a high school student). Prizes included posters, small TV, and $150 toward tuxedo rental.									

Table 1. High School Program Summaries (continued)

School	City	County	Number Enrolled	Public/ Non-public	Grades	Lead Student Group	Percent of Belt Use		
							Baseline	High	Final
Terry Sanford Senior HS	Fayetteville	Cumberland	900	Public	10-12	Student Council, SADD	79	92	92
Kickoff assembly included highway patrol, address by student body president, and personal testimony of a student who was saved by the belt. Special events were a giant seat belt in front of the school and the wrecked car of saved-by-the-belt student. Included faculty and staff in prize drawings and incentives and students who rode busses by allowing them to enter a drawing if they picked up and **kept** seat belt literature with a sequence number on it. This reduced the amount of trash tremendously. Articles about the program appeared in a Fayetteville paper and the school paper.									
Union HS	Clinton	Sampson	480	Public	9-12	Student Government Assoc.	40	76	74
Kickoff assembly with an emergency medical technician, an emergency room nurse, and a highway patrol trooper. Drawing for prizes—person picked had to answer correctly questions taken from the speakers. Article about the program appeared in the local paper. Posters placed in halls prom week. Incentives included drink coupons and frisbees.									
Warren County HS	Warrenton	Warren	1000	Public	9-12	SADD, Face It	61	71	65
Created videos, toy-size seat belt demonstrations, and made presentations to middle and elementary schools. Kickoff assembly program. Incentives included printed key rings and pens with school name and message "Get it Together—Buckle Up!" and held drawings for donated prizes. Full page of articles in school newspaper.									
West Henderson HS	Hendersonville	Henderson	750	Public	10-12	Student Council	53	77	77
Began program by announcing first survey results, along with seat belt information, the program plan for the following weeks, and prize winners (students spotted wearing seat belts in first survey were put in a random drawing). Bulletin board listed names of prize winners and held a "Honk if you're wearing your seat belt" day. Incentives for belted students included coupons for gas, pizza, videos, car wash, and actual one dollar bills.									
Western Guilford HS	Greensboro	Guilford	825	Public	9-12	Student Council, SADD	67	88	88
Kickoff assembly with mock seat belts on chairs and a "Miss Seat Belt" contest with a womanless beauty pageant concept. "Finalists" had to answer questions about seat belts. Showed video, had guest speakers, and had lunch with Vince and Larry. Incentives included cash awards and buttons with "Get Belted" logo.									

Table 1. High School Program Summaries (continued)

School	City	County	Number Enrolled	Public/ Non-public	Grades	Lead Student Group	Percent of Belt Use		
							Baseline	High	Final
Whiteville HS	Whiteville	Columbus	750	Public	9-12	SADD, Jr/Sr Steering Committee	46	76	76
Kickoff assembly included Miss North Carolina followed by a luncheon and autograph session where students were encouraged to wear seat belts and avoid substance abuse. Poster, slogan, and door decorating contests begun same day—winners awarded cash prizes and T-shirts. School's TV used to promote belt use and radio spots aired on local stations.									

COMMENTS OF PARTICIPANTS

One section of the final report form asked the schools to give their impressions of what worked and what didn't. Students provided recommendations for future programs and pitfalls to avoid. Comments from the schools were overwhelmingly positive. Most stated that the programs were beneficial and a good experience for the students. Many teachers expressed feelings that the programs will prevent crash injuries and deaths. Negative comments usually related to a lack of time due to the many other ongoing activities at schools during the spring months. Specific recommendations include:

- Have as many students as possible participate. Although it is a lot of fun, it also is a lot of work.
- Start planning activities and ordering incentives as early as possible. (Many schools had lots of good ideas but they ran out of time to do them all.)
- Using seat belt trivia statements over the public address system were popular.
- Outside funding sources allow you to do special things like grand prizes, which were very popular.
- Have spectacular kickoff events and get local media coverage.
- Get teachers to buckle up too.
- Working with elementary school children can be fun and rewarding.
- Giving out incentive prizes, staging mock crashes, using Vince and Larry costumes, and displaying wrecked cars were popular events.
- Plan an activity for fall when students return so they won't forget about the program.
- Have elementary school students write letters to prom attendants asking them to buckle up and not drink and drive.
- Getting a celebrity, like Miss North Carolina or a race car driver, was cool.
- Take belt use surveys in the morning because students won't be able to buckle up just because they saw you.
- Don't forget to put dates on survey forms. Otherwise, if they get scrambled you have no idea when some of them were done.
- Don't do surveys on the same days as incentives are given out because the results can be unreliable.

IV. RESULTS

METHODOLOGY

High schools were required to conduct observational seat belt surveys in order to document program effects. During the workshops, attendants were given instructions on how to conduct the surveys. Safety of observers and quality of data were emphasized and students were provided observation and summary forms (Appendix D). Data collection variables included race (white, black, other), sex (male, female), seating position (driver, right front passenger), and two vehicle categories (cars and mini vans; pickups, vans and utility vehicles).

The data submitted by the schools should be interpreted with some caution for several reasons. First, it should be pointed out that students attending the workshops were instructed on how to conduct the surveys and they were responsible for training the data collection teams at their school. Ideally, data collection teams would have been trained and evaluated by HSRC staff before conducting the surveys. Unfortunately, this level of attention was well beyond the scope of the project. Secondly, schools were allowed to decide when, where, how often, and how long surveys were conducted. They were told to collect baseline data (submitted with their proposal) and to monitor use rates during the program. Whether they conducted the survey in the morning or afternoon was their decision and certainly had an impact on use rates. For example, an afternoon survey could be contaminated by students being prompted to buckle up by noticing the observer as they approach their vehicles. Morning surveys observe motorists as they reach their destination and motorists have less opportunity to change their belt wearing status. Third, some schools collected belt data only on student drivers and passengers while other schools also collected data on student passengers arriving at school with an adult. At least one school also included data on faculty and staff belt use.

Given these caveats, it should be noted that there are indicators that suggest this data is representative of North Carolina high school students. The baseline belt-wearing rates reported by the schools were consistent with findings from national surveys which have indicated that high school wearing rates lag behind that of the general driving public. The relationship of use rates of subcategories of motorists (e.g., males versus females) were compatible with the findings of statewide belt use studies conducted with professional observers.

Schools were given the freedom to coordinate their own data collection activities for several reasons. Each school had to be given some flexibility in planning their program activities around other school functions and holidays. Also, program coordinators did not anticipate a high level of commitment to conducting the surveys. The primary purpose of the surveys was to give the students feedback on program progress, not to provide reliable data for analysis. Forty-two schools reported baseline, high, and final use rates, either in the text of their final report or

on survey summary sheets. However, because so many schools included survey summary forms in their final reports (26), these data were examined and are presented here with comparisons between selected variables.

Baseline data were collected before the program began at each school and all 48 schools provided baseline data. Final data were collected at the end of the program. Data considered "high" represented the school's highest use rate. However, in 13 schools, the final rate was the also the highest. In these cases, a designation of "high and final" was used to distinguish schools with upward progress to program end from those schools that reached a peak at some point during the program and tapered off by program end. Table 2 provides a summary of the types of data available for analysis.

Table 2. Data Availability (N=48)

Data Available for Analysis	Number of Schools Reporting
No summary sheets available	22
Baseline only - no report available	6
Baseline, high, and final*	16
*Summary sheets available***	26
Baseline, high, and final (high > final)	13
Baseline, high, and final (high = final)	13

* These schools indicated belt use rates in the text of their final report.

** These schools submitted belt use summary sheets with their final report.

OVERALL RESULTS

As illustrated in Table 3, all 42 schools submitting a final report increased belt use. For the 48 schools reporting baseline survey results, baseline use rates ranged from 14 to 93 percent averaging 55 percent overall. Statewide seat belt use at the time of the programs was approximately 65 percent. Only 10 schools reported belt use at or above the statewide average in their baseline data. Use rate increases among the 42 reporting schools ranged from 2 to 59 percentage points with an average increase of 20 percentage points. Seven schools finished with belt use rates greater than 90 percent. Five schools realized increases of 40 percentage points or more.

Table 3. Baseline, High and Final Seat Belt Use by High School (N=48)

School Name	Baseline	High	Final	Percentage Point Increase (final vs baseline)
A.L. Brown HS	60	N/A	N/A	N/A
Alexander Central	56	82	78	22
Alleghany HS	45	N/A	N/A	N/A
Arendell Parrott Academy	73	92	92	19
Ashbrook HS	59	85	74	15
Asheboro HS	66	85	84	18
Bessemer City HS	49	80	80	31
Bishop McGuinness HS	87	98	97	10
Bladenboro HS	56	87	82	26
Bunn HS	57	97	78	21
Cherokee HS	48	73	61	13
Cramerton Christian Academy	62	88	75	13
Dalton L. McMichael HS	74	82	76	2
Eastern Alamance	50	77	N/A	N/A
Goldsboro HS	48	73	65	17
Greene Central HS	42	86	86	44
Harding University HS	47	70	70	23
Hayesville HS	47	63	63	16
Hobbton HS	50	65	65	15
Hunter Huss HS	38	77	77	39
John Motley Morehead HS	71	82	82	11
Lee County Senior HS	61	76	76	15
Maiden HS	29	79	64	35
Midway HS	50	94	94	44
Mitchell HS	46	78	78	32
North Gaston HS	63	81	81	18
Northampton County HS	35	N/A	N/A	N/A
Northeast Guilford Sr HS	86	N/A	N/A	N/A
Northern Nash Senior HS	59	71	69	10
Pine Forest Senior HS	74	88	82	8
Plymouth HS	54	59	59	5

School Name	Baseline	High	Final	Percentage Point Increase
Red Springs HS	23	67	67	44
Richlands HS	14	95	73	59
Richmond Senior HS	26	N/A	N/A	N/A
South Brunswick HS	47	75	75	28
South Caldwell HS	57	82	62	5
South Granville	40	71	71	31
South Robeson HS	33	91	91	58
South Stanly HS	64	95	94	30
Southern Alamance HS	54	85	85	31
Southern Guilford HS	63	74	74	11
Southern HS	93	98	98	5
Terry Sanford Senior HS	79	92	92	13
Union HS	40	76	74	34
Warren County HS	61	71	65	4
West Henderson HS	53	77	77	24
Western Guilford HS	67	88	88	21
Whiteville HS	46	76	76	30

Figure 2 shows the data in Table 3 sorted and graphed by baseline and final usage rates. It is interesting to note that although eight schools began their programs with use rates at or below 40 percent, half of these schools had final use rates of more than 70 pecent. (One school started at 33 percent and reached 91 percent.) A similar pattern was observed in a recent study of seat belt enforcement programs in three North Carolina communities. A site with baseline belt use rate at 43 percent reached the same program belt use rate (around 80 percent) as the two sites that started the program with belt use in the 65 to 70 percent range (Hall et al., 1993).

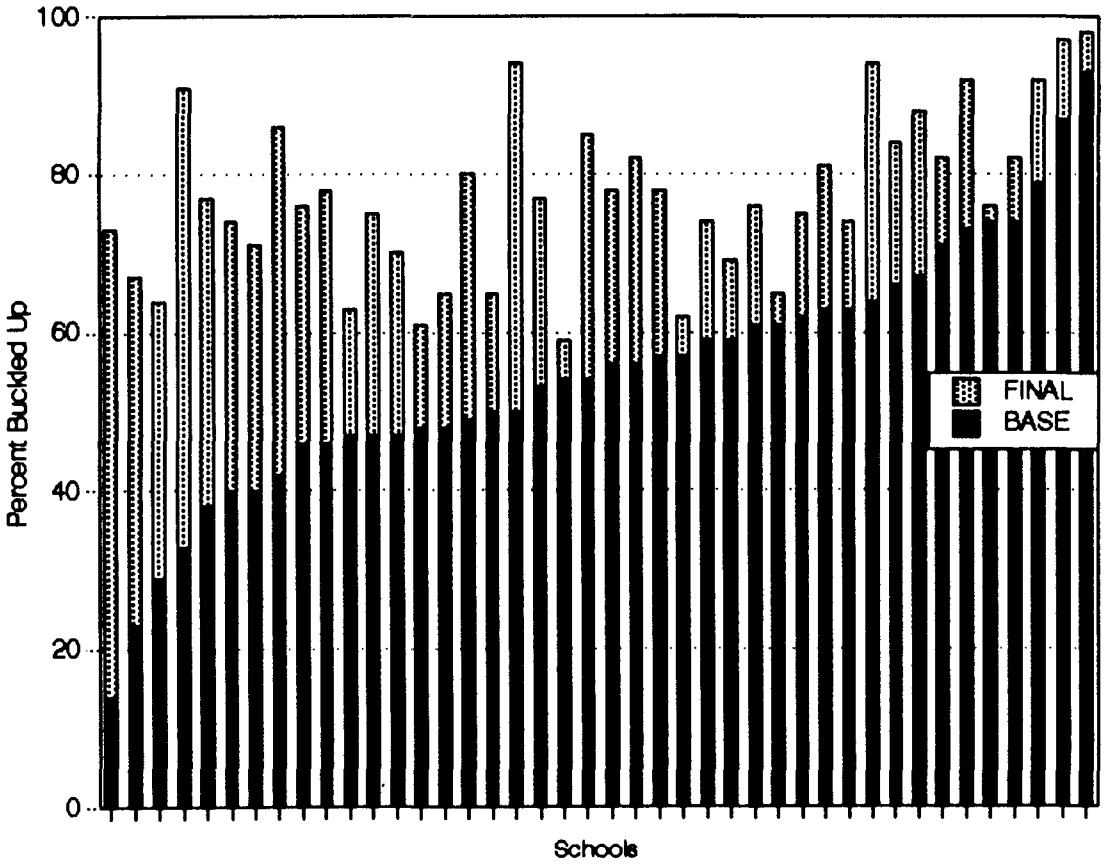


Figure 2. Baseline Versus Final Belt Use for the 42 Reporting High Schools

BELT USE CHARACTERISTICS OF TEENAGE MOTORISTS

Baseline Survey Results

It is difficult for traditional seat belt data collecting procedures (vehicle occupants observed from the roadside) to accurately capture the age of occupant except for broad categories such as under 25 years of age. For this reason, data specifically on teenage belt use usually is not readily available for close examination. The baseline data from the 48 schools participating in the program represent a broad spectrum of North Carolina high schools and can give a reasonable snapshot of belt use among this age group. Table 4 presents the belt-wearing characteristics of 10,938 students observed prior to any program exposure.

The belt-wearing rate for high school students was lower than the rate observed for the general driving public through statewide surveys (55 versus 65 percent,

respectively). However, belt-wearing patterns closely followed the findings of adult observational use rate surveys. Occupants of cars and mini vans buckled up more frequently than drivers of pickup trucks, full size vans and utility vehicles (56 versus 42 percent, respectively). The belt-wearing rate for females (60 percent) was 11 percentage points higher than that for males (49 percent). Drivers were more likely to buckle up than passengers (58 versus 49 percent, respectively). No noticeable differences were seen between black and white drivers. The category defined as other posted slightly lower belt use; however, the total number observed was small.

Table 4. Baseline Use Rates by Selected Variables
Forty Eight Schools, N=10,934

	Variable	Percent Restrained	Total Observed
Vehicle Type	Cars, mini vans	56	9437
	Pickups, vans, utility vehicles	42	1501
Sex	Males	49	5517
	Females	60	5421
Seating Position	Drivers	58	6922
	Passengers	49	4016
Race	White	55	9103
	Black	53	1616
	Other	47	219
Total		55	10938

Peak Program Survey Results

Twenty six schools submitted summary sheets for a period when belt use reached a program high. Belt use increased from the baseline across all categories and the relationship between groups remained. As shown in Table 5, the categories of drivers of cars and minivans; females; and drivers remained about 10 pecentage points ahead of drivers of pickup trucks; males; and passengers, respectively. Again there were no differences by race.

Table 5. High Use Rates by Selected Variables
Twenty Six Schools Reporting , N=6880

Variable	Percent Restrained	Total Observed
Cars, mini vans	84	6048
Pickups, vans, utility vehicles	72	834
Males	78	3461
Females	87	3421
Drivers	85	4632
Passengers	76	2250
White	83	5618
Black	83	1022
Other	74	242
Total	82	6880

Final Survey Results

Final use rates from 26 schools are summarized in Table 6. It should be noted that the final and the high as final data groups are likely to be better measures of program performance since high measures alone were very susceptible to specific program activities. Again, the ten percentage point differences between cars and pickup trucks, males and females, and drivers and passengers remained.

In an effort to identify groups of students that responded to the program but dropped their belt use by program end, the 13 schools reporting baseline, high, and final (where final was lower than high), were examined separately. Overall, these 13 schools increased from 60 percent baseline to 85 percent high, dropping to a final use rate of 79 percent. In all but one variable breakdown, about 6 percentage points were lost at program end. The "other" race variable began at 52 percent, increased to 92 percent, and dropped to 70 percent. However, given the small sample associated with these figures, these rates are especially susceptible to chance fluctuation (N=82, 39, and 90 respectively).

Table 6. Final Use Rates by Selected Variables Twenty Six Schools Reporting, (N=7010)

Variable	Percent Restrained	Total Observed
Cars, mini vans	81	6174
Pickups, vans, utility vehicles	71	839
Males	75	3536
Females	85	3477
Drivers	83	4594
Passengers	75	2419
White	80	5638
Black	81	1082
Other	71	293
Total	80	7010

In summary, it appears that the programs were effective in increasing belt use among all categories of high school drivers and right front passengers. The groups that recorded the highest belt-wearing rates at the beginning of the programs—drivers of cars and mini vans, females and drivers in general (as compared to right front passengers)—continued to do so during any program highs and at program end. When belt use peaked and then tapered off, a decrease in use was observed among all categories.

