



Seat Belt Safety Curriculum

Developed by the Youth Transportation Safety Program
6th - 8th Grade

Sponsored by:





About Us



Teens in the Driver Seat® – Jr. High is a program to help youth be a safer car passenger and teach them what they need to know to be a safer driver – way before they start to drive.

This curriculum focuses on promoting seat belt usage, aiming to help students understand the risks and encourage them to speak up for their safety and safety of others, every ride. The following lesson plan can be utilized as part of the All-Star Seat Belt Unit.

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A photograph of four diverse middle school students smiling in a school hallway. The students are a girl with curly hair and a plaid shirt, a boy with curly hair in a grey shirt, a girl with long dark hair in a striped shirt, and a girl with blonde hair and glasses in a teal shirt. The background shows school lockers. The entire image has a light pink overlay.

**Seat belts save lives.
Be a Seat Belt Hero and
speak up for your safety and
the safety of others.**

ITEMS NEEDED

1. Slideshow on Seat Belt Usage
2. KWL and Graphic Organizer Charts
3. Reading Comprehension Passage and Questions
4. Buckle Blitz Race for Safety Activity



STEPS

1. Please refer to the Health/ELA Standards to identify related standards for your state.
2. Use the QR code to access the downloadable slideshow to discuss Seat Belt usage with students. Teachers can decide to present slides on their own or have students read portions and discuss.
3. Through the use of the slides, the teacher can go over the 'Hook' activity (Buckle Blitz Race for Safety Activity - see pg 49) to engage students in the lesson (*This is optional but will count as a second All-Star activity*). *This activity requires the use of the Buckle Blitz Word Cards & Question/Answer Key. You can print them off from the [link](#) provided.*
4. Students can participate in a student-led discussion on Seat Belt Usage using the KWL and Graphic Organizer charts. During this stage, they would complete the K section (What they know), and the W section (What they want to know).
5. Students, working independently or in groups, can work on answering the questions based on the Reading Passage.
6. As an Exit Ticket, students complete the KWL chart through the L section (what they learned) and the remaining graphic organizer questions and turn it in along with their Reading Passage and questions.
7. After being graded, the teacher can create a bulletin board with some of the KWLs and some Seat Belt facts. This can count as a third activity. Real Heroes Wear Seat Belts Bulletin Board lends itself very well for this.

DON'T FORGET

The goal of this activity is to encourage students and their peers to remember Seat Belt usage is important and relevant and that we all can play a part in making it happen. Make sure to encourage youth to always buckle up and remind others to do it as well.

Find more Seat Belt information and facts online at www.t-driver.com.

MAKE IT GREAT

1. Conduct this lesson plan as part of the **Teens in the Driver Seat – Junior High Seat Belt All-Star Unit**. To get credit for your efforts, submit an evaluation form at <https://forms.gle/uikUsyvw5Wp72xLY9>.
2. Post photos of your activity and the bulletin board you created on your social media channels to further promote the message of safe driving and tag us @teensdriverseat, so we can see your great work! Remember you can also send us your pictures along with photo release forms and we can post them for you on our social media channels; we will tag you as well.



Reading Passage

6th - 8th Grade



Read the selection and choose the best answer to each question.

BUCKLE UP FOR SAFETY: ARE YOU A SEAT BELT HERO?

Seat Belt Safety: Why Buckling Up is Important and How to Speak Up

1. When you are getting into a car, whether you're driving or riding as a passenger, one of the first things you should do is buckle up your seat belt. It might seem like a small feat, but seat belts are one of the most important safety features in any vehicle. Here's why they are so important, and how you can be a seat belt hero and encourage others to buckle up too.

Why is Seat Belt Safety Important?

2. Seat belts save lives. In fact, they are one of the best ways to protect yourself in the event of a car crash¹. According to the National Highway Traffic Safety Administration (NHTSA), seat belts reduce the risk of death and serious injury by about 50%². When you're in a crash, a seat belt helps keep you in your seat and prevents you from being thrown around or ejected from the vehicle, which can cause even more harm.
3. Without a seat belt, you can be seriously injured even if the crash happens at a low speed. A seat belt is like a shield that helps protect you in case something goes wrong.