V. CONCLUSIONS AND RECOMMENDATIONS

The findings of this report indicate that the concept of recruiting student groups to apply for small grants to conduct seat belt programs at their high schools can be effective in increasing belt use among teenage motorists.

All of the 42 schools that submitted final reports increased belt use during the project period. The initial reported belt-wearing rates averaged 55 percent. The average reported rate increased to 77 percent by program end. Seven schools finished with belt use rates greater than 90 percent. Five schools realized increases of 40 percentage points or more.

Small amounts of money ($500 maximum awards) were able to generate much activity and leverage substantial additional resources. Approximately $24,000 were distributed to 48 schools. These programs reached nearly 40,000 high school students. This number does not include the exposure resulting from the numerous activities that were directed at middle/elementary school students and the communities and the coverage given to these activities by the local media.

A section in the final report form asked participants to critically comment on the program. Both students and advisors indicated that the programs were beneficial and good experiences. The few negative comments expressed frustration at a lack of time to do everything that was planned.

Based on the evaluation of this project, recommendations for future programs conducted through high school settings include:

Design recruitment/training workshops to enhance attendance. In North Carolina that meant conducting five workshops at locations spread throughout the state so that no school would be required to travel more than two hours to attend. The workshops started late morning to allow the students and advisors to be able to check in at school first and concluded early enough to allow participants to return to campus by the end of the school day.

Use multiple mailing lists to recruit diverse school groups. Do not rely solely on the principal to route the information to the best candidates. They are busy people, and the information may fall through the cracks. Mailings to the faculty advisors, student body presidents, health coordinators, SADD or other highway safety advocacy groups enhance the likelihood that your message will reach where the interest lies. Groups not traditionally involved with highway safety may self-select themselves for this program. Although most programs were conducted by student government associations and SADD groups, programs also were conducted by such diverse groups as a newspaper staff, a computer club, and a coalition of foreign language clubs.

The workshops are an opportunity to provide information and training and to create advocates. Gather many ideas to share with the students. A number of the school program activities were versions of the ideas presented in the workshops. At the same time, stress creativity. Encourage students to use what interests them in forming their activities. The program approaches of a computer club and SADD group may be quite different. The workshops will attract bright students who will become our community leaders, so consider this an opportunity to create lifelong highway safety advocates.

Application package should contain certain essential ingredients. Applications should require baseline belt use survey results, a preliminary itemized budget, a program plan including proposed activities and a letter of endorsement from the principal. These requirements prompt the student groups to give deliberate thought to their program. The support of the principal is critical for the conduct of the program.

Use periodic belt use surveys to serve several important functions. Surveys enable students to gauge the belt-wearing habits of the student body. The data identify low belt use target groups and provide feedback for program leaders and the student body. It also can be used as a measure to support any competitions between class grades or schools.

Encourage schools to seek community support and involvement. Many schools were able to obtain prizes from local merchants, to get media coverage from local newspapers, radio and television stations and to include events for the community. These interactions benefit everyone.

Encourage schools to share programs with their feeder schools. Extending program efforts to younger students was rewarding and successful for several programs. High school groups incorporated middle and elementary school students by presenting skits during assembly programs, conducting poster and poetry contests, and distributing incentives. One high school recruited fifth grade students to write to the high school students who would be attending the spring prom to ask them to buckle up and not drink.

Use incentives and positive reinforcement to reward belt use. Incentives were popular with students. Some programs gave small prizes to belted motorists. Others used a system in which students who had received a series of tokens for being belted were invited to an event such as a pizza party. Still other schools were able to get large items donated for a grand prize drawings. All these approaches were well received.

Target activities to reach low belt use groups. Across the board, high school males had lower belt use than females, pickup truck drivers lower belt use than drivers of cars and passengers buckled up less often than drivers. Programs should include messages that target males and occupants of pickup trucks.

Passengers need to be included in incentive programs. These groups did show improvements during the programs; however their belt use consistently lagged behind the other groups.

Make final reports brief but pithy. Most high school students have limited extra time. The time that they devote to this program is best used on activities to increase belt use. Brief summaries of project activities accompanied by newspaper articles and belt use data can provide a good idea of a school's program concept. It is important to include a section for candid comments on what worked and what didn't and how to improve the program for future efforts.

Clearly, young drivers can benefit greatly from increased seat belt use. Sixteen and 17 year olds have the highest number of crashes per licensed driver, followed by 18-20 year olds, then 21-24 year olds (Stutts et al., 1990). Motor vehicle crashes kill more young people between the ages of 15 and 24 than any other cause of death. Reaching young drivers with the seat belt message is crucial if we are to reduce injuries and deaths among young people. And there is no better time to reach this age group than while they are still in high school. Although this group continues to be the drivers at high risk of crash involvement through their mid-twenties, the high school years is the last time that these young people are a contained target group. After high school, they are assimilated into other groups such as college students and diverse members of the work force, making programs directly targeted at them much more difficult to conduct.

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APPENDIX A: PROGRAM RECRUITMENT MATERIALS

Initial Letter and Advance Notice
Follow-up Mailing:
- Letter and Draft Agenda
- Workshop Locations Map
- Registration Form

Reminder Post Card

THE UNIVERSITY OF NORTH CAROLINA
HIGHWAY SAFETY RESEARCH CENTER

134 1/2 East Franklin Street
Campus Box 3430
Chapel Hill, North Carolina 27599-3430

Telephone (919) 962-2202 FAX (919) 962-8710

December 10, 1992

Dear School Superintendent:

The enclosed flier announces a program to increase seat belt use among high school students that is being conducted by the North Carolina Governor's Highway Safety Program and the University of North Carolina Highway Safety Research Center .

As every high school is painfully aware, automobile crashes are a serious threat to teenage drivers. Young drivers stand the greatest risk of being involved in crashes. Teenagers also suffer more serious and fatal crash injuries. To compound the problem, younger drivers more often fail to buckle their seat belts than any other motorist age group.

The GHSP-HSRC project will establish programs to increase seat belt use in 50 high schools in North Carolina. We are excited about the opportunity to reduce crash injuries and deaths by working with young, spirited people across the state.

A series of workshops will be conducted in late January and early February 1993. High school representatives are invited to attend one of five workshops to be held in Clinton, Elon College, Statesville, Sylva and Williamston. Participants will learn about the project's objectives and how each school can apply for a $500 award to conduct an on-campus program.

From those schools attending the workshops, 50 will be selected to receive $500 awards to purchase incentive prizes and to cover program activity expenses. All activities and incentives will be aimed at persuading more young drivers and passengers to start buckling their seat belts. Each school will be required to monitor, record and report its seat belt use.

Students and administrators will be encouraged to develop their own program ideas, activities and incentives. Schools will have the opportunity to compete for statewide honors and prizes. Innovative and successful concepts will be documented for use by other schools. An ideal situation would be for a number of schools in the same region to conduct programs. This could foster an enjoyable county or regional challenge between the schools.

The individual school programs will run for approximately two months (April-May). Principals, student body presidents, health education coordinators and district superintendents are receiving this flier. More details will be sent to principals and health coordinators in early January.

We hope you will encourage high schools in your system to participate in this program. If you would like more information, please call 800-672-4527 and ask for the High School Seat Belt Program.

Sincerely,

Lauren Marchetti

Lauren Marchetti
Project Director

Enclosure

ADVANCE NOTICE

Opportunities for North Carolina High Schools to Receive Funds to Conduct Seat Belt Incentive Programs

Workshops will be held in late January and early February for students and advisors interested in conducting seat belt incentive programs at their schools.

Fifty North Carolina high schools will be selected to receive cash awards of up to $500 to conduct seat belt programs during April and May 1993. These schools also will have the opportunity to compete for statewide honors and prizes.

Locations and Dates of Workshops:

Sylva, Southwest Technical College ..... January 26, 1993
Statesville, Mitchell Community College ..... January 27, 1993
Elon College, Elon College campus ..... January 29, 1993
Clinton, Clinton/Sampson Civic Center ..... February 2, 1993
Williamston, Martin Community College ..... February 4, 1993

The workshops will run from 10:00am to 1:30pm. Lunch will be provided.

High school principals and district health education coordinators will receive full details by the first week of January. If you have any questions now, please call **1-800-672-4527**, and ask for the **High School Seat Belt Project.**

This project is being conducted by the University of North Carolina Highway Safety Research Center and the North Carolina Governor's Highway Safety Program.

UNC Highway Safety Research Center, 134 1/2 East Franklin Street, Campus Box 3430, Chapel Hill, NC 27599-3430

THE UNIVERSITY OF NORTH CAROLINA
HIGHWAY SAFETY RESEARCH CENTER

134 1/2 East Franklin Street
Campus Box 3430
Chapel Hill, North Carolina 27599-3430

Telephone (919) 962-2202

FAX (919) 962-8710

December 31, 1992

Dear High School Principal:

Enclosed are details about a program to increase seat belt use among high school students. You first received information about this effort in early December. This project is being conducted by the North Carolina Governor's Highway Safety Program and the University of North Carolina Highway Safety Research Center .

As mentioned previously, the GHSP-HSRC project will establish programs to increase seat belt use in 50 high schools in North Carolina. The individual school programs will run for approximately two months (April-May). Two or three students and a faculty representative from interested high schools are invited to attend one of five workshops to be held in Clinton, Elon College, Statesville, Sylva and Williamston in late January and early February 1993. Workshop participants will learn about the project's objectives and how each school can apply for a $500 award to conduct an on-campus program.

An agenda that outlines the activities scheduled for the workshops and maps of how to get to each workshop location are attached along with a registration form. A free lunch will be provided for all who attend the workshops.

Principals and district health education coordinators are receiving this information. Postcards are being sent to student body presidents and student faculty advisors notifying them that this information is available through your offices. Registration forms need to be FAXED (919-962-8710) or mailed to the UNC Highway Safety Research Center at the above address by January 15th.

We hope you will send representatives from your school to participate in one of the workshops. We believe this program is a fun and educational approach to combat the most serious threat to teenagers' lives--highway crashes.

If you would like more information, please call the UNC Highway Safety Research Center at 1-800-672-4527 and ask for the High School Seat Belt Program.

Thank you for your support.

Sincerely,

Lauren Marchetti

Lauren Marchetti
Project Director

Enclosures

NC High School Seat Belt Program Workshops

▲ Locations and Dates

Sylva, Southwest Technical College ..... January 26, 1993
Statesville, Mitchell Community College ..... January 27, 1993
Elon College, Elon College Campus ..... January 29, 1993
Clinton, Clinton/Sampson Civic Center ..... February 2, 1993
Williamston, Martin Community College ..... February 4, 1993

Maps are included that provide directions to the locations of the workshops.

▲ Workshop Agenda

10:00-10:30am **Introduction and Overview**

Participants will get to know each other and be given an overview of what the workshop will cover.

10:30-11:15am **Overview of Seat Belts and High School Student Crash Involvement**

Participants will be given a general understanding of how belts work and why they are important. Information on why high school students are such an important target group - how they are often involved in crashes and often fail to use their belts - will be discussed. Innovative ideas and examples of programs that high schools across the country have tried will be discussed.

11:15am-12 noon **How to Apply for a Seat Belt Grant**

Schools who wish to apply for $500 awards will be asked to complete a brief application form stating what they propose to do. From those applications, 50 schools will be selected to receive $500 awards to purchase incentive prizes and to cover program activity expenses. All activities and incentives will be aimed at persuading young drivers and passengers to start buckling their seat belts. During this session the form for applying for these awards will be explained in detail. Grant applications will be due approximately two weeks after each workshop and selected schools will be notified of their award by March 1, 1993.

12 noon-12:45pm **Lunch**

A free lunch will be provided to all workshop participants.

12:45-1:30pm **Demonstration of Seat Belt Data Collection**

Each school will be required to monitor, record and report its seat belt use. In this session, participants will be shown how to collect this data at their schools.

Adjourn

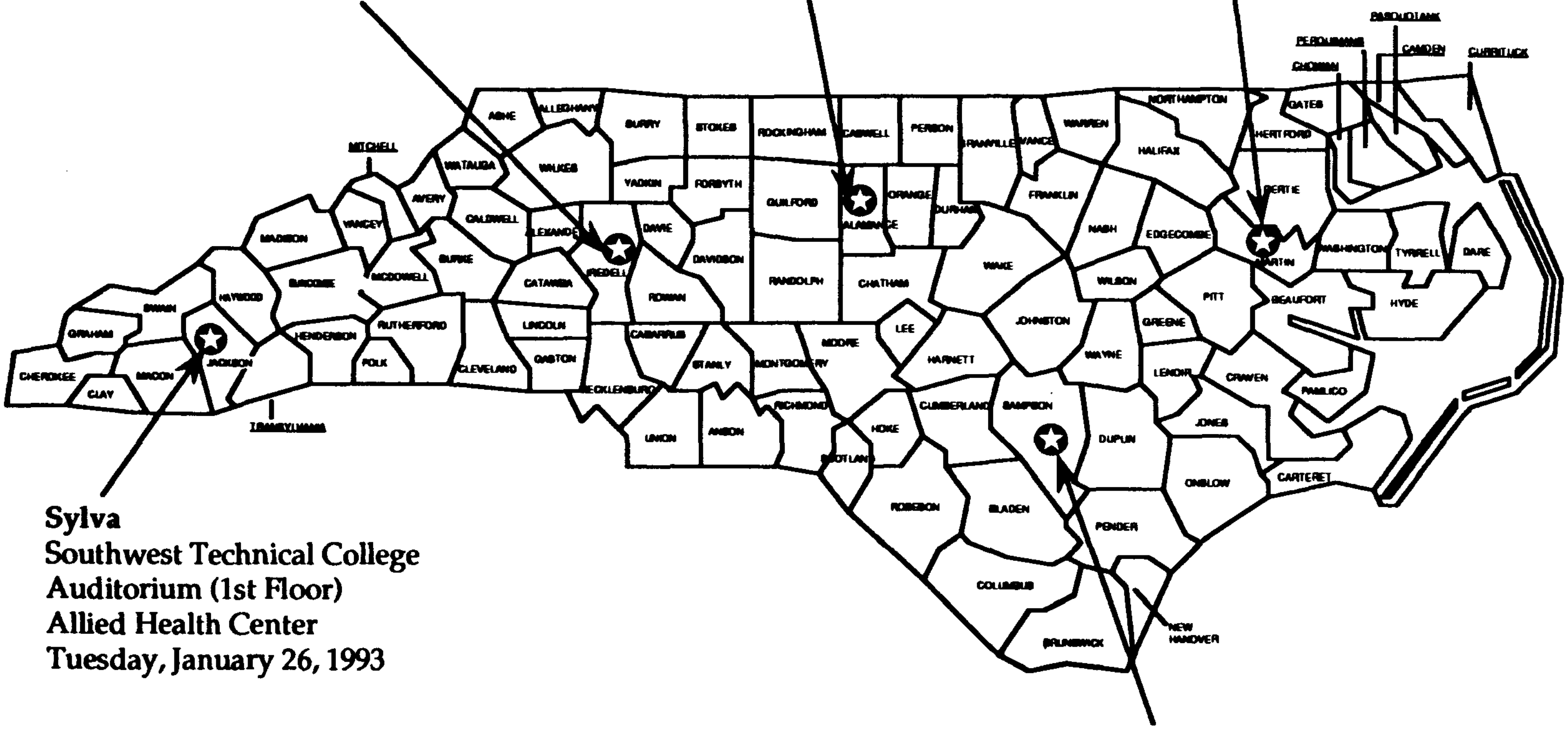
Locations and Dates of High School Seat Belt Program Workshops

Maps are included that provide directions to the location of each workshop.

Statesville
Mitchell Community College
Auditorium
Continuing Education Center
Wednesday, January 27, 1993

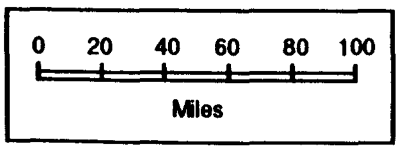
Elon College
Elon College Campus
Yeager Recital Hall
Fine Arts Building
Friday, January 29, 1993

Williamston
Martin Community College
Room 14, Building 1
Thursday, February 4, 1993



Sylva
Southwest Technical College
Auditorium (1st Floor)
Allied Health Center
Tuesday, January 26, 1993

Clinton
Clinton/Sampson Civic Center
Main Room
Tuesday, February 2, 1993



HIGH SCHOOL SEAT BELT INCENTIVE PROGRAM
WORKSHOP REGISTRATION

(PLEASE FILL OUT COMPLETELY. SIGN UP DEADLINE IS JANUARY 15, 1993)

School Name **County**

School Enrollment

Address

Street Address (for UPS)

Phone Number

FAX Number (if applicable)

Principal

Workshop Your School Representatives Plan to Attend

☐ Sylva Jan. 26 ☐ Statesville Jan. 27 ☐ Elon College Jan. 29 ☐ Clinton Feb. 2 ☐ Williamston Feb. 4

Faculty Member(s) Attending

Name Position

_____

_____

Best time during day faculty member(s) can be contacted _____

Students Attending

Name Group/Club Representing Grade

_____

_____

_____

RETURN TO: UNC Highway Safety Research Center
Campus Box 3430
Chapel Hill, NC 27599-3430
Attn: High School Project

OR FAX TO: (919) 962-8710

REGISTRATION DEADLINE: January 15, 1993

It's Here.

Information on how your high school can conduct a seat belt safety program.

See your principal for details.

The Governor's Highway Safety Program and the University of North Carolina Highway Safety Research Center are encouraging NC high schools to conduct seat belt programs. At least 50 high schools will receive $500 awards to cover program expenses. Workshops in late January and early February will explain how schools can qualify for the $500 awards. These workshops will take place in Sylva, Statesville, Elon College, Clinton and Williamston. North Carolina principals have received more information and registration packets. Ask your principal about attending the workshop nearest your school.

APPENDIX B: WORKSHOP RESOURCE MATERIALS

National and North Carolina Fact Sheets
Suggested Activities
Local and Regional Resource Persons
Seat Belt Posters

Teenagers

As both drivers and passengers, teenagers are disproportionately involved in motor vehicle crashes, compared with people of other ages. Even though they drive less than older people (except those 70 and older), teenagers have very high numbers of motor vehicle crashes and crash deaths. This edition of Fatality Facts addresses the problem.

- 5,213 teenagers (13-19 year olds) died from motor vehicle crash injuries in 1992. This represents a 9 percent decline since 1991, with male teenagers accounting for more of the decline than females.
- Forty-two percent of the teenage motor vehicle crash deaths in 1992 (2,199) were drivers of passenger vehicles (cars, pickups, cargo and large passenger vans, and utility vehicles). The death rate for male teenage drivers (13 per 100,000 people) exceeded the rate for females (5).
- Passenger vehicle occupants comprise most (82 percent) teenage motor vehicle deaths. An additional 7 percent are pedestrians, 5 percent are motorcyclists, 2 percent are bicyclists, and 3 percent are occupants of other vehicles.
- Teenagers comprised 9 percent of the U.S. population in 1992 and 13 percent of all motor vehicle deaths.
- Teenage motor vehicle deaths involve mostly people of driving age (16-19), but 19 percent involve 13-15 year olds.
- Thirty percent of the deaths of 16-19 year olds from all causes in 1990 occurred from motor vehicle crash injuries. These injuries comprised 39 percent of the deaths of females 16-19 years old.
- More than twice as many male teenagers as female teenagers are killed in motor vehicle crashes.
- From teenagers in the 13-15-year-old age group to those in the 16-19 group, the increase in motor vehicle deaths per 100,000 people is more than twofold for both males and females.

Teenage Motor Vehicle Deaths

	Male	Female	Total*
1982	5,354	1,969	7,323
1983	4,850	1,955	6,805
1984	4,947	2,005	6,952
1985	4,715	2,022	6,737
1986	5,280	2,182	7,466
1987	5,107	2,186	7,293
1988	5,036	2,204	7,242
1989	4,528	2,158	6,688
1990	4,420	1,944	6,364
1991	3,891	1,867	5,760
1992	3,493	1,713	5,213

*Total includes sex unknowns.

Teenage Motor Vehicle Deaths, 1992

Age	Deaths
13	210
14	286
15	496
16	901
17	1,004
18	1,167
19	1,149
Total	5,213

Fatality Facts 1993
Published by the Insurance Institute for Highway Safety

More than twice as many male teenagers as female teenagers are killed in motor vehicle crashes.

Teenage Motor Vehicle Deaths by Type, 1992

Age	Passenger Vehicles*	Motor-cyclists	Pedes-trians	Bicyclists	Other/Unk*
13	113	2	48	30	17
14	200	8	29	29	20
15	381	17	49	23	26
16	778	23	66	16	18
17	873	48	53	10	20
18	998	75	73	7	14
19	956	102	58	11	22
Total	4,299	275	376	126	137

*Column includes sex and seating positions unknown.

Passenger Vehicle Deaths by Age, Sex, and Seating Position, 1992

	Drivers			Passengers		
Age	Male	Female	Total*	Male	Female	Total*
13	2	2	4	64	39	103
14	25	4	29	78	84	164
15	51	18	69	153	149	302
16	268	131	399	205	158	364
17	336	165	501	194	169	363
18	447	174	621	208	151	362
19	442	138	580	232	133	366
Total	1,571	632	2,203	1,134	883	2,024

*Totals include sex unknowns.

Distribution of Teenage Motor Vehicle Deaths by Time of Day, 1992

	Percent
Midnight - 3 am	17
3 am - 6 am	8
6 am - 9 am	8
9 am - Noon	6
Noon - 3 pm	10
3 pm - 6 pm	14
6 pm - 9 pm	17
9 pm - Midnight	21

Distribution of Teenage Motor Vehicle Deaths by Day of Week, 1992

	Percent
Sunday	19
Monday	10
Tuesday	10
Wednesday	11
Thursday	12
Friday	17
Saturday	22

Percent of Fatally Injured Drivers with BACs ≥ 0.10 Percent, 1992

Age	Male	Female
13-15	10	11
16-17	21	1
18-19	32	20
20-24	49	29
25-34	56	37
35-54	47	25
55+	17	7

Percent of Fatally Injured Passenger Vehicle Drivers with BACs ≥ 0.10 Percent

	Driver Age		
	16-20	21-30	>30
1982	48	62	44
1983	45	60	42
1984	40	56	39
1985	35	54	38
1986	35	53	35
1987	29	54	37
1988	31	55	36
1989	31	52	35
1990	31	52	35
1991	32	52	35
1992	27	49	35

About half of all teenage motor vehicle deaths occur between 9 pm and 6 am.

Driver Deaths per 100,000 People, 1992

Age	Male	Female
0-12	<1	<1
13	<1	<1
14	1	<1
15	3	1
16	16	8
17	19	10
18	26	11
19	24	8
20-24	23	8
25-29	17	6
30-64	12	5
65-74	14	5
75+	23	6

Passenger Deaths per 100,000 People, 1992

Age	Male	Female
0-12	3	2
13	4	2
14	5	5
15	9	9
16	12	10
17	11	10
18	13	9
19	13	8
20-24	10	5
25-29	5	3
30-64	2	2
65-74	3	4
75+	5	7

- Male 18-year-old drivers of passenger vehicles have higher death rates than any other group — 26 per 100,000 people, or more than twice the rate for males 30-64 years old.
- In 1992, 2,073 teenagers died as passengers in cars, pickups, cargo and large passenger vans, and utility vehicles. The death rate for male teenage passengers (9 per 100,000 people) exceeded the rate for females (8).
- The passenger death rate for females peaks at age 16-17 (10 per 100,000). For males, the death rate peaks at age 18-19 (13 per 100,000). After the teenage years, passenger deaths begin decreasing dramatically.
- Nineteen percent of all passengers who die in motor vehicle crashes do so when a teenager is driving. Most teenage passenger deaths (63 percent) occur in crashes in which another teenager is driving.
- More than half (58 percent) of all teenage motor vehicle deaths occur on weekends (Friday, Saturday, and Sunday).
- About half of all teenage motor vehicle deaths occur between 9 pm and 6 am.
- Male drivers 16-19 years old were involved in 30 nighttime fatal crashes per 100 million miles traveled in 1990 — about 4 times the rate for men 30-54 years old.[1]
- Female drivers 16-19 years old were involved in 13 nighttime fatal crashes per 100 million miles traveled in 1990 — about 3 times the rate for female drivers 30-54 years old.[1]
- Teenage drivers with blood alcohol concentrations of 0.05-0.10 percent are far more likely than sober teenage drivers to be killed in single-vehicle crashes — 18 times more likely for males, 54 times more likely for females. Drivers who are at least 25 years old and have similar blood alcohol concentrations are 9 (males) to 25 (females) times more likely to be killed in single-vehicle crashes, compared with sober drivers.[2]
- Teenage bicyclists comprised 18 percent of all the bicyclist deaths that occurred in 1992.
- Motorcyclist deaths begin rising during the teenage years. Teenagers comprise 12 percent of all motorcyclist deaths.

Motorcyclist deaths begin rising during the teenage years.

Motor Vehicle Deaths as a Percent of All Deaths, 1990

Age	Male	Female
0-4	2	2
5-9	22	20
10-12	24	20
13-15	23	27
16-17	30	43
18-19	26	35
20-24	25	27
25-34	14	13
35-54	5	4
55+	1	<1

Distribution of Teenage Motor Vehicle Deaths by Month, 1992

	Percent
January	7
February	6
March	7
April	7
May	9
June	10
July	10
August	10
September	9
October	9
November	9
December	8

Percent of Teenage Deaths Occurring at Night (9 pm - 6 am), 1992

Age	Male	Female
13-15	31	36
16-17	47	39
18-19	55	46

THE INFORMATION IN THIS FACT SHEET IS BASED LARGELY ON ANALYSIS OF DATA FROM THE U.S. DEPARTMENT OF TRANSPORTATION'S FATAL ACCIDENT REPORTING SYSTEM. FOR FURTHER INFORMATION, SEE THE FOLLOWING REPORTS:

[1]Massie, D.L. and Campbell K.L. 1993. Analysis of accident rates by age, gender, and time of day based on the 1990 Nationwide Personal Transportation Survey (UMTRI-93-7). Ann Arbor: University of Michigan Transportation Research Institute.

[2]Zador, P. 1991. Alcohol-related relative risk of fatal driver injuries in relation to driver age and sex. Journal of Studies on Alcohol 52:302-10.

INSURANCE INSTITUTE FOR HIGHWAY SAFETY

July 1993, Editor Anne Fleming

Insurance Institute for Highway Safety
1005 North Glebe Road, Arlington, VA 22201
(703) 247-1500

The Insurance Institute for Highway Safety is an independent, nonprofit public service organization that develops and evaluates ways to reduce motor vehicle losses. The Institute's work is wholly supported by the nation's property and casualty insurers, individually and through their trade associations.

Numbers Tell the Story

Crash Statistics and Seat Belt Facts

Compiled by the University of North Carolina Highway Safety Research Center
in cooperation with the N.C. Governor's Highway Safety Program

The Nation

- 6.6 million motor vehicle crashes are reported by law enforcement agencies each year in the United States.
- 17 million people and 12 million vehicles are involved in these crashes.
- About 45,000 deaths result from these crashes; that's an average of 123 deaths per day (similar to a major airline crash every day of the year).
- 25,000 passenger car occupants die every year (that's about 2,000 more than the total number of homicides that occur in the US each year).
- Motor vehicle crashes are the leading cause of death for persons between 6 and 33 years old.
- In 1989, if every front seat occupant had buckled up, an estimated 15,500 deaths and several hundred thousand serious injuries could have been prevented.
- Seat belts could save about half of the motorists who die unbelted in crashes each year, and prevent about half of the serious injuries unbelted motorists suffer.

North Carolina

- Each year in North Carolina, there are close to 200,000 automobile crashes involving some 400,000 motorists.
- 75,000 people are injured in these crashes, 15,000 suffer serious or fatal injuries.
- In 1991, one out of every 16 licensed drivers was involved in a crash.
- In 1991, one crash was reported every 3 minutes, one person was injured every 5 minutes, and one person was killed every 6 hours.
- NC law enforcement officers most often cited speeding as the leading violation in fatal crashes.

Teenagers Have the Most Reasons to Buckle Up

- Nearly half of all deaths to 16-19 year olds are caused by motor vehicle crashes.
- Teenagers are involved in more fatal crashes than drivers of any other age group in North Carolina and the U.S.
- Teenagers are responsible for about twice as many deaths as drivers aged 20-34, and five times as many as drivers 35-64.
- Teenagers are less likely than older groups to wear seat belts.
- Some teens are experimenting with alcohol and other drugs at the same time they are developing driving skills.
- Teenagers often drive late at night when the chances of being in a crash are the greatest.
- More than half of all teenage motor vehicle deaths occur on Fridays, Saturdays, and Sundays.

How Seat Belts Work

- Belts keep you from hitting the car's interior (steering wheel, dash, windshield) or other people in the car.
- Belts hold you back in a crash, reducing the crash forces. When you hit the car's interior, you stop suddenly and with great force. Seat belts slow you down more gradually and let you ride out the crash. Hitting some part of the car's interior is what kills, maims or disfigures most crash victims.
- Seat belts distribute crash forces over the strongest parts of your body.
- Belts help you maintain control of the car. If you aren't buckled up you can be thrown from behind the wheel in a sudden swerve or even a minor crash. Belts keep you behind the wheel where you can better maintain control.
- Seat belts keep you inside the vehicle during a crash. Ejected occupants are four times more likely to die or be seriously injured than those who stay in the vehicle. Even in the most severe crashes, the passenger compartment usually stays in tact.

Seat Belt Myths

- **It will never happen to me.** Automobile crashes are the leading cause of death for Americans aged 6-33. One out of three people will be hurt seriously in a car wreck some time during his or her life. In North Carolina alone, some 400,000 people are involved in crashes each year.

- **I'm a good driver.** Even good drivers need seat belts to protect themselves from bad drivers and mechanical failures. Over 100,000 "good" drivers are struck by "bad" drivers each year in North Carolina. Seat belts are also your best defense against drunk drivers.

- **None of my friends wear seat belts. If I wear mine, it will make me look like a wimp.** Wearing a seat belt is no more of being a wimp than a football player is when he wears his pads and helmet. Instead, it's a sign that you are smart and that you care about your health and your looks. And asking friends to buckle up shows that you care about them.

- **I'd rather be thrown clear from the car in a crash.** It's much safer inside your car during a crash, and belts keep you there. When you get thrown out of a car you are more likely to hit the pavement, a tree, another vehicle, or even have you own car roll on top of you. Fact is, you are four times more likely to be killed if thrown from the car.

- **I don't want to be trapped if my car catches on fire.** Television and movies portray crashes as exploding fire balls. In reality, only about one out of every 2,500 crashes involves fire. If you wear your seat belt, you will be more likely to stay conscious and uninjured so that you can get out if the car does catch on fire.

Statistics provided by:
National Highway Traffic Safety Administration
North Carolina Department of Transportation Division of Motor Vehicles
University of North Carolina Highway Safety Research Center

January 1993

Where to get Vince and Larry Crash Test Dummy Costumes

Television crash dummies Vince and Larry can add fun and excitement to almost any event. They make people laugh yet cause them to think about seat belts and buckling up.

People immediately recognize Vince and Larry because of their national ad campaign and associate the crash dummies with occupant safety. No one, young or old, wants to be a dummy.

Vince and Larry costumes are available to borrow from a number of sources in North Carolina. These are listed below. We suggest that you call well in advance of the time you would like to use the costumes. Vince and Larry are popular and get numerous requests for personal appearances.

The Governor's Highway Safety Program owns three sets of Vince and Larry costumes designated for loan across the state. During much of the year GHSP keeps a waiting/reservation list because demand for the costumes is so great.

The other costume sets listed below belong to community agencies. These organizations have expressed their willingness to share Vince and Larry with other seat belt programs. The costs for using the costumes include shipping charges and dry cleaning expenses. During warm weather, the costumes need cleaning after one or two wearings.

Costumes belonging to community agencies can be borrowed for up to two weeks, but no longer.

1. Governor's Highway Safety Program (919) 733-3083
   GHSP has three sets of costumes, call Katy Weatherly

2. Pitt Co. Memorial Hospital Traffic Injury Prevention Program (919) 551-9142
   One set of costumes available to eastern North Carolina programs, call Joy Rogers

3. Bertie County Health Department (919) 794-5322
   One set of costumes, call Debbie Bunch or Betty Tynch

4. New Hanover County Health Department (919) 251-3234
   One set of costumes, call Denise Teachey

5. New Hanover County Sheriff's Department (919) 341-4296
   One set of costumes, call Linda Dowdy

6. Gastonia Police Department (704) 866-6936
   One set of costumes, call Sgt. Danny Cochrane

If you would like information about buying a set of Vince and Larry costumes for your community's permanent use, call the Governor's Highway Safety Program at the same phone number listed above.

Bring another "Expert" Presentation

All age groups

When making a presentation to a class or group, bring another person with you to speak about the need for seat belts from his or her perspective.

This person could be an emergency room nurse or doctor, rescue squad member or police officer. These people see first hand the injuries and deaths resulting from car crashes and also see the benefits of seat belts.

Other "experts" could be people who were in car crashes and either feel that seat belts saved them from injury or death or were unbelted and have learned how belts could have prevented their injuries. Such an "expert" from your own community would have the most impact.

In the folder are lists of people involved in seat belt and injury prevention programs in North Carolina. These people are law enforcement officers, health educators, nurses and doctors. They have indicated their willingness to share their experiences with groups in their areas.

You may want to keep a list of persons in your community who are willing to serve as "expert" speakers.

Example Expert Speakers:

- **Emergency Room Nurse**
- **Emergency Room Doctor**
- **Rescue Squad Member**
- **Survivor of a Serious Crash**
- **Police Officer**
- **State Trooper**
- **Plastic Surgeon**
- **Orthodonist or Oral Surgeon**
- **Paramedic**

Egg Car Crash Demonstration

Elementary school children

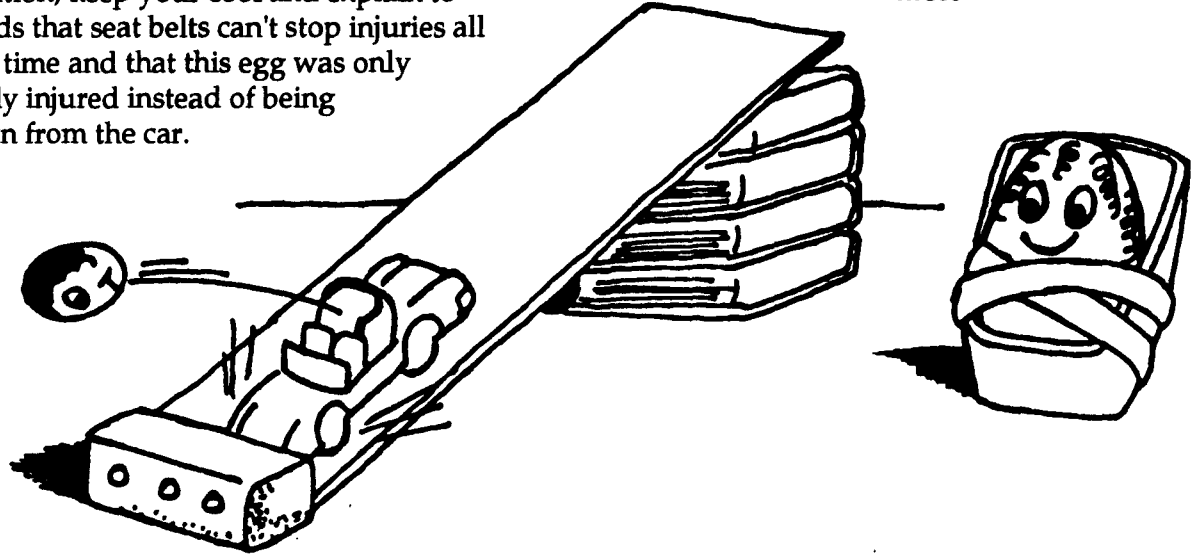
Demonstrating an egg car crash for elementary school children can be lots of fun and a real eye opener for the kids. What happens in a crash is shown as a raw egg (representing the driver) rides down a ramp in a toy car and hits a barrier at the bottom. An unbelted egg goes flying through the air and smashes on the table or floor. A second egg then takes the same trip, only this egg is smart enough to buckle up. Of course, it survives the same crash by staying safely in place.