How Do Seat Belts Work?

4. Seat belts are designed to hold you in place during a crash. They help spread out the force of the collision, so you don't get hurt as badly. When wearing a seat belt properly, the lap belt

¹ Center for Disease Control, 2025

² NHTSA, Seat Belts, n.d.

should be snug across your hips, not your stomach, and the shoulder belt should cross over your chest and shoulder³. This keeps you safe and inside the car and helps distribute the force of a crash evenly across your body.

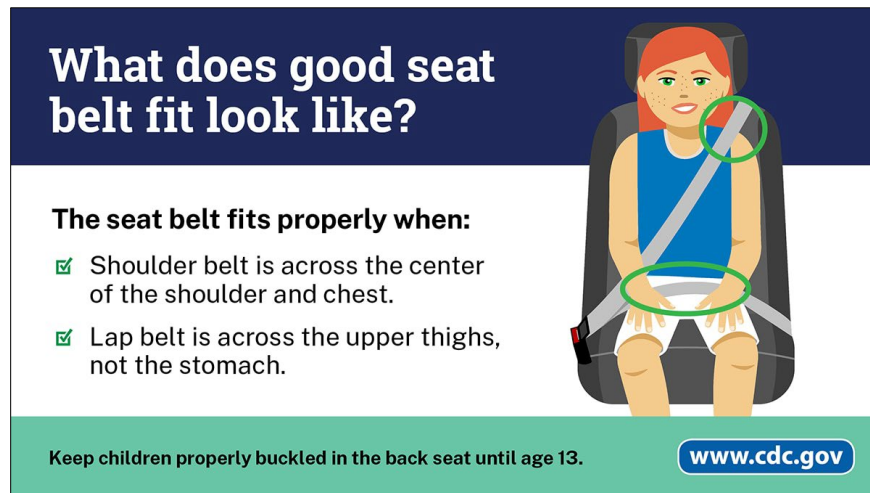


Figure 1. Proper Seat Belt Usage

How Can You Be A Seat Belt Hero?

5. Even though seat belts are so important, not everyone remembers to buckle up. Some people might forget, while others might feel it's not necessary for short trips or if they're riding in the backseat. But you can help by speaking up!
 - **Set a Good Example** – One of the easiest ways to encourage others to buckle up is by always wearing your seat belt. If they see you buckling up every time, they might be more likely to follow your lead.
 - **Remind Your Friends and Family** – If you're in the car with someone and they forget to buckle up, you can kindly remind them. It can be as simple as saying, "Hey, don't forget to buckle up!" It's okay to be the one who speaks up, especially when safety is at stake.

³ NHTSA, Seat Belts, n.d.

- **Be Confident** – Sometimes, people might try to convince you that it's okay not to buckle up, especially on short drives. Stay firm and remind them that seat belts save lives, no matter how far you're going.
- **Use the "Click It or Ticket" Message** – You can also let others know that there are laws about seat belt use⁴. In many states, it's required by law to wear a seat belt in both the front and back seats⁵. So, let's be aware of that and make those seat belts click!
- **Make It a Habit** – When you get in the car, make it a habit to check if everyone is buckled up before the car starts moving. You can even remind your friends, "We're not going anywhere until everyone's buckled up!"

BE A SEAT BELT HERO

WHAT TO KNOW

Being a Seat Belt Hero means standing up and speaking up for safety to create a safer world. Are you a traffic safety citizen?

SAFETY CITIZENSHIP

An act that is voluntary, without being rewarded or recognized, and that ultimately promotes safety that helps others.

Examples of Safety Citizenship:

-  **Reminding others to buckle up before the car moves.**
-  **Helping the driver with their phone.**
-  **Encouraging slower speeds in school zones.**

(Adapted from the Center for Health and Safety Culture)



Figure 2. Traffic Safety Citizenship

⁴ NHTSA, Click it or ticket, n.d.