First, get the children's interest by asking them to give the egg a name. The children select a name (Eggbert, Sally, Joe) and describe how he or she looks (curly hair, mustache, etc.). Use a magic marker to draw the features on the egg. Make up a story about the egg who was going to the _____ (have the children decide where), but was in a hurry and forgot to buckle up. There was a hill and .... (the toy car with the unbelted egg is released at the top of the ramp, crashes at the bottom and the egg flies out of the car and smashes . Then the story is continued using another raw egg with a different name and face. This egg remembers to use its seat belt and when it goes down the same ramp and crashes, it stays safe inside its belts.

NOTE: You will need to get a toy car or jeep without a top so that the unbelted egg can fly out. Cut a styrofoam cup into the shape of a bucket seat for the egg to sit in and be belted (taped) around. Glue or tape the cup to the car. Use as much tape around the egg as needed to keep it in place and tell the kids that it's a special egg seat belt. Practice several times to make sure you can make the unbelted egg go flying and keep the belted egg safely in place. If the car hits the brick too hard, lower the ramp or put some padding on the front of the car or brick. If the belted egg cracks during your demonstration, keep your cool and explain to the kids that seat belts can't stop injuries all of the time and that this egg was only slightly injured instead of being thrown from the car.

Materials Needed:

- **Raw Eggs**
- **Truck or Car with open top such as jeep or convertible car (to hold the egg)**
- **Small Styrofoam Cup to place egg in while riding in the toy car**
- **Masking Tape to serve as seat belt - use as much tape as necessary around egg and styrofoam cup to hold the egg in place**
- **Magic Marker**
- **Board with a brick at the end (for the car to hit) plus something to prop up the board at a slant (can use books)**
- **Plastic Drop Cloth (for area where egg will land)**
- **Towels for wiping up mess**



Incentive Programs

High School and Community

Studies from the Highway Safety Research Center at UNC show that seat belt incentive programs in schools and communities can be very effective.

What exactly is an incentive program? In regard to seat belt safety, the basic idea of an incentive program is to first advocate or explain to people the reasons for wearing seat belts, and then reward them for buckling up. The goal behind an incentive program is to start belt wearing habits that will continue after the prizes are no longer being given.

There are many ways that you could approach an incentive program. The program could be tailored to focus on just one school or be expanded to involve different parts of your community. When you are thinking about a campaign for your town, try to focus on specific aspects like its size, the physical layout of the city limits, and the level of community participation and enthusiasm that the town exhibits. Try to make the program and its activities really **fit** the community. Try to determine what local people like, what they will respond to, and what prizes they would want. Here are some fun ideas . . .

Give out prizes for wearing belts in the parking lots of:

Worksites

Industries

Churches

Schools

Civic Club Meetings

Special Events

Wherever you give a talk

School Parking Lot Prizes

At big events like football games, school parking lots fill up with student drivers. This is a perfect opportunity to reward seat belt wearers.

You could work with school athletes and cheerleaders and stand at all the entrances and exits to the parking lots and give out candy to students and other fans wearing their seat belts. This could be done on a surprise basis for the first game of the season, and highly publicized for the following games. For example, if you give out chocolate kisses as your rewards, ask students to make posters to put around school that say, "Wear your seat belt and get a KISS!" Or you could be funny and creative by giving lifesaver candies to buckled drivers and Dum Dum suckers to unbelted students.

Often in an incentive program, donations of cash, merchandise or services are solicited from community sponsors. You could attend a PTA and/or Booster Club meeting and ask these organizations for support. You could get others involved in the prize giving and the parking lot project could be expanded to include students arriving or leaving on school days or other special events (see Lifeguard Program).

If you go to a school to talk with a drivers education or health class, consider giving seat belt incentives while you are there. If you are speaking to a morning class, go early enough to catch students and faculty as they arrive at school. If your's is an afternoon class, stay late enough to see them leave.

Take an extra person along and record the number of drivers belted and unbelted. Return in a couple of weeks and measure seat belt use again. This will tell you if the incentive program is working. □

See back of page for more incentive ideas. » » » » » » » » »

Intramural Incentives

Spark class competition for the highest seat belt use rate among the freshmen, sophomores, juniors and seniors of your local high schools.

- Charts can be posted in the hallways displaying who is winning the class competition each week.
- Declare the winner at the end of each week at a pep rally or over the intercom system.
- Have a symbolic medal with the winning class year on it, displayed in the school trophy case or library window each week.
- Make the "safety medal presentation" a regular routine at each pep rally or student assembly.

Another incentive might be to allow the winning class to file out of the gym first if pep rallies are held at the end of the day. If your school normally has assemblies in the morning, let the winning class be called first to the gym or auditorium to allow them some extra leisure minutes.

Other ideas for intra-school competition include activities like bulletin board contests between homerooms. The homeroom with the most creative bulletin board on safety belt use could get food (doughnuts, ice cream) one day in homeroom. A condition for the contest could be: if anyone in a winning homeroom is spotted unbelted before ice cream day, the class doesn't get to "party." □

Incentives Between Schools

Rivalries between local or conference schools can be quite intense. Channel some of this energy into your incentive program. A dramatic way to show which school buckles up the most is to have a show of colors at a football or basketball game. As before with the parking lot ideas, have the cheerleaders and volunteers from both schools give out pompons of school colors to belted fans as they park at the stadium or gym. Then at some point, before or during the game, have a show of pompons to display which school had more seat-belt wearers.

Or think of some creative way the school with the highest seat belt use can be rewarded by the other schools such as a plaque or trophy, a free period, or some other special event. □

Community Involvement

As your seat belt campaign grows, you may wish to extend your efforts into other parts of the community. Be aware that larger scale projects will require more planning. At this level, you can ask local merchants for their help in financing your program and supplying some prizes. Local newspapers and radio stations can be contacted to help.

Community incentive programs usually give out small prizes such as $1 bills, coupons for fast food restaurants, discounts for records and tapes, pizza, etc. Often these on-the-spot winners are entered into a drawing for larger prizes, like valuable merchandise, free movie passes, or dinners at local restaurants.

Bumper stickers also work well for community projects. To keep the students involved, print bumper stickers with school mascots, colors and slogans on them, like "Belt 'em Raiders." These bumper stickers can be popular for families with students and community fans. Have spotters posted at different locations in the community to observe and record the license tag numbers of cars with seat belt stickers. Award prizes on a daily or weekly basis for displaying these safety bumper stickers. □

The potential scope of these various incentive programs is unlimited. How far they actually go depends mainly on you, your community's participation and enthusiasm, the students' involvement, and the support that you generate from your community colleagues.

Lifeguard On Duty Program

High School and Community Activity

Target Audience: Teenage drivers and passengers

Location: High school parking lots

Duration: Four to six weeks during the spring semester

Fun Approach: The Lifeguard program encourages high school students to buckle up. It draws from a favorite activity of teens -- going to the beach. At the beach, lifeguards watch over swimmers. The lifeguards in this program watch over student motorists as they enter and leave school parking lots, making sure seat belts are used.

In the morning, before school begins, and in the afternoon, after school lets out, students, selected as lifeguards-of-the-day, will take positions near parking lot entrances/exits. From these vantage points, the lifeguards will randomly select cars and check for safety belt use. If the lifeguard finds everyone in the car buckled up, each person will receive a prize. The prizes can be related to beach activities and summertime fun. If the lifeguard finds one or more persons in the vehicle not buckled up, those motorists can receive instructions to use their safety belts and a gag prize, or no prize.

The student lifeguards can look like authentic, beach professionals. Being lifeguard-of-the-day could include wearing a tank top with LIFEGUARD printed on the front, sunglasses, a sun visor, a whistle, and sitting in a raised lifeguard chair. Different clubs, teams and organizations within the schools can take turns selecting and sponsoring the students serving as lifeguards. Each group can be encouraged to come up with additional ideas to make their lifeguard day unique.

This program can be used in conjunction with big spring events. The lifeguard program can be used to remind students to buckle up on prom night, and during spring break. Program activities also can coincide with graduation to encourage seat belt use while travelling on beach trips.

Schools can use the Lifeguard program to attract local media attention. Lifeguards working parking lot entrances/exits should present good photo opportunities for newspapers. Local radio stations could be asked to set up live broadcasts from the school "beach." And television stations could use shots of a lifeguard while recapping the day's weather. This media attention will serve as a good advertisement for your business or agency.

Lifeguard program continued on back. » » » » » » » » » » » » »

Prize Ideas:

T-shirts

sunglasses

sun visors

soft drinks

tanning products

candy

coolers

soda can huggers

floatable key chains

ice cream coupons

fast food coupons

beach towels

inflatable beach toys

Lifeguard On Duty Program *continued*

Within the school, students can be encouraged to make daily intercom announcements, profiling the current "beach" conditions, and concluding with a reminder to drive safely -- the lifeguard is on duty. On rainy days, or other days when no lifeguard will be working, announcements can conclude with, "No lifeguard on duty today, drive at your own risk, and drive safely."

Challenge to Students: While the lifeguards stop cars and give out prizes, other students can watch and record safety belt use. Before the program begins, each school can set a goal for overall belt use. If the school reaches its usage goal, a prize could be awarded to the entire student body, such as a free period or party. Students could post their progress with a large poster-type thermometer, showing the current use rate or "beach temperature."

The Lifeguard program can be used to set up competitions between two or more schools. Different student bodies can challenge each other, competing to achieve the highest belt use rate or percentage of increase.

In all, the Lifeguard program should offer opportunities for students to be creative, and have fun encouraging safety belt use.

Note: The lifeguard Program also can be adapted for use on a larger, community scale. The lifeguard chair can be positioned at an intersection downtown or in front of your office or business. You, your work associates, police officers, radio disk jockeys, civic club members, the mayor, etc., can act as lifeguards, spotting buckled motorists and handing out prizes.

As with the high school concept, local media can be invited to participate in a community lifeguard program. Local businesses can act as sponsors and contribute prizes.

Saved by the Belt Awards and Advertisements

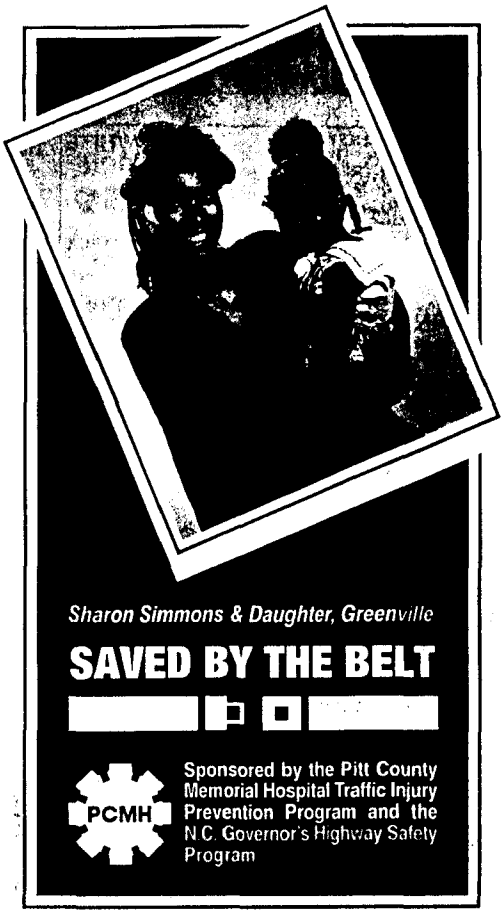
Community Activity

One of the best ways to promote seat belts is to show how well they work. People who survived crashes because they were buckled up can give the ultimate seat belt endorsement -- "That seat belt saved my life." You can make these persons a part of your program by recognizing them with **Saved by the Belt Awards** and **Saved by the Belt Advertisements.**

Saved by the Belt Awards and Advertisements will promote seat belts and serve as a public service message sponsored by your agency or business

Saved by the Belt awards work simply. When a policy holder or anyone in your community is involved in a severe crash but avoids serious injury because of seat belts, you give the person an award. Saved by the Belt awards often are certificates, but any kind of keepsake will work.

If you live in a smaller community, you might consider giving a number of awards at the same time. By giving more than one award, you can inform your local newspaper and radio stations and ask them to cover the presentations as a news event.



Giving the awards in cooperation with local law enforcement agencies and emergency medical personnel works well. Police and rescue squads can alert you of suitable crashes. A joint effort also adds extra credibility to the awards.

Saved by the Belt advertisements will allow you to promote seat belt use and recognize many people over an extended period of time. As crashes with belted survivors occur, your agency or business can run a Saved by the Belt advertisement in the local newspaper and/or on the local radio station. Save by the Belt ads can be in addition to, or occasionally take the place of your regular paid spots. Of course, the seat belt ad should carry your agency's name and logo.

A word of caution. Research each crash before you present an award. Make sure the belt-wearing survivors were not at fault in the collision. Anyone who causes a wreck probably should not receive an award. Also make sure that the survivors were not intoxicated. Seat belts will help protect motorists against drunken drivers, but belts should not give people confidence to drive after drinking.

Listed below are people who may be able to assist you in your seat belt promotion efforts. All of these people are currently involved in safety belt and highway safety programs on local and regional levels. Most of them work as law enforcement officials or as health and medical professionals. They have expressed their willingness to help other local seat belt programs.

If you need new ideas or possibly someone to serve as an expert speaker, contact the person or persons nearest your community. These people have experience and genuine concern for highway safety. Feel free to call them with any questions.

North Carolina EN CARE Nurses

Starr Stephenson, RN, BSN
P.O. Box AS
Falkland, NC 27827
(919) 753-7197 or (919) 551-4297

Amy Curtis
408 Bay Drive
Washington, NC 27889
(919) 946-8765 or (919) 551-4297

Debbie Flowers, RN
North Carolina Memorial Hospital
Manning Drive
Chapel Hill, NC 27514
(919) 966-4131

Eileen Flanagan, RN, MSN
Carolinas Medical Center
P.O. Box 32861
Charlotte, NC 28232-2861
(704) 355-3176

Servan Yeargan, RN
Durham County General Hospital
3643 N. Roxboro Street
Durham, NC 27707
(919) 470-4000

Susan Neeley, RN, BSN
Gaston Memorial Hospital
Gastonia, NC 28054
(704) 866-2000

Janelle Bostic, RN
Guilford County Chapter
Moses H. Cone Memorial Hospital
1200 N. Elm Street
Greensboro, NC 27401
(919) 379-3900

Jamie Walker, RN, BSN
University Medical Center
P.O. Box 6028
Greenville, NC 27834
(919) 551-5194

Cookie Andrews, RN
Caldwell Memorial Hospital
Emergency Department
P.O. Box 1890
Lenoir, NC 28645
(704) 754-8421

Inga Abner, RN
Southeastern General Hospital
P.O. Box 1408
Lumberton, NC 28359
(919) 738-6441

Laura Berryhill, RN
Grace Hospital
2201 South Sterling Street
Morganton, NC 28655
(704) 437-4511

Tammy Waits, RN, BSN
Craven Regional Medical Center
P.O. Box 2157
New Bern, NC 28560
(919) 633-8104

Alan Foster, Paramedic
Wake County EMS
201 W. Martin Street
Raleigh, NC 27601
(919) 856-6020

Listings continued on back » » » » » »

Sue Thornton, RN, BSN
Forsyth Memorial Hospital
3333 Silas Creek Parkway
Winston-Salem, NC 27103
(919) 788-9735

Dianne Wheaton, RN
North Carolina Baptist Hospital
300 South Hawthorne Road
Winston-Salem, NC 27103
(919) 748-2038

Law Enforcement Resource People

Sgt. Scott Outlaw
Ahoskie Police Department
P.O. Box 767
Ahoskie, NC 27910
(919) 332-5146

Officer Carl W. McLean
Andrews Police Department
P.O. Box 217
Andrews, NC 28901
(704) 321-5111

Sgt. Steve Adams
Apex Police Department
205 Saunders Street
Apex, NC 27502
(919) 362-8661

Capt. Charlie Flowers
Belmont Police Department
P.O. Box 431
Belmont, NC 28012
(704) 825-5586

Sgt. Doug Scott
Cary Police Department
P.O. Box 1147
Cary, NC 27513
(919) 469-4021

Chief Johnny L. Wehunt
Cherryville Police Department
116 South Mountain Street
Cherryville, NC 28021
(704) 435-4184

Chief Harvey Williams
Edenton Police Department
504 South Broad Street
Edenton, NC 27932
(919) 482-2155

Chief Steve Hampton
Elkin Police Department
107 Court Street
Elkin, NC 26621
(919) 835-9820

Sgt. Randy Chapman
Forest City Police Department
P.O. Box 552
Forest City, NC 28043
(704) 245-4747

Sgt. Steve Lynch
Gastonia Police Department
P.O. Box 1748
Gastonia, NC 28053
(704) 866-6936

Sgt. Lynette Evans
Graham Police Department
P.O. Drawer 357
Graham, NC 27253
(919) 228-8362