⁵ Governor's Highway Safety Administration (GHSA)

The Bottom Line

6. Seat belts are one of the easiest ways to stay safe in a car, and it's important to wear them every time you ride⁶. Even if you're just going down the street or to a friend's house, always buckle up. By setting a good example, reminding others to buckle up, and speaking up when you see someone forgetting, you can help keep everyone in the car safe. So, the question is: are you buckling up and reminding others to do the same?

⁶ IIHS, *Seat Belts*. (2025, January)



Passage Question & Answer Keys

6th - 8th Grade



6th Grade Questions

1. *Based on the ideas presented throughout the article, what can the reader conclude about Seat Belt usage?*
 - a. Seat belt usage could increase if we all do our part, serve as role models and remind others to buckle up no matter if they are passengers or drivers
 - b. Seat belt usage tends to be a problem just for older drivers who tend to forget to put on their seat belts because they have so much going on in their lives
 - c. Seat belt usage is not a problem that is persistent in our country
 - d. Seat belt usage could increase if adults continue to be role models to youth and remind others to buckle up no matter if they are passengers or drivers
2. *What is the most likely reason the author included Figure 1 graphic in this article?*
 - a. To illustrate the best way to buckle up
 - b. To highlight the different types of seat belts
 - c. To show what a seat belt looks like while buckled up
 - d. To explain how to properly buckle up
3. *Why does the author use a **sequence/ sequential organizational structure** in the section titled “How Can You Speak Up About Seat Belt Safety”?*
 - a. To establish a connection between Seat belt usage and car crashes
 - b. To list steps to take to promote seat belt usage among our peers and communities
 - c. To explain how both drivers and passengers could get a ticket if not properly buckled up
 - d. To elaborate on the importance of promoting seat belt usage among our peers and communities
4. *In paragraph 1 of the selection, the word feat means:*
 - a. A deed notable especially for courage
 - b. Of, relating to, or involving the feet
 - c. An achievement or award for doing something right
 - d. None of the above

5. *In the selection, the author most likely organizes the section titled “Why is Seat Belt Safety Important?” by:*
- Presenting key details about seat belt usage from most to least important
 - Using problem and solution to discuss seat belt usage in our country
 - Providing a series of suggestions and facts that can help us promote seat belt usage among our peers and community
 - Using sequence to show proper steps on how to buckle up a seat belt
6. *Which sentence in the selection supports the idea that we all can promote seat belt usage?*
- Even though seat belts are so important, not everyone remembers to buckle up
 - Police officers can stop you and give you a ticket if they see you’re not wearing your seat belt
 - One of the easiest ways to encourage others to buckle up is by always wearing your seat belt
 - Sometimes, people might try to convince you that it's okay not to buckle up, especially on short drives
7. *The details in the section titled “How Do Seat Belts Work?” support the key idea that-*
- Putting on a seat belt is a difficult task and needs to be explained in detail
 - Wearing a seat belt is easy but requires knowledge on how to do it properly
 - We all should always buckle up our seat belt
 - Wearing a seat belt is the most important thing we can do while in the vehicle
8. *Based on the information in the selection, ‘Click it or Ticket’ initiatives are essential to understand because:*
- It is important to know that in many places, we can be fined for not wearing a seat belt no matter if we are sitting in the front or back of the vehicle
 - It explains that if we don’t wear our seat belt, we could risk a fine of up to \$300
 - It is essential to understand that sometimes we can be fined for not wearing our seat belt as a passenger
 - Makes it illegal to not wear a seat belt while driving

9. What is the **controlling idea** of the selection?
- a. There are five steps to proper seat belt usage among our peers and community
 - b. We can all make a difference and promote seat belt usage
 - c. Seat belt usage matters; we all can make a difference and increase it among our peers and community
 - d. Driving is dangerous, and seat belt usage helps us save lives
10. According to the selection, which of the following is not one suggestion passengers can do to promote seat belt usage while in the vehicle?
- a. Remind your friends and family
 - b. Make it a habit
 - c. Show our family, peers and friends YouTube videos of car crashes
 - d. Be confident and set a good example

6th Grade Answer Key

1. *Based on the ideas presented throughout the article, what can the reader conclude about Seat Belt usage?*
 - a. **Seat belt usage could increase if we all do our part, serve as role models and remind others to buckle up no matter if they are passengers or drivers**
 - b. Seat belt usage tends to be a problem just for older drivers who tend to forget to put on their seat belts because they have so much going on in their lives
 - c. Seat belt usage is not a problem that is persistent in our country
 - d. Seat belt usage could increase if adults continue to be role models to youth and remind others to buckle up no matter if they are passengers or drivers
2. *What is the most likely reason the author included Figure 1 graphic in this article?*
 - a. To illustrate the best way to buckle up
 - b. To highlight the different types of seat belts
 - c. To show what a seat belt looks like while buckled up
 - d. **To explain how to properly buckle up**
3. *Why does the author use a **sequence/ sequential organizational structure** in the section titled “How Can You Speak Up About Seat Belt Safety”?*
 - a. To establish a connection between Seat belt usage and car crashes
 - b. **To list steps to take to promote seat belt usage among our peers and communities**
 - c. To explain how both drivers and passengers could get a ticket if not properly buckled up
 - d. To elaborate on the importance of promoting seat belt usage among our peers and communities
4. *In paragraph 1 of the selection, the word feat means:*
 - a. **A deed notable especially for courage**
 - b. Of, relating to, or involving the feet
 - c. An achievement or award for doing something right
 - d. None of the above

5. *In the selection, the author most likely organizes the section titled “Why is Seat Belt Safety Important?” by:*
- a. Presenting key details about seat belt usage from most to least important
 - b. Using problem and solution to discuss seat belt usage in our country**
 - c. Providing a series of suggestions and facts that can help us promote seat belt usage among our peers and community
 - d. Using sequence to show proper steps on how to buckle up a seat belt
6. *Which sentence in the selection supports the idea that we all can promote seat belt usage?*
- a. Even though seat belts are so important, not everyone remembers to buckle up
 - b. Police officers can stop you and give you a ticket if they see you’re not wearing your seat belt
 - c. One of the easiest ways to encourage others to buckle up is by always wearing your seat belt**
 - d. Sometimes, people might try to convince you that it's okay not to buckle up, especially on short drives
7. *The details in the section titled “How Do Seat Belts Work?” support the key idea that-*
- a. Putting on a seat belt is a difficult task and needs to be explained in detail
 - b. Wearing a seat belt is easy but requires knowledge on how to do it properly**
 - c. We all should always buckle up our seat belt
 - d. Wearing a seat belt is the most important thing we can do while in the vehicle
8. *Based on the information in the selection, ‘Click it or Ticket’ initiatives are essential to understand because:*
- a. It is important to know that in many places, we can be fined for not wearing a seat belt no matter if we are sitting in the front or back of the vehicle**
 - b. It explains that if we don’t wear our seat belt, we could risk a fine of up to \$300
 - c. It is essential to understand that sometimes we can be fined for not wearing our seat belt as a passenger
 - d. Makes it illegal to not wear a seat belt while driving

9. What is the **controlling idea** of the selection?
- a. There are five steps to proper seat belt usage among our peers and community
 - b. We can all make a difference and promote seat belt usage
 - c. Seat belt usage matters; we all can make a difference and increase it among our peers and community**
 - d. Driving is dangerous, and seat belt usage helps us save lives
10. According to the selection, which of the following is not one suggestion passengers can do to promote seat belt usage while in the vehicle?
- a. Remind your friends and family
 - b. Make it a habit
 - c. Show our family, peers and friends YouTube videos of car crashes**
 - d. Be confident and set a good example