Capt. A.C. Stewart Jr.
Greensboro Police Department
300 W. Washington Street
Greensboro, NC 27402-2216
(919) 373-2216

Lt. Terry Fortson
Kannapolis Police Department
314 South Main Street
Kannapolis, NC 28081
(704) 933-2211

Capt. Michael D. Garrett
Kinston Police Department
P.O. Box 726
Kinston, NC 28502
(919) 523-2143

Chief Robert K. Morris
Kitty Hawk Police Department
P.O. Box 598
Kitty Hawk, NC 27949
(919) 261-3895

Lt. Sharon Poarch
Lenoir Police Department
1035 West Avenue
Lenoir, NC 28645
(704) 757-2200

Listings continued on next page » » » » » »

People Who Can Help *continued*

Chief William R. Gilsdorf
Marion Police Department
P.O. Drawer 700
Marion, NC 28752
(704) 652-3551

Chief Ed Shelton
Mayodan Police Department
101 North Third Avenue
Mayodan, NC 27027
(919) 427-0241

Capt. Larry Overby
NC Highway Patrol
512 N. Salisbury Street
P.O. Box 27687
Raleigh, NC 27611-7687
(919) 733-5282

Capt. K. L. Stutts
Salisbury Police Department
P.O. Box 421
Salisbury, NC 28145
(704) 638-5333

Sgt. David Allen
Selma Police Department
N. Webb Street
Selma, NC 27576
(919) 965-9841

Lt. Shell Byars
Shelby Police Department
P.O. Box 207
Shelby, NC 28150
(704) 484-6801

Sgt. B.G. Alexander
Southern Shores Police Department
6 Skyline Road
Southern Shores, NC 27949
(919) 261-2394

Chief J.B. Buell
Sunset Beach Police Department
220 Shoreline Drive, West
Sunset Beach, NC 28468
(919) 579-2151

Officer Tracy Minor
Whiteville Police Department
P.O. Box 607
Whiteville, NC 28472
(919) 642-8046

Regional Resource People

Richard Gentsch
Carolinas Medical Center
P.O. Box 32861
Charlotte, NC 28232-2861
(704) 355-4703

Joy Rogers
Pitt County Memorial Hospital
P.O. Box 6028
Greenville, NC 27834
(919) 551-9142

Connie Scott
Robeson Co. Health Department
460 Country Club Road
Lumberton, NC 28358
(919) 671-3200

Carroll Hemphill
McDowell Co. EMS
19 S. Garden Street
Marion, NC 28752
(704) 652-3982

Deb Hicks
Network of Employers for Traffic Safety
801 Oberlin Road
Raleigh, NC 27605
(919) 755-9777

Marcia Tate
Haywood Co. Health Department
2216 Asheville Road
Waynesville, NC 28786
(704) 452-6675

Judy Rowland
Carol Bosworth
New Hanover Regional Medical Center
P.O. Box 9000
Wilmington, NC 28402
(919) 343-2698

Denise Teachey
New Hanover Co. Health Department
2029 S. 17th Street
Wilmington, NC 28401
(919) 251-3234

Mike Reavis
Yadkin Co. Health Department
P.O. Box 457
Yadkinville, NC 27055
(919) 679-4203

Road Kill.

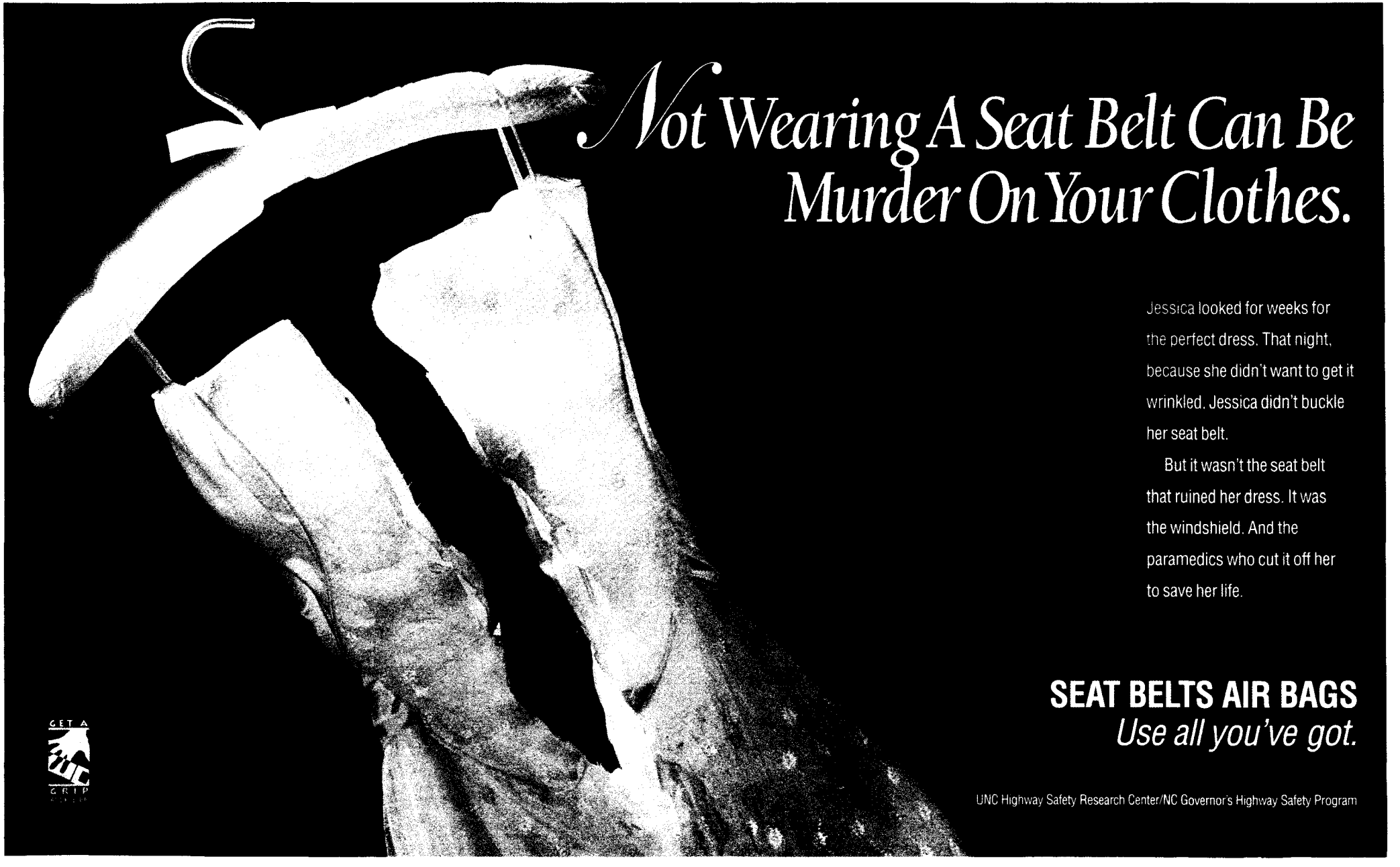
Michael saved for months to buy his leather jacket. And he took good care of it.

Nobody looked as cool in leather as he did. Way too cool for seat belts.

When the State Trooper found Michael he was still wearing his leather jacket. It wasn't in very good shape anymore. Glass and pavement had taken their toll on the jacket. And on Michael.

SEAT BELTS AIR BAGS
Use all you've got.

UNC Highway Safety Research Center NC Governor's Highway Safety Program


Not Wearing A Seat Belt Can Be Murder On Your Clothes.
Jessica looked for weeks for the perfect dress. That night, because she didn't want to get it wrinkled. Jessica didn't buckle her seat belt.
But it wasn't the seat belt that ruined her dress. It was the windshield. And the paramedics who cut it off her to save her life.
SEAT BELTS AIR BAGS
Use all you've got.
GET A GRIP
UNC Highway Safety Research Center/NC Governor's Highway Safety Program

A Few Seconds To Buckle Up And He Could Have Finished The Season.

Tom earned his letter jacket the hard way and he wore it everywhere he went. The jacket made his seat belt feel uncomfortable, so he quit buckling up.

The paramedics noticed the jacket as they cut it off him after the wreck. Now Tom won't finish the season. He's too busy learning to walk again.

GET A GRIP BUCKLE UP

SEAT BELTS AIR BAGS
Use all you've got.

UNC Highway Safety Research Center NC Governor's Highway Safety Program

APPENDIX C: PROGRAM APPLICATION PACKAGE

Information and Procedures
Application Form for Cash Award

NORTH CAROLINA HIGH SCHOOL SEAT BELT PROGRAMS

Information and Application Procedures

Why conduct a seat belt program? Statistics show that young drivers stand the greatest risk of being involved in crashes. Teenagers also suffer more serious and fatal crash injuries. To compound this problem, younger drivers more often fail to buckle their seat belts than any other motorist age group.

The North Carolina Governor's Highway Safety Program and the University of North Carolina Highway Safety Research Center are sponsoring a project aimed at addressing this serious threat to teenage drivers.

The Governor's Highway Safety Program (GHSP) and the UNC Highway Safety Research Center (HSRC) will fund seat belt promotion programs in 50 North Carolina high schools. GHSP and HSRC are making these funds available to assist high schools in conducting programs that encourage students to buckle up. These programs will be based on educational activities and events that provide incentives or rewards for wearing seat belts.

Amount of cash awards. At least 50 North Carolina high schools will receive cash awards of $500. Schools may apply for a $500 award by completing the attached application forms. Multiple schools from the same district and/or county may apply for and receive awards. Schools in the same district/county may choose to form a competition as part of their individual programs. There are no enrollment size qualifications.

There are guidelines for using the award money. These funds may be used to purchase small value items given as incentives or rewards for buckling up. Printed materials used for educational or publicity purposes and other materials related to planned seat belt promotion activities also may be purchased with award money. Funds cannot be used for cash prizes, or to purchase expensive prize items.

Schools that want to conduct program activities which go beyond their $500 awards are encouraged to seek additional funds, supplies, and services from local businesses and other community sources.

When should the individual programs take place? Schools must conduct and complete their programs prior to spring 1993 graduation. GHSP and HSRC suggest that schools conduct six-to-eight-week programs during April and May 1993. HSRC must receive a final program report from each school by June 30, 1993.

What is required of each program? All 50 high school programs must meet a number of requirements. These requirements are listed on the following pages.

- One or more student groups, such as the Student Council, Beta Club, SADD chapter, health education class, driver's education class, etc., and one or more faculty advisors must take responsibility for planning and coordinating program activities.

- Each program must be targeted at the entire student body. All students should feel encouraged to buckle up. The purpose of this project is to see if high school based seat belt programs can change the belt-wearing habits of teenage motorists.

- Seat belt use observational surveys must be conducted. The participating students, under the supervision of faculty advisors, must monitor and record their school's seat belt wearing rates through observational surveys.

  An initial survey must be conducted and its results included with the school's application form. Additional surveys must be conducted immediately after a school's program begins, at least every two weeks during the 6 to 8 week program, and again at the end of the program. Results of these surveys must be forwarded to HSRC.

  HSRC asks that schools agree to conduct a follow-up survey during the first week of the 1993-94 school year. Instructions and survey forms are included in the application materials.

- A brief report of program activities and results will be due June 30, 1993. Reports need not be lengthy or extremely detailed. A listing and description of activities and survey results will suffice.

- HSRC staff members suggested a number of educational and incentive activities during the workshops. These are just suggestions. Other than the seat belt surveys, there are no required activities. GHSP and HSRC encourage students to use their creativity and originality when planning activities. Particularly innovative and successful ideas will be noted and shared with other states.

- As part of the application, schools should include a program plan. This simply can be a listing of dates when surveys will be conducted and dates when activities will take place. Each school's plan should include good descriptions of its scheduled activities. A school's plan can change during the course of its program. In order to give the $500 awards fairly, GHSP and HSRC need an idea of what each school proposes.

- Each application must include a letter from the school's principal. This letter should confirm the willingness of the school's administration to support and cooperate with program activities.

How to apply. Schools can apply for $500 seat belt program awards by completing the attached application materials. Application forms should be returned to the UNC Highway Safety Research Center by the following dates.

• Schools attending the *Sylva, Statesville and Elon College* workshops must have their applications postmarked no later than *Friday, February 12, 1993.*

• Schools attending the *Clinton and Williamston* workshops must have their applications postmarked no later than *Friday, February 19, 1993.*

The due dates were set to give all schools approximately two weeks to plan their programs, conduct their first surveys, and submit their applications. If your school has problems meeting its deadline, contact the Highway Safety Research Center.

All applications should include the following.

- Fully completed application forms.
- Results of an observational survey using the provided survey form.
- A plan of program activities including dates and descriptions (be original!)
- List of projected program expenditures.
- A letter from the school's principal.

Submit the original application materials and one (1) copy to:

NC High School Project
UNC Highway Safety Research Center
Campus Box 3430
Chapel Hill, NC 27599-3430.

Applications received by the above deadline will be evaluated by UNC Highway Safety Research Center and Governor's Highway Safety Program staff members. Schools selected to receive cash awards will be notified by March 2, 1993. Selected schools will received award checks shortly after March 19, 1993. Criteria used to evaluate the completed applications will include the following.

- Does the program target the entire student body.
- Are the proposed program activities well-thought-out and unique.
- Are good activity descriptions and dates included.
- Will observational surveys be conducted as often as required.
- Will the school's administration support a program.
- Will one or more student groups and advisors be responsible for conducting the program.

Questions? If you have questions or need assistance completing your school's application, call the Highway Safety Research Center at **1-800-672-4527**, between 8am and 5pm. Ask for a member of the **High School Project staff.**

North Carolina Governor's Highway Safety Program
University of North Carolina Highway Safety Research Center

1993 NORTH CAROLINA HIGH SCHOOL SEAT BELT PROGRAM APPLICATION FOR CASH AWARD

(PLEASE TYPE OR PRINT CLEARLY)

1. **Workshop Attended:** ❑ Sylva ❑ Statesville ❑ Elon College ❑ Clinton ❑ Williamston

2. **School Information:**

Name of School: _____

Mailing Address: _____

_____

City: _____ State:_____ Zip:_____
County: _____

Street Address: _____
(if different)

_____

Phone: ( ) _____ Fax: ( ) _____

Type of School: ❑ Public ❑ Non-Public
Grades: ❑ 9-12 ❑ 10-12 ❑ other_____

3. **List the name(s) of the student group(s) who will be coordinating this program:**

_____

_____

4. **List the name(s) of the student(s) who will be responsible for coordinating this program:**

_____ grade

_____ grade

_____ grade

5. **List the name(s) and position(s) of faculty advisor(s) for this program:**

_____

_____

6. Program Plan

Consider the program you wish to conduct at your school and briefly describe it below. State your project objectives and any goals, such as a 90-percent belt use rate. Map out the dates and times (morning or afternoon) you plan to conduct seat belt surveys. Then describe the activities you plan to have. Give as many details as possible and include each activity's scheduled date and time. Be sure to include all events, small and large. Use additional sheets of paper if necessary.

7. Program Expenditures

List and briefly describe the incentive prizes, materials, supplies and services that you plan to purchase with the cash award. Tell how the items will be used. Include your best-guess price estimates. Use additional sheets of paper if necessary.
Note: Schools winning awards will be required to report expenditures.

Item	Cost
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Total Funds Requested (not exceeding $500) _____

8. Additional Funds

GHSP and HSRC do not require that schools solicit additional funds, goods or services to supplement cash awards. Whether or not a school plans to seek additional funds will not affect if that school is selected as an award winner. If your school does plan to search for and use additional resources, please list what funds, materials, goods, etc., might be donated. Please include the names of organizations making the program donations.

9. Current Seat Belt Use of School

School Name: _____

Enter seat belt use rates for the driver and right front seat passenger groups and vehicles shown below. Use numbers and rates taken from survey using method demonstrated at workshop and described by instructions provided with application forms.

SUMMARY SEAT BELT STATISTICS

Passenger Cars, Minivans

	Drivers							Right Front Passengers							All
	(1) WM	(2) WF	(3) BM	(4) BF	(5) OM	(6) OF	(7) Total 1 thru 6	(8) WM	(9) WF	(10) BM	(11) BF	(12) OM	(13) OF	(14) Total 8 thru 13	(15) TOTAL [7+14]
(A) # Belted															
(B) # Observed															
(C) % Belted [((A) / (B)) * 100]															

Pickups, Vans, Utility Vehicles

	Drivers							Right Front Passengers							All
	(1) WM	(2) WF	(3) BM	(4) BF	(5) OM	(6) OF	(7) Total 1 thru 6	(8) WM	(9) WF	(10) BM	(11) BF	(12) OM	(13) OF	(14) Total 8 thru 13	(15) TOTAL [7+14]
(D) # Belted															
(E) # Observed															
(F) % Belted [((D) / (E)) * 100]															

All Vehicles

	Drivers							Right Front Passengers							All
	(1) WM	(2) WF	(3) BM	(4) BF	(5) OM	(6) OF	(7) Total 1 thru 6	(8) WM	(9) WF	(10) BM	(11) BF	(12) OM	(13) OF	(14) Total 8 thru 13	(15) TOTAL [7+14]
(G) # Belted [(A) + (D)]															
(H) # Observed [(B) + (E)]															
(I) % Belted [((G) / (H)) * 100]															

10. Signatures

By signing below, these representatives of your high school indicate their good faith commitment to carry out the program described.

_____ _____
Faculty Advisor Date

_____
Advisor name typed or printed

_____ _____
School Principal Date

_____
Principal name typed or printed

_____ _____
Student Representative Date

_____
Student name typed or printed

APPENDIX D: SEAT BELT DATA COLLECTION PACKAGE

Survey Instructions
Blank Data Forms

SEAT BELT DATA COLLECTION
HOW TO CONDUCT SEAT BELT SURVEYS AT YOUR SCHOOL

WHY MONITOR SEAT BELT USE

Seat belt use surveys will be an important part of your school's program. Your first survey will tell you how many drivers and right-front-seat passengers at your school are buckling up. Following surveys will tell you if your program is working.

Seat belt surveys also will tell you if certain groups of students at your school need special encouragement. For example, your first surveys may show that male drivers and passengers in pickup trucks buckle up less often than anyone else in your school. From this information, you might decide to have a special activity aimed at guys in pickups.

Conducting seat belt use surveys every two weeks will be a requirement of your school's program. It's important that you conduct your surveys as described in the following pages. All North Carolina high school seat belt programs need to collect their seat belt data the same way. Each school should designate at least one student and an advisor to serve as survey coordinators. These persons will make sure surveys are completed and the results reported on time.

You will conduct your seat belt surveys at school driveways and parking lot entrances and exits, before and after school. To keep track of all the vehicles, drivers and front-seat passengers coming and going, you will need to use survey teams of two people.

Seat belt surveys are easy to conduct once you've had some practice. Do not be intimidated by the number of pages in this instruction guide. There are a number of important tasks involved in surveying seat belt use, but they are simple tasks that you will master quickly. Despite this initial reading, seat belt surveys are fun to do.

VEHICLES TO BE COUNTED

Take a look at your survey forms. The **survey form** is divided in two sections. The larger section on the left is for passenger cars and minivans. The smaller section on the right is for pickup trucks, full-sized vans, jeeps and utility vehicles. You will be looking to see if drivers and right front seat passengers in these different vehicles are wearing their shoulder belts.

Passenger Cars and Minivans. All cars made in 1968 and later were equipped originally with seat belts. If you cannot tell if a car is newer or older than '68, look for front seat headrests or high seat backs. A car with front headrests or high seat backs should have lap-and-shoulder belts. Cars older than 1968 were not required to have seat belts or headrests. Do not count cars without shoulder belts. If your are unsure of a vehicle's age, do not count it. Minivans include Dodge Caravans, Plymouth Voyagers, Ford Aerostars, Chevrolet Astros, Mazda MPVs, etc. All minivans should have lap-and-shoulder belts.

Pickups, Full-Sized Vans, and Jeeps. Pickup trucks made after 1975 will have lap-and-shoulder belts. Older trucks were not require to have belts and should not be counted. Include full-sized vans, Jeeps, Blazers, Broncos, Explorers, Pathfinders,

etc. on the right section of the observation form. All of these vehicles should have lap-and-shoulder belts.

Let These Vehicles Go. Large trucks over 10,000 pounds in weight -- tractor-trailers, semis, dump trucks, etc. -- should not be counted. You probably will not see many of these vehicles while collecting data, if you do let them go. Ignore buses and UPS-type trucks as well.

WHO TO OBSERVE

Count only student drivers and right-front-seat passengers during your surveys. Your program primarily will try to encourage more students to buckle up. Since the student body is your target group, count only students during the surveys. While your program will focus on students, you can include faculty and staff. It could be fun to encourage teachers and staff members to fasten their belts.

If you really want to monitor your faculty/staff's belt use, use separate forms. If you do choose to survey faculty/staff belt use, you could set up a student-faculty challenge to see who can post the highest belt use rate.

To keep your surveys simple, you should count drivers and right-front-seat passengers only. Count only drivers and right-front-seat passengers in the vehicles described above. If there are three people riding in the front seat of a vehicle, do not count the middle person. Do not count back seat passengers. *Note:* Your seat belt program should encourage all drivers and all passengers in all types of vehicles to buckle up. If you see a driver or passenger, not included in your surveys, unbelted, remind that person to buckle up just the same.

Count drivers and right-front passengers (RF) as belted only if you see they are wearing their shoulder belts. If a person does not have on his or her shoulder belt, count that person as unbelted. If a person is wearing his or her shoulder belt incorrectly, count that person as unbelted. Correctly wearing a shoulder belt means the belt fits across the shoulder and chest and is buckled. Drivers and RF passengers wearing the shoulder belt under an arm or behind their backs should be counted as unbelted. Persons with only their lap belts fastened should be counted as unbelted. People who buckle their belts as they approach your survey site (because they see you doing a survey) should be counted as unbelted.

Look again at the survey form. You will record your observations based on sex and race. There are three different race categories -- *white, black,* and *other.* Native Americans, Hispanics, Asians and anyone else not considered black or white should be recorded as *other.* Numbers 1 through 6 correspond with each sex/race category. These are listed below.

1 = white male	3 = black male	5 = other male
2 = white female	4 = black female	6 = other female

If your school has a large population of Native Americans, Hispanics, or Asians, you may reserve the *other* categories for this group, but list no other group of drivers/passengers as *other.*

SITE SELECTION

Where your school's two-person teams stand while conducting surveys is an important consideration. The sites you choose need to be areas from which you can observe as many student motorists as possible. Usually schools provide one or more parking lots for student drivers. Parking lot sites work well. Place teams at all parking lot entrances and exits.

If one driveway leads into all the parking areas, observers positioned along this driveway will work well. Using a lone driveway, however, means you will have to study every vehicle entering and exiting school. Student parking lot sites will cut the number of vehicles you and your team members have to observe.

If your school has a certain area where parents drop off students, this area should be included as a site. Observe and record the belt use of students riding in the right front seat.

Using school parking lots and driveways, and conducting surveys before and after school, is the easiest procedure to get a good measure of belt use by student drivers and passengers. Some students, however, ride buses to school. In order to survey as many students as possible, you could observe and record their belt use before special school events like ball games, band concerts, drama club productions, etc. Students who do not drive to school everyday may have use of a car for such evening activities.

GETTING A GOOD VIEW

Do not place yourself or your team members in danger when conducting surveys. Stand close enough to traffic that you can see clearly the sex and race of the driver/passenger and if shoulder belts are being used. Likewise, stand far enough away that you are in no danger of being hit by a vehicle. Wear bright colors or reflective vests. HSRC and GHSP encourage schools to buy reflective vests or brightly colored T-shirts for survey observers. Stand in clear view of the driver, not behind signs or trees. And always work in teams of two.

HOW TO USE THE DATA COLLECTION FORMS

Your seat belt surveys will require the use of three forms:

- **The High School Seat Belt Survey Planning Form**
  This form should be used to help keep records of sites you have selected for observations. Once it has been completed, data collectors unfamiliar with the site can use it to plan how to work that site. Separate forms should be completed for each site.

- **The Seat Belt Survey Form**
  This form used to record observations. Separate forms should be completed for each site.

- **The Seat Belt Survey Reporting Form**
  This form should be used to report seat belt use rates for individual sites and to report use rates for the whole school each time survey data is collected. In addition, by looking at use rates for different vehicle types as

well as sex and race categories, schools will be able to determine which groups need extra program attention.

Examples of each of the three forms are included in this packet. Instructions on how to use each form are as follow.

The High School Seat Belt Survey Planning Form is completed for each survey site. For instance, if you have a parking lot with two entrances/exits used only by students, the parking lot itself would be considered the site, even though data would be collected at both exits. In this case, complete one *Planning Form* for the site and indicate locations data collectors will position themselves.

If, however, you have a parking lot with two exits but the entrances/exits are used separately by students and faculty, this would be considered two sites since different groups of drivers are found at the two locations. In a case like this, you would fill out separate *Planning Forms* for each location. If multiple forms must be completed, a basic diagram could be drawn on a blank form. This diagram should show the whole school with all of the different sites. Then the remaining information could be filled in and added on copies of the form with the basic diagram.

To complete the form, you will need to:

- Indicate the name of the school, the name of the site (such as Seniors' parking lot) and assign a unique site number for each site.

- Check the appropriate type of subjects who will be observed at the site.

- Note any comments you have about the site, such as best times to catch the most cars, problems with traffic flow, etc., that the observer will need to know.

- Draw a diagram of the site indicating traffic lanes and flow as well as positions for the observers. Indicate if observers will need to position themselves differently for morning vs afternoon traffic.

The Seat Belt Survey Form is filled out by each observer team for each site, for each survey period. In the example student lot cited above with two entrances/exits, each entrance and exit would be covered by a team. Each team would complete a survey form. The results of each would be combined for the survey reporting form discussed later.

Before starting the actual survey, you should fill in the header information at the top of the form. Fill in name of the school, the site name and number, your initials, and date. As you are starting to collect data, fill in the "Start Time" according to the 24-hour clock (with 11:00 am being 1100, noon being 1200, 11:00 pm being 2300, and midnight being 2400). Fill in the finish time in the same way.

As you are observing cars, enter the appropriate sex/race code for each driver in the driver column for each vehicle in the appropriate section (either cars/mini vans or pickups/etc.). For each vehicle, there is also a space for right front passenger information. If there is no RF passenger, leave this area blank. If the driver is

wearing his or her shoulder belt, circle the code. For instance, "1" would indicate an unbelted white male and "(4)" would indicate a belted black female. If you are unsure as to either the sex, race or belt status of the driver, count it as an "Unknown." Keep track of "unknowns" by making a mark near the next space, but not within one of the spaces for one of the valid observations (refer to the sample form).

Working in teams. There is a good bit of information that needs to be recorded. When traffic is slow, it's easy to observe vehicles and to record the necessary information. One person who can look and write quickly can handle an area with slow or light traffic. Your surveys, however, will take place during busy traffic periods -- before and after school. Considering the number of vehicles you will be observing, teams of two observers will work best.

The team method works in the following way. One person is the *observer*. He/she looks at the vehicle and determines if the driver and RF passenger are wearing their shoulder belts. The *observer* then calls outs what he/she sees. The other person, the *recorder*, listens and writes down what the observer says. The *recorder* will hold the survey form, usually on a clip board, and write in pencil what the observer calls out.

Team members can develop their own system of calling out observations. The following is a suggested system that works well. First the observer must identify the kind of vehicle, so he/she will call out "car" or "minivan" or "truck." Then the observer must tell the recorder the sex, race and belt use of the driver, and the sex, race and belt use of the RF passenger (if there is one). This can be done quickly using the race/sex coded numbers followed by "yes" or "no." For example, if the observer sees a car with a white male driver unbelted, and no passenger, the observer would call out, "Car -- one -- no." A lone belted black female in a pickup would be, "truck -- four -- yes." If there is a driver and RF passenger the call could go, "Car -- two -- no -- driver, and one -- no -- passenger."

A shortcut is to call out the vehicle type only if it is *not* a car/minivan, and to call out driver or passenger only if a passenger is *in* the vehicle. For example, a belted black male driver in a car would be simply, " Three-yes," unbelted would be, "Three-no." This shortcut works well because most vehicles will be cars, and many observed vehicles will contain only the driver.

As you can tell, the recorder needs to be able to write quickly and neatly, the observer must have a quick eye and a clear voice. After a few minutes of practice, collecting survey data is fairly easy. HSRC does suggest that teams collect practice data before making real observations.

There is room for 60 cars/mini vans and 20 pickups/vans/utility vehicles on each page. If the count exceeds these numbers for a vehicle type, continue the counts on a second page. After observations are completed, fill in the page identification information at the top of the form. If only one page is used, this should be filled in as "Page 1 of 1." If additional pages are used, indicate these as being "Page 1 of 2", "Page 2 of 2", and so forth.

COMPUTING USAGE RATES

Use the *Seat Belt Survey Reporting Form* to compute seat belt use rates. The information at the top of the form needs to be completed to properly identify the information being reported. One form should be used to report rates for each site during each survey period.

After noting the name of the school, indicate which type of report is being completed by checking the type of report as either a school summary or as a site report. If it is a school summary, indicate which time period it covers and indicate the subjects covered by this report.

If it is a site report, provide the information regarding the date, start and finish time, as well as subjects observed.

The boxes at the bottom of the page are for the counts of each sex/race group and drivers and right front passengers for each vehicle category. The top set is for passenger cars/mini vans, the middle box is for pickups, etc., and the bottom set is for all vehicles combined.

• Count the number of belted white male drivers in passenger cars/mini vans and enter this number in the top box (row "A") under the WM Driver column (column 1) in the car/mini van section.

• Count the total number of white males observed, both belted and unbelted, and enter this number in the middle box (row "B") under the WM column (1).

• Calculate the percentage of belted white male drivers in passenger cars by dividing the number of belted WM drivers (A-1) by the total number of WM drivers (B-1), multiply the result by 100 and enter this percentage in the bottom box (row C) under the WM drivers column (round off to the nearest tenth of a percent, e.g., 56.7%).

• Repeat the process for the other five race/sex categories in the car/mini van driver section.

• Calculate the Total % for cars/mini vans drivers by adding the numbers in the "Belted" row across the six race/sex driver groups (A-1 through A-6) and enter the result in the Total column for drivers (A-7). Add the numbers in the "Observed" row (B-1 through B-6) across to the Total column (B-7). Divide the total belted by the total observed to obtain the total percent belted drivers for cars/mini vans.

• Repeat the process for the cars/mini vans right front passengers section using the columns 8 through 15.

• Repeat the process for the pickup/etc. drivers and right front passengers sections using the middle set of boxes.

• The bottom set of boxes is to be used to calculate belt rates for all vehicles. Use counts from the corresponding boxes in rows A, B, D, and E to arrive at the counts for rows G and H (All Vehicles). For instance, the total number of belted white male drivers would be the sum of A-1 + D-1 and entered in the G-1 box. The total number of observed white male drivers would be the sum of B-1 + E-1 and entered in the H-1 box. The total percent of belted white male drivers is found by dividing G-1 by H-1 and entered in the I-1 box. The final seat belt use rate for the site or for the school summary will be the I-15 box in the bottom right of the form.

Counts and percentages should be completed each time data are collected and turned into the your school's survey coordinator who will in turn submit copies to HSRC.

PLAY IT SAFE

Remember that a two-person team is most efficient for belt use surveys and provides more safety than working alone. The most important safety rules are to be alert at all times and never turn your back on the traffic. Do not listen to radios or do anything else that will distract you or reduce your alertness. Other safety rules are to wear orange safety vests or bright clothing for high visibility, and to position yourself in a safe location. Stand on the side of the roadway as far from traffic as possible while still being able to see the drivers.

During sunny weather, you should wear a good pair of sunglasses to help reduce glare and eyestrain as well as to help you see into the vehicles better. Try to position yourself so that you are not blinded by looking directly toward the sun. Also, don't forget the sunscreen.

DATA COLLECTION

Most sites will be at entrances to school parking lots. The position of the observers will be determined by the layout of the particular site. Surveys at parking lots should be conducted when drivers are arriving for school and/or leaving school. If data is collected when traffic is exiting the parking lot, the drivers may see the observers and buckle up. The arriving traffic is generally a more accurate measure of belt usage. For this reason, all sites need to be observed at different times of the day. During the first surveys, you can count all of the arriving cars in the morning (if there are enough data collectors to cover all sites). Then, traffic departing in the afternoon can be observed the next time. Or, some sites could be covered in the morning with the remainder covered that afternoon.

There are other possibilities for collecting data on students that will give an accurate reading of belt use. One way would be to position observers where they can see the cars, but the drivers cannot see the observers, or place the observers in a position in which it does not appear that they are collecting data. One way to do this would be for the observer to stand by a parked vehicle while the recorder sits in the vehicle. The observer can call out belt use while the recorder, unseen by the motorists, writes down the information. Both observer and recorder can sit in the parked vehicle if it sits high enough that motorists can be seen. Vans and pickups work well and provide shelter if it is raining.

The best position for observing driver belt use is generally from the driver's side of his/her vehicle. This basic fact will dictate where you position yourself to work a site. As previously mentioned, the primary survey sites for high school programs will be at school parking lots. Observers should position themselves near the entrances and exits as shown in Figure 1.

Larger high schools with multiple parking lots or schools located within cities, may offer intersections as good campus survey sites. Most intersections will require two observer teams to cover completely. At a basic intersection with crossing lanes and no turn lanes (see Figure 2), Team A should position itself on one corner and Team B should position itself diagonally at the other corner. Team A would observe vehicles in lanes 1 and 2, and Team B would cover lanes 3 and 4.

At a similar intersections with vehicles turning often, the teams will need to decide who can best see drivers as they make the different turns (see Figure 2). As shown in the figure, Team A will have little trouble spotting belt use of left turning drivers in Lane 1, but may have difficulty seeing right turning drivers in Lane 2. Teams will need to watch and communicate before the actual surveying begins.

Before you begin a particular survey, take a few minutes to watch traffic and practice calling and recording. This brief practice will help you get a feel for the traffic and its rhythm and cycles. Just be sure all traffic lanes are observed and no duplicate counts are made.