7th Grade Questions

1. *What is the most likely reason the poet includes the graphics with this selection?*
 - a. To show important and relevant information about how to buckle up our seat belt
 - b. To emphasize the importance of both wearing a seat belt and being able to speak up for seat belt usage
 - c. To indicate how many people actually wear a seat belt when driving
 - d. To stress the need to wear a seat belt when riding as a passenger and to give details about what we need to do to speak up
2. *Which detail from the selection supports the idea that seat belt usage reduces the risk of fatal injuries in the event of a crash?*
 - a. Seat belts reduce the risk of death and serious injury by about 50%
 - b. Even though seat belts are so important, not everyone remembers to buckle up
 - c. When you get in the car, make it a habit to check if everyone is buckled up before the car starts moving
 - d. Sometimes, people might try to convince you that it's okay not to buckle up, especially on short drives
3. *The **sequence/ sequential organizational pattern** in paragraph 5 supports the topic by:*
 - a. Suggesting that we all can make a difference by reminding others to buckle up
 - b. Illustrating how buckling up is the number one way to prevent fatal injuries on the roads
 - c. Highlighting what we can do to promote seat belt usage among our friends and communities
 - d. Revealing how important it is to buckle up when we are in the back seat
4. *In paragraph 2 of the selection, the word ejected means:*
 - a. Escaping from an aircraft or vehicle by propelling oneself out
 - b. Of, relating to, or involving dismissal from a mechanic device
 - c. Force or throw (something) out, typically in a violent or sudden way
 - d. None of the above

5. *In the selection, the author most likely organizes the section titled “How Do Seat Belts Work?” by:*
- Using sequence to show proper steps on how to buckle up a seat belt
 - Providing a series of suggestions and facts that can help us promote seat belt usage among our peers and community
 - Presenting key details about seat belts work when used properly
 - Using problem and solution to discuss seat belt usage in our country
6. *Which sentence in the selection does not support the idea that we all can promote seat belt usage?*
- You can let others know that there are laws about seat belt use
 - Police officers can stop you and give you a ticket if they see you’re not wearing your seat belt
 - One of the easiest ways to encourage others to buckle up is by always wearing your seat belt
 - If you’re in the car with someone and they forget to buckle up, you can kindly remind them
7. *What is the author’s main or primary claim in the selection?*
- Wearing a seat belt is one of the easiest and safest ways to stay safe in the event of a car crash
 - Wearing a seat belt is the easiest and cheapest way to stay safe while inside the vehicle in the event of a crash
 - Lack of seat belt usage is a serious problem all over the world
 - Reminding everyone to buckle up their seat belt is a difficult task, and we all need to work together to make it happen

8. *Who is the author most likely addressing in the selection?*
- a. Elementary school students
 - b. Middle and high school students
 - c. Lawmakers and car companies
 - d. Anyone who may travel in a car
9. *What is the most likely reason the author includes a rhetorical question in the title of the selection?*
- a. To prompt readers to start thinking about their own perspective on the topic
 - b. To suggest that readers should spend time researching the topic
 - c. To hint that readers most likely know more about the topic than they think they do
 - d. To cause readers to feel suspicious about the topic
10. *According to the selection, which of the following is a suggestion passengers can do to promote seat belt usage while in the vehicle?*
- a. Remind our teachers and peers about the importance of driving without distractions
 - b. Connect seat belt usage to percentage of crashes on highways
 - c. Show our family, peers and friends YouTube videos of car crashes
 - d. Be confident and set a good example