High School Seat Belt Survey Site Planning Form

School = Crosstown High School

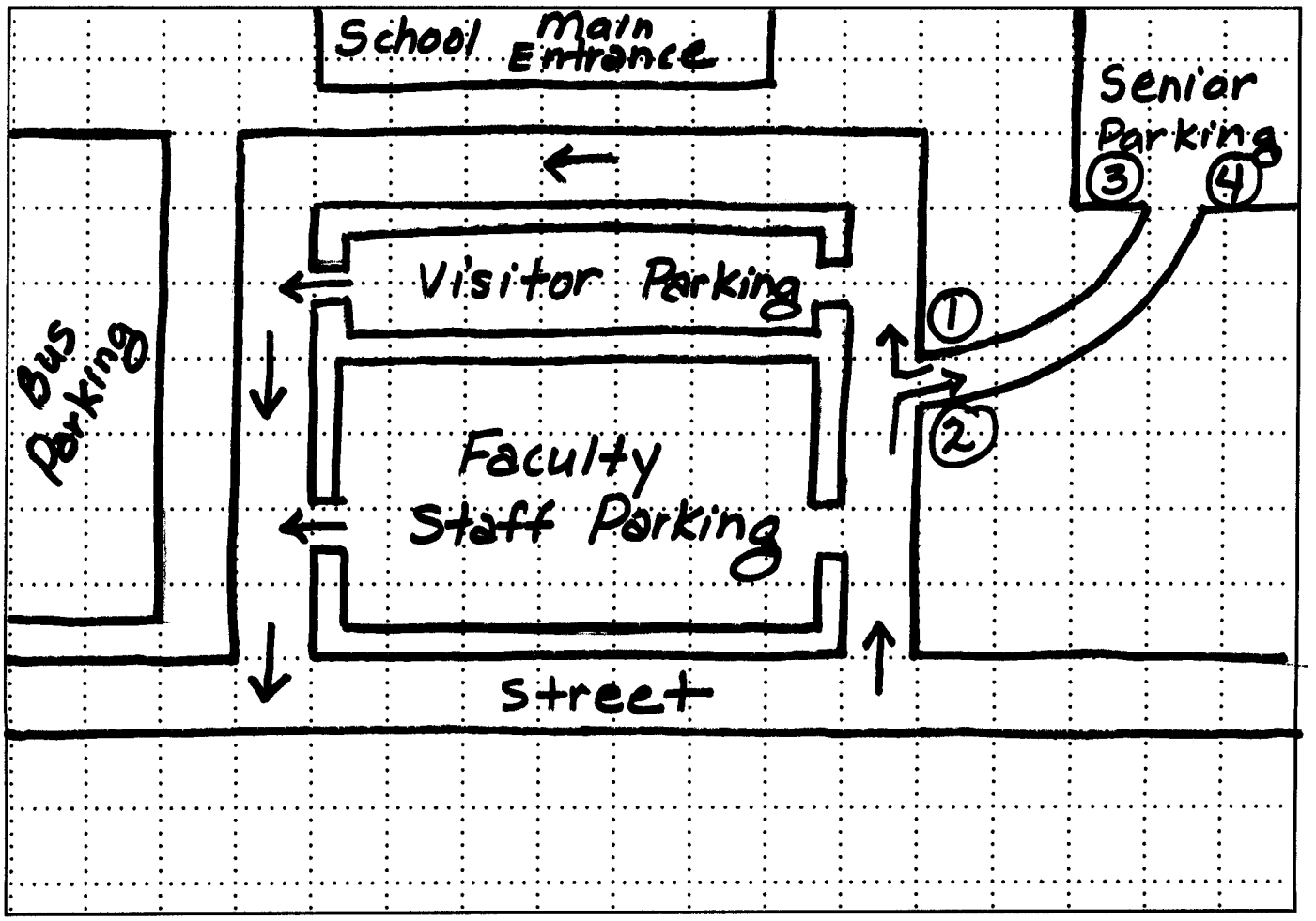
Site Name = Senior Parking Lot Site Number = 02

Subjects = ☐ Student Drivers ☐ Faculty/Staff ☒ Other = Seniors
☐ Student Drop-off ☐ All School Traffic

Comments: Senior lot has only one entrance/exit, so it's easy to cover. Use following positions -
(1) Morning arrivals - high visibility of observers
(2) Afternoon - high visibility of observers
(3) Morning - low observer visibility - park in space next to entrance
(4) Afternoon - low visibility
Cars start arriving about 7:30 each morning. Be set up by 7:15.

SITE LOCATION DIAGRAM

Use this diagram to indicate position(s) for observer(s). Also indicate important landmarks, names of roads, number of lanes for each roadway, flow of traffic, and any traffic signs or signals.



01/21/93

Seat Belt Survey Form for Crosstown High School
(Name of School)

Site Name = Senior Parking Lot Site # = 02 Observer = WLH + LMM

10 / 09 / 92 0715 0805 Page 1 of 1
Month Day Year Start Time Finish Time

WHAT : Cars with headrests or high seatbacks (1968 or later models). 1976 or later model pickup trucks.

WHO : Drivers and right-front passengers wearing shoulder belt across shoulder, not under arm or behind back.

HOW :

Record observation as: 1 White Male, 2 White Female, 3 Black Male, 4 Black Female, 5 Other Male, 6 Other Female

Circle the number when person is belted. Omit observation if unsure of belt status, race or sex.

PASSENGER CARS, MINIVANS

	Driver	Right Front
1	1	
2	(3)	(3)
3	3	
4	(2)	1
5	(4)	(3)
6	(1)	(3)
7	1	
8	(2)	
9	1	(2)
10	(4)	(4)
11	2	
12	(3)	(4)
13	1	
14	2	2
15	2	
16	(4)	4
17	1	2
18	3	(4)
19	(1)	
20	3	1

	Driver	Right Front
21	4	
22	(4)	(2)
23	(2)	
24	(3)	(3)
25	1	
26	(2)	
27	1	1
28	1	(2)
29	(3)	
30	(4)	(2)
31	1	
32	2	(2)
33	2	
34	(3)	3
35	2	1
36	(4)	(1)
37	(1)	
38	(3)	(2)
39	(3)	
40	1	1

	Driver	Right Front
41	2	
42	(4)	(4)
43	3	
44	(1)	1
45	(4)	3
46	4	
47	(2)	(2)
48	(1)	
49	3	(3)
50	4	
51	(1)	(1)
52	1	(2)
53	(3)	(4)
54	2	
55		
56		
57		
58		
59		
60		

IIII 1

PICKUPS, VANS, UTILITY VEHICLES

	Driver	Right Front
1	1	
2	(3)	3
3	1	(2)
4	1	
5	(2)	(2)
6	(4)	3
7	3	
8	(1)	1
9	(1)	
10	2	3
11	(4)	(3)
12	1	
13	2	
14	1	2
15	1	
16	(3)	(2)
17		
18		
19		
20		

II

01/21/93

Seat Belt Survey Reporting Form for Crosstown High School
(Name of School)

☐ School Summary for the period __ __ / __ __ / __ __ through __ __ / __ __ / __ __
Month Day Year Month Day Year

☒ Site Report: Site Name Senior Lot Site # 02

10 / 09 / 92 07 15 08 05
Month Day Year Start Time Finish Time

☒ Subjects: ☐ Student Drivers ☐ Faculty/Staff ☒ Other = Seniors only
☐ Student Drop-off ☐ All School Traffic

SUMMARY SEAT BELT STATISTICS

Passenger Cars, Minivans

	Drivers							Right Front Passengers							All
	(1) WM	(2) WF	(3) BM	(4) BF	(5) OM	(6) OF	(7) Total 1 thru 6	(8) WM	(9) WF	(10) BM	(11) BF	(12) OM	(13) OF	(14) Total 8 thru 13	(15) TOTAL [7+14]
(A) # Belted	6	5	8	8	–	–	27	2	8	5	5	–	–	20	47
(B) # Observed	17	13	13	11	0	0	54	8	10	7	6	0	0	31	85
(C) % Belted [((A) / (B)) * 100]	36.3	38.5	61.5	72.7	–	–	50.0	25.0	80.0	71.4	83.3	–	–	64.5	55.3

Pickups, Vans, Utility Vehicles

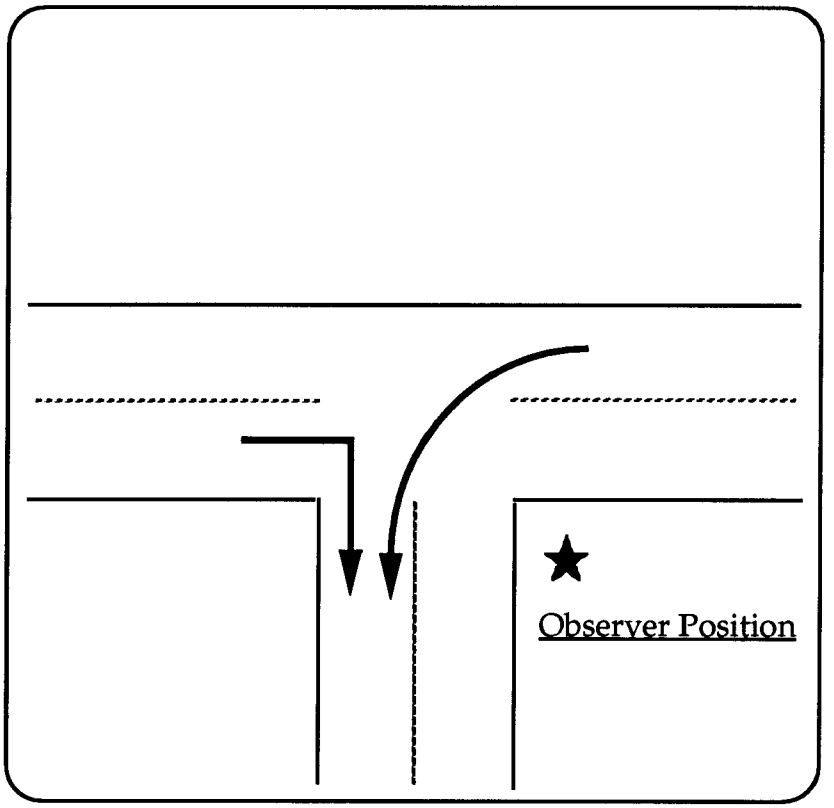
	Drivers							Right Front Passengers							All
	(1) WM	(2) WF	(3) BM	(4) BF	(5) OM	(6) OF	(7) Total 1 thru 6	(8) WM	(9) WF	(10) BM	(11) BF	(12) OM	(13) OF	(14) Total 8 thru 13	(15) TOTAL [7+14]
(D) # Belted	2	1	2	2	–	–	7	0	3	1	–	–	–	4	11
(E) # Observed	8	3	3	2	0	0	16	1	4	4	0	0	0	9	25
(F) % Belted [((D) / (E)) * 100]	25.0	33.3	66.7	100.0	–	–	43.8	0.0	75.0	25.0	–	–	–	44.4	44.0

All Vehicles

	Drivers							Right Front Passengers							All
	(1) WM	(2) WF	(3) BM	(4) BF	(5) OM	(6) OF	(7) Total 1 thru 6	(8) WM	(9) WF	(10) BM	(11) BF	(12) OM	(13) OF	(14) Total 8 thru 13	(15) TOTAL [7+14]
(G) # Belted [(A) + (D)]	8	6	10	10	–	–	34	2	11	6	5	–	–	24	58
(H) # Observed [(B) + (E)]	25	16	16	13	0	0	70	9	14	11	6	0	0	40	110
(I) % Belted [((G) / (H)) * 100]	32.0	37.5	62.5	76.9	–	–	48.6	22.2	78.6	54.5	83.3	–	–	60.0	52.7

Figure 1. Position for Observers at Parking Lot Entrances/Exits

Morning arrivals in parking lot



Afternoon departures from parking lot

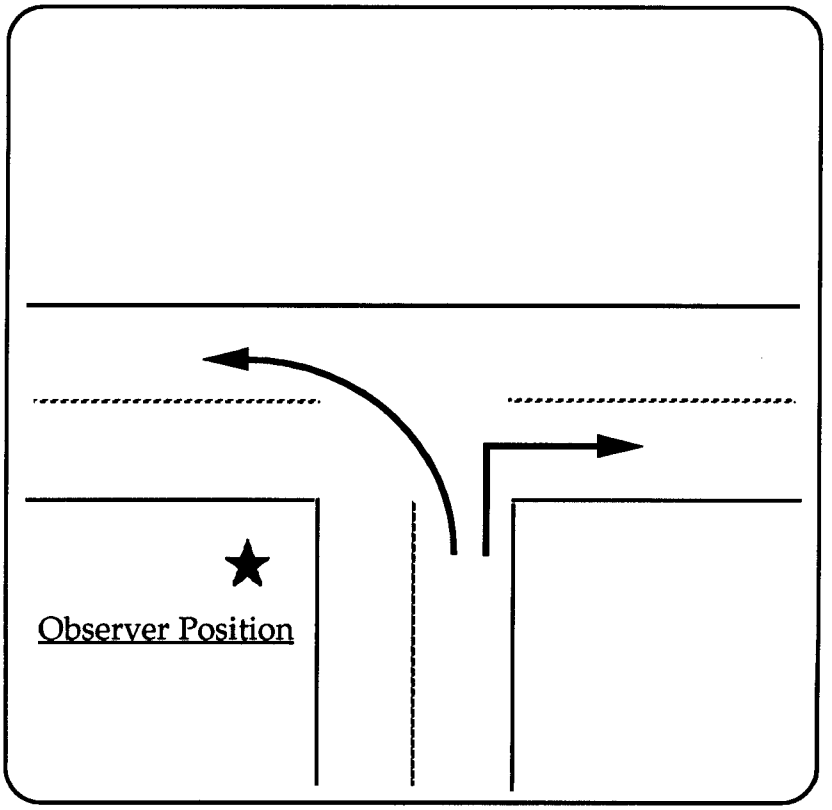
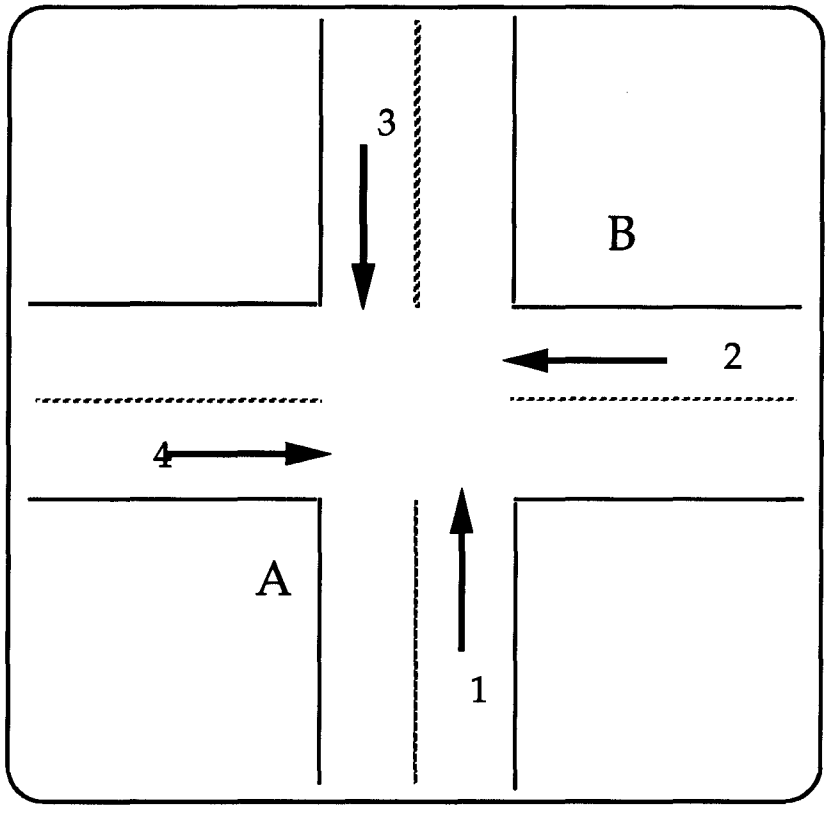
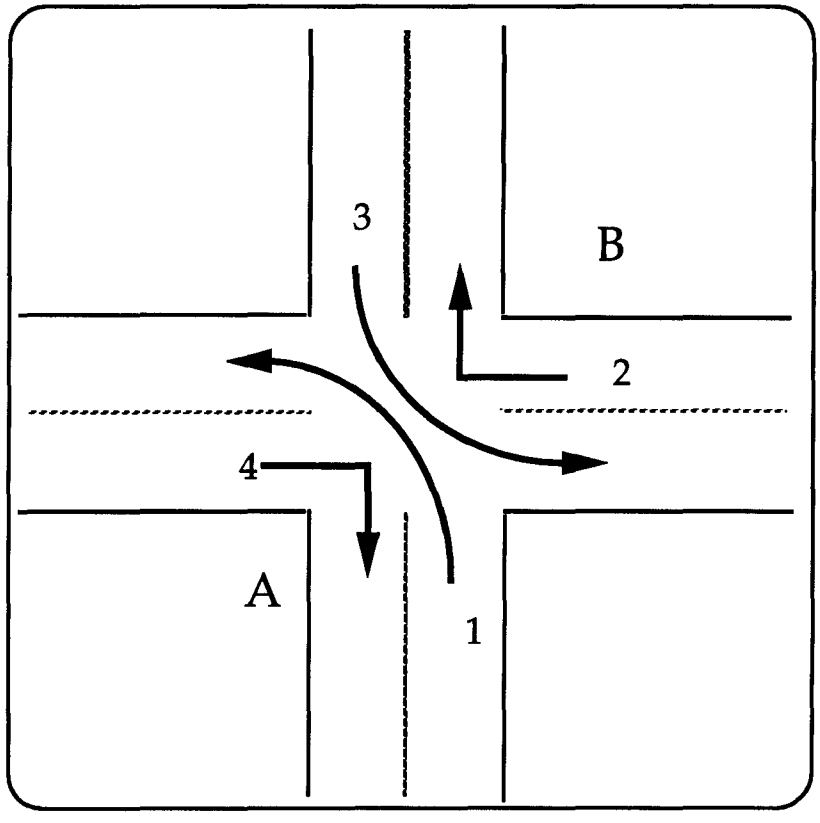


Figure 2. Positions for Observers at Intersections

Intersection with through traffic.