7th Grade Answer Key

1. *What is the most likely reason the poet includes the graphics with this selection?*
 - a. To show important and relevant information about how to buckle up our seat belt
 - b. To emphasize the importance of both wearing a seat belt and being able to speak up for seat belt usage**
 - c. To indicate how many people actually wear a seat belt when driving
 - d. To stress the need to wear a seat belt when riding as a passenger and to give details about what we need to do to speak up
2. *Which detail from the selection supports the idea that seat belt usage reduces the risk of fatal injuries in the event of a crash?*
 - a. Seat belts reduce the risk of death and serious injury by about 50%**
 - b. Even though seat belts are so important, not everyone remembers to buckle up
 - c. When you get in the car, make it a habit to check if everyone is buckled up before the car starts moving
 - d. Sometimes, people might try to convince you that it's okay not to buckle up, especially on short drives
3. *The **sequence/ sequential organizational pattern** in paragraph 5 supports the topic by:*
 - a. Suggesting that we all can make a difference by reminding others to buckle up
 - b. Illustrating how buckling up is the number one way to prevent fatal injuries on the roads
 - c. Highlighting what we can do to promote seat belt usage among our friends and communities**
 - d. Revealing how important it is to buckle up when we are in the back seat
4. *In paragraph 2 of the selection, the word ejected means:*
 - a. Escaping from an aircraft or vehicle by propelling oneself out
 - b. Of, relating to, or involving dismissal from a mechanic device
 - c. Force or throw (something) out, typically in a violent or sudden way**
 - d. None of the above

5. *In the selection, the author most likely organizes the section titled “How Do Seat Belts Work?” by:*
- a. Using sequence to show proper steps on how to buckle up a seat belt
 - b. Providing a series of suggestions and facts that can help us promote seat belt usage among our peers and community
 - c. Presenting key details about how seat belts work when used properly**
 - d. Using problem and solution to discuss seat belt usage in our country
6. *Which sentence in the selection does not support the idea that we all can promote seat belt usage?*
- a. You can let others know that there are laws about seat belt use
 - b. Police officers can stop you and give you a ticket if they see you’re not wearing your seat belt**
 - c. One of the easiest ways to encourage others to buckle up is by always wearing your seat belt
 - d. If you’re in the car with someone and they forget to buckle up, you can kindly remind them
7. *What is the author’s main or primary claim in the selection?*
- a. Wearing a seat belt is one of the easiest and safest ways to stay safe in the event of a car crash**
 - b. Wearing a seat belt is the easiest and cheapest way to stay safe while inside the vehicle in the event of a crash
 - c. Lack of seat belt usage is a serious problem all over the world
 - d. Reminding everyone to buckle up their seat belt is a difficult task, and we all need to work together to make it happen

8. *Who is the author most likely addressing in the selection?*
- a. Elementary school students
 - b. Middle and high school students
 - c. Lawmakers and car companies
 - d. Anyone who may travel in a car**
9. *What is the most likely reason the author includes a rhetorical question in the title of the selection?*
- a. To prompt readers to start thinking about their own perspective on the topic**
 - b. To suggest that readers should spend time researching the topic
 - c. To hint that readers most likely know more about the topic than they think they do
 - d. To cause readers to feel suspicious about the topic
10. *According to the selection, which of the following is a suggestion passengers can do to promote seat belt usage while in the vehicle?*
- a. Remind our teachers and peers about the importance of driving without distractions
 - b. Connect seat belt usage to percentage of crashes on highways
 - c. Show our family, peers and friends YouTube videos of car crashes
 - d. Be confident and set a good example**

8th Grade Questions

1. *Which sentence best belongs in a summary of the section “Seat Belt Safety: Why Buckling Up is Important and How to Speak Up”?*
 - a. Seat belts are one of the easiest ways to stay safe in a car
 - b. Seat belts are one of the most important safety features in any vehicle
 - c. Seat belt usage could increase if we all do our part, serve as role models and remind others to buckle up no matter if they are passengers or drivers
 - d. In many places, it’s required by law to wear a seat belt

2. *The details in paragraphs 5 and 6 support the idea that:*
 - a. Wearing a seat belt is the safest way to stay safe in the event of car crash
 - b. We all need to know that we can be fined for not wearing a seat belt
 - c. It’s up to all of us to save lives by promoting seat belt usage among our peers
 - d. We all can do our part to prevent both distracted driving and lack of seat belt usage

3. *How does the author organize the section “Why is Seat Belt Safety Important” to develop the thesis of the article?*
 - a. By explaining important facts and information about why it is important to wear our seat belt while in the car
 - b. By describing steps on how to properly buckle up our seat belt
 - c. By listing different ways to buckle up our seat belt while in the vehicle
 - d. By following the steps, we need to follow to stay safe while in the vehicle