Intersection with turning traffic



High School Seat Belt Survey Site Planning Form

School = _____

Site Name = _____ Site Number = _____

Subjects = ❑ Student Drivers ❑ Faculty/Staff ❑ Other = _____
❑ Student Drop-off ❑ All School Traffic _____

Comments:_____

_____

_____

_____

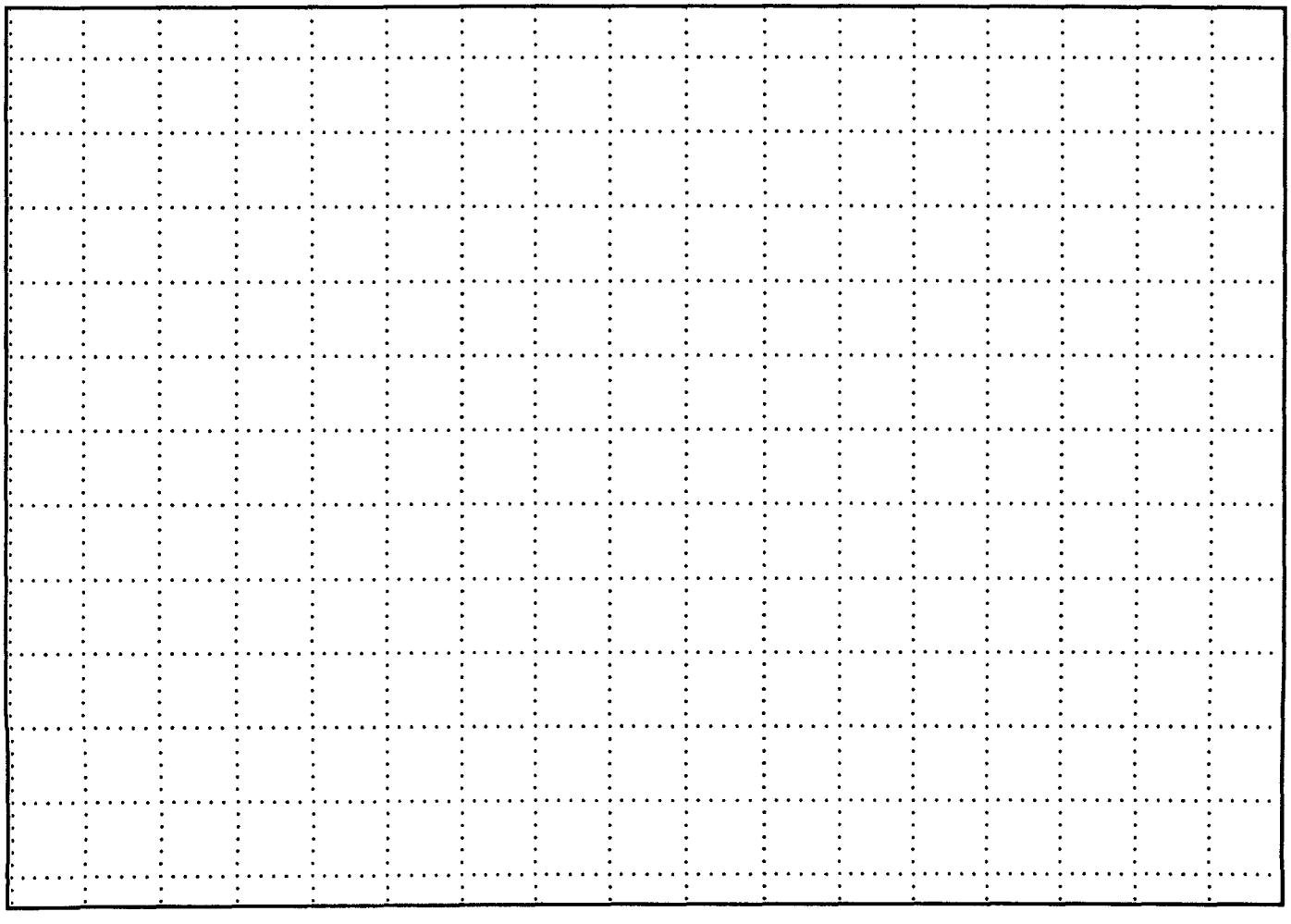
_____

_____

_____

SITE LOCATION DIAGRAM

Use this diagram to indicate position(s) for observer(s). Also indicate important landmarks, names of roads, number of lanes for each roadway, flow of traffic, and any traffic signs or signals.



Seat Belt Survey Form for _____

(Name of School)

Site Name = _____ Site # = _____ Observer = _____

__ __ / __ __ / __ __ Month Day Year __ __ __ __ Start Time __ __ __ __ Finish Time Page ___ of ___

WHAT : Cars with headrests or high seatbacks (1968 or later models). 1976 or later model pickup trucks.

WHO : Drivers and right-front passengers wearing shoulder belt across shoulder, not under arm or behind back.

HOW :

Record observation as: 1 White Male, 2 White Female, 3 Black Male, 4 Black Female, 5 Other Male, 6 Other Female

Circle the number when person is belted. Omit observation if unsure of belt status, race or sex.

PASSENGER CARS, MINIVANS

	Driver	Right Front		Driver	Right Front		Driver	Right Front
1			21			41		
2			22			42		
3			23			43		
4			24			44		
5			25			45		
6			26			46		
7			27			47		
8			28			48		
9			29			49		
10			30			50		
11			31			51		
12			32			52		
13			33			53		
14			34			54		
15			35			55		
16			36			56		
17			37			57		
18			38			58		
19			39			59		
20			40			60		

PICKUPS, VANS, UTILITY VEHICLES

	Driver	Right Front
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		

01/21/93

Seat Belt Survey Reporting Form for _____

(Name of School)

☐ School Summary for the period __ __ / __ __ / __ __ through __ __ / __ __ / __ __
Month Day Year Month Day Year

☐ Site Report: Site Name _____ Site # _____

__ __ / __ __ / __ __ __ __ __ __ __ __ __ __ __ __
Month Day Year Start Time Finish Time

☐ Subjects: ☐ Student Drivers ☐ Faculty/Staff ☐ Other = _____
☐ Student Drop-off ☐ All School Traffic _____

SUMMARY SEAT BELT STATISTICS

Passenger Cars, Minivans

	Drivers							Right Front Passengers							All
	(1) WM	(2) WF	(3) BM	(4) BF	(5) OM	(6) OF	(7) Total 1 thru 6	(8) WM	(9) WF	(10) BM	(11) BF	(12) OM	(13) OF	(14) Total 8 thru 13	(15) TOTAL [7+14]
(A) # Belted															
(B) # Observed															
(C) % Belted [((A) / (B)) * 100]															

Pickups, Vans, Utility Vehicles

	Drivers							Right Front Passengers							All
	(1) WM	(2) WF	(3) BM	(4) BF	(5) OM	(6) OF	(7) Total 1 thru 6	(8) WM	(9) WF	(10) BM	(11) BF	(12) OM	(13) OF	(14) Total 8 thru 13	(15) TOTAL [7+14]
(D) # Belted															
(E) # Observed															
(F) % Belted [((D) / (E)) * 100]															

All Vehicles

	Drivers							Right Front Passengers							All
	(1) WM	(2) WF	(3) BM	(4) BF	(5) OM	(6) OF	(7) Total 1 thru 6	(8) WM	(9) WF	(10) BM	(11) BF	(12) OM	(13) OF	(14) Total 8 thru 13	(15) TOTAL [7+14]
(G) # Belted [(A) + (D)]															
(H) # Observed [(B) + (E)]															
(I) % Belted [((G) / (H)) * 100]															

APPENDIX E: SAMPLE NEWS RELEASE AND ARTICLE

NEWS RELEASE TO ANNOUNCE YOUR PROGRAM

Attached is a sample news release you can use to inform your local media about your award and seat belt program. The release is partially written with blank spaces where you can fill in information about your school and program. Once you have filled in the blanks and re-typed the news release on your school's letterhead, send it or carry it personally to all the newspapers, radio stations and television stations in your town or county.

You do not have to use this release, it's just a sample to get you started. We do suggest, however, that you announce your program to your local media, and keep them informed of the different activities and the progress seen in your school's belt use rates.

Each blank space on the sample release is numbered. Below is a list of those numbers and what is intended for each blank.

1) Name of your school
2) Name of your school
3) Name of your school
4) Starting date of your program
5) Ending date of your program
6) Name(s) of club(s) or group(s) coordinating your program
7) Name(s) of your program's advisor(s)
8) Quote containing the goals of your program
9) Name of person telling about your goals -- can be a student or an advisor
10) Date of your program's kick-off event -- the morning of April . . .
11) A list in paragraph form of what will take place during the kick-off event, include the names of speakers and special guests such as Vince and Larry. Make it as long as necessary
12) A list in paragraph form of some of the activities you have planned for the program. Make it as long as necessary

If you have any questions about this sample news release, give us a call at 1-800-672-4527, ask for Jeff Lowrance or Lauren Marchetti.

SAMPLE NEWS RELEASE

(1)_____ High School has received a cash award of $500 to conduct activities aimed at encouraging its students to buckle their seat belts. (2)_____ is one of 50 high schools in North Carolina to receive an award.

The N.C. Governor's Highway Safety Program and the University of North Carolina Highway Safety Research Center are sponsoring the funding project. All 50 high schools will conduct a 6-to-8-week program that will periodically monitor belt use by student motorists and promote belt use with events and activities. Schools will use the cash awards to purchase small prizes and supplies.

(3)_____'s program will run from (4)_____ to (5)_____. The (6)_____ will coordinate the program. Mr., Mrs., Ms. (7)_____ _____ is the club's advisor. "The goal of our program is to . . . .(8)," said (9)_____.

A special kick-off activity is planned for (10)_____. The event will include (11)_____

_____

_____.

Other activities scheduled include (12)_____

_____.

Studies conducted by the UNC Highway Safety Research Center (HSRC) show that teenage motorists stand the greatest risk of being involved in automobile crashes. Teenage drivers also suffer more serious and fatal crash injuries than any other motorist age group. In fact, one-half of all the youth, ages 16-19, who die each year in the U.S., are killed in automobile crashes. To compound the problem, younger drivers tend to use their seat belts less often than older drivers.

The Governor's Highway Safety Program and the UNC Center are providing these funds as part of a research project. HSRC researchers are trying to determine if high school-based seat belt promotional programs can affect the belt-wearing habits of teenagers and reduce crash-related deaths and injuries.

Maiden High School Receives Seat Belt Grant

Maiden High School has received a cash award of $500 to conduct activities aimed at encouraging its students to buckle their seat belts. Maiden is one of 50 high schools in North Carolina to receive an award.

The N.C. Governor's Highway Safety Program and the University of North Carolina Highway Safety Research Center are sponsoring the funding project. All 50 high schools will conduct a six to eight-week program that will periodically monitor belt use by student motorists and promote belt use with events and activities. Schools will use the cash awards to purchase small prizes and supplies.

Maiden High's program will run from April 19 to May 31. The Student Council will coordinate the program. Roger Laney, Ms. Skye Beam and Mrs. Debby Gunnell are the club's advisors. "The goal of our program is to increase the seat belt use of Maiden High's students from 29 percent to 60 percent," said Mrs. Gunnell.

A special kick-off activity is planned for the afternoon of Monday, April 19. The event will include an assembly in which student project coordinators Chris Ijames, Teresa Turner, Kerri McAlister, and Heather Scronce will discuss seat belt myths, crash statistics, and seat belt facts.

The Maiden Drama Club will perform a skit involving a crash, followed by valuable information from representatives of the Maiden Police Department, the Newton E.M.S., and the Rescue Squad. Immediately following the assembly, students will attend a safety festival on the Maiden grounds.

Most clubs at Maiden will sponsor a booth of some kind. Games and activities relating to safety will be prominent. In addition, an ambulance, rescue crash unit, and a wrecked car will be on display.

Other activities scheduled include frequent morning and afternoon distribution of prizes to drivers and passengers who are buckled up, and a verbal "Get a Grip... Buckle Up!" to those who are not.

Periodically, a student who enters the parking lot unbelted will be required to remain belted in his/her chair in each class for the entire day. In addition, students will sign cards pledging to wear seatbelts. When the school has increased its belt use rate, a prize will be awarded to one of the pledge card signers. Student Council members will also be responsible for conducting seat belt data collection in order to monitor the program's progress.

Studies conducted by the UNC Highway Safety Research Center (HSRC) show that teenage motorists stand the greatest risk of being involved in automobile crashes. Teenage drivers also suffer more serious and fatal crash injuries than any other motorist age group. In fact, one-half of all youth, ages 16-19, who die each year in the U.S., are killed in automobile crashes. To compound the problem, younger drivers tend to use their seat belts less often than older drivers.

The Governor's Highway Safety Program and UNC Center are providing these funds as part of a research project. HSRC researchers are trying to determine if high school-based seat belt promotional programs can affect the belt-wearing habits of teenagers and reduce crash-related deaths and injuries.

APPENDIX F: FINAL REPORT FORM

North Carolina Governor's Highway Safety Program
University of North Carolina Highway Safety Research Center

1993 NORTH CAROLINA HIGH SCHOOL SEAT BELT PROGRAM
FINAL REPORT

Due Date: By the end of the school year or no later than June 30, 1993.

SCHOOL INFORMATION

Name of School: .....

Mailing Address: .....

.....

City: ..... State: ..... Zip: .....

Street Address: .....

Phone: ( ) ..... FAX: ( ) .....

Type of School: ☐ Public ☐ Non-Public

Grades: ☐ 9-12 ☐ 10-12 ☐ Other .....

Enrollment (Approximate): .....

PROGRAM PARTICIPANTS

Program Advisor: .....

Students who prepared this report: .....

.....

.....

Groups Participating in Program:

....

....

....

....

1. DESCRIPTION OF OVERALL PROGRAM:

Give the dates when the program officially began and ended. Briefly describe the kickoff event. Describe the elements of the program, when they were conducted, and any media coverage the program received. Include examples of materials, newspaper clippings or other *good stuff* that could be shared with other schools. (Use additional pages if needed.)

2. PROGRAM EXPENDITURES:

List and briefly describe the incentive prizes, materials, supplies and services purchased and the approximate cost. Also include items that were donated from other sources and note that they were donated. (The program is required to keep receipts of expenditures for one year, but do not send them to HSRC.)

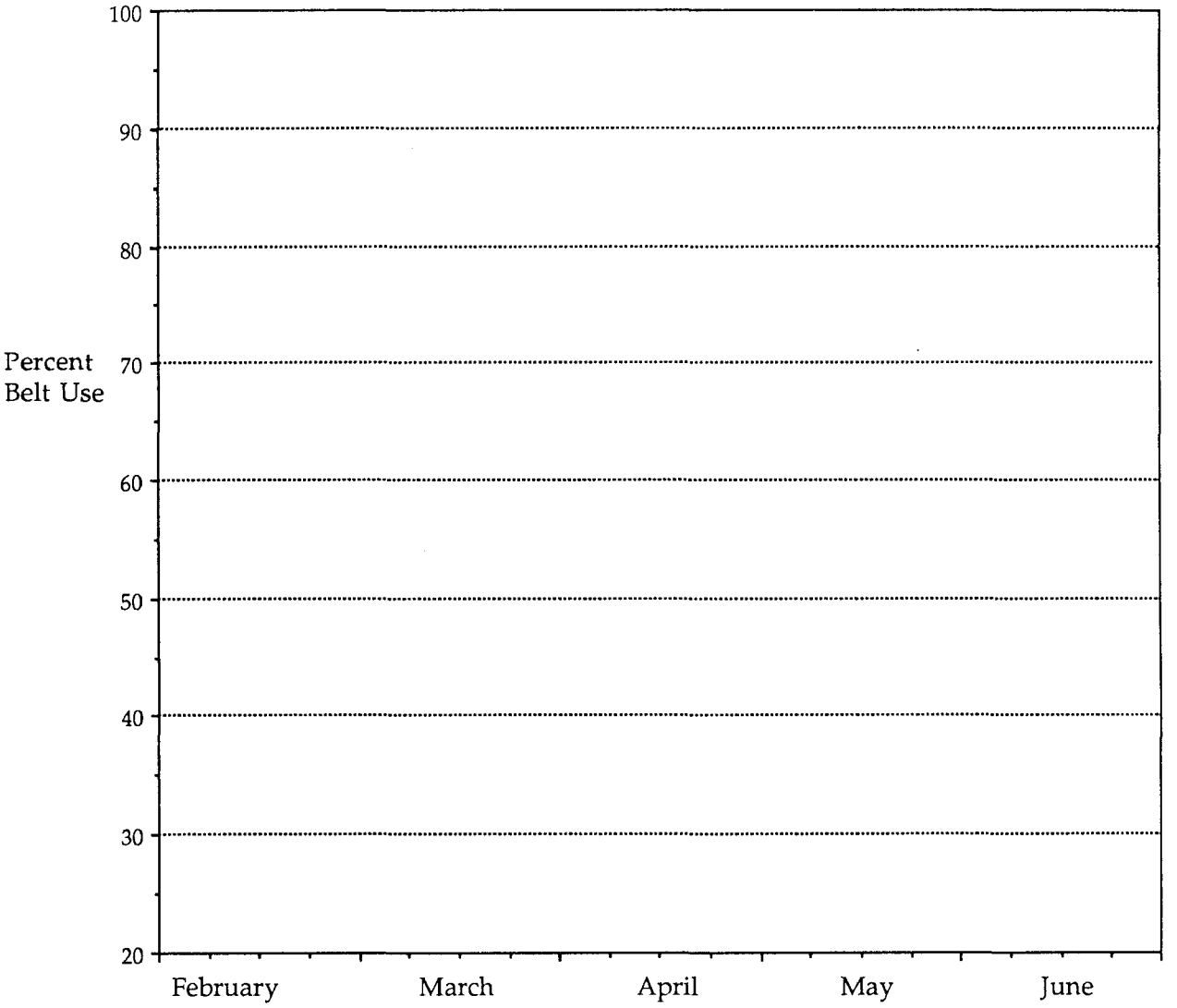
ITEM	APPROXIMATE COST

TOTAL COST: _____

3. SURVEY RESULTS:

Describe what happened to seat belt use rates during the program. Attach any belt survey summary forms. Provided on the next page is a blank graph for you to use if you would like to plot your school's belt use during the project.

Name of School: _____



4. WHAT WORKED, WHAT DIDN'T, ADVICE FOR OTHER SCHOOLS:

Here is how you can be the most help to us. From your experience, give us your impressions of the program. Identify the best things to recommend for future programs, and pitfalls to avoid. (Be honest, we can take it.)