4. *What is the most likely reason the author included Figure 2 graphic in this article?*
 - a. To illustrate how to be a good traffic citizen and promote seat belt usage
 - b. To highlight seat belt usage among our family and friends
 - c. To show the importance of wearing a seat belt while riding in a vehicle
 - d. To indicate ways in which we can all promote seat belt usage at our schools

5. *Based on the information in the article, what can the reader conclude about how we can all promote seat belt usage among our peers?*
- We all can speak up and remind others of why it is important to buckle up your seat belts while in the vehicle
 - Only certain people will be able to speak up when it comes to seat belt usage and promoting it among their peers
 - Anyone who has been in a car crash can promote seat belt usage among their peers
 - None of the above
6. *In paragraph 5 of the selection, the word essential mean:*
- With no known external stimulus
 - Important but unnecessary
 - Something that is relevant but not important
 - Absolutely necessary, extremely important
7. *What inference about seat belts can the reader make based on the section “Why is Seat Belt Safety Important?” by:*
- Without a seat belt, the risk of getting distracted while driving increases
 - Without a seat belt, the risk of a fatal injury increases
 - Not wearing a seat belt is extremely dangerous but may not be fatal
 - Distracted driving and lack of seat belt usage are just as bad
8. *Based on the information on this selection, the reader can conclude that “Click It or Ticket” campaigns have helped with:*
- Increasing seat belt usage because of concerns about high fines no matter where you are sitting while traveling in a vehicle
 - Decreasing seat belt usage among the youth demographics because they are not concerned about paying fines since their parents would pay for them
 - Increasing police presence around school zones promoting seat belt usage and arresting drivers who fail to comply with buckling up their seat belts
 - Increasing seat belt usage among the driving school students that have not passed one of the portions of their tests

9. *What is the best summary of the selection?*

- a. Seat belt usage is at an all-time low in our country. One of the first things we should do when getting inside a vehicle is buckling up our seat belt. We all can help by promoting seat belt usage among our peers and communities. There is data that backs up the fact that not wearing a seat belt is dangerous. We all should always speak up and promote seat belt usage in our communities.
- b. We need to buckle up our seat belts only when driving. We need to remind others to promote seat belt usage. There are steps in making sure our seat belt is buckled up properly. We should always remind others to buckle up their seat belts only if they have been in a car crash. The best way to promote seat belt usage is by showing others how to properly do it.
- c. Seat belt usage is at an all-time low in our country. There are steps to wearing a seat belt properly and it will work only if certain steps are followed. One of the first things we should do when getting inside a vehicle is buckling up our seat belt. We all can help by promoting seat belt usage among our peers and communities. We all should always speak up and promote seat belt usage in our communities.
- d. Buckling up our seat belts is important, and we should be able to able to speak up. Seat belts are important and can save lives in the event of a car crash. There are steps to wearing a seat belt properly and it will work only if certain steps are followed. We can all speak up about seat belt usage and promote it among our peers and communities by setting a good example, reminding our friends and making it a habit, among other suggestions. We all need to buckle up those seat belts.

10. *In paragraph 6, why does the author include a rhetorical question?*

- a. To indicate that the audience may need more information about seat belt usage
- b. To suggest the audience already knows enough information about the subject to make an informed decision on how to promote seat belt usage among their peers and community
- c. To introduce the audience to a new topic that they should do research on before they can make an informed decision
- d. To emphasize that there is so much more to learn about seat belt usage before the audience can start promoting seat belt usage

8th Grade Answer Key

1. *Which sentence best belongs in a summary of the section “Seat Belt Safety: Why Buckling Up is Important and How to Speak Up”?*
 - a. Seat belts are one of the easiest ways to stay safe in a car
 - b. Seat belts are one of the most important safety features in any vehicle**
 - c. Seat belt usage could increase if we all do our part, serve as role models and remind others to buckle up no matter if they are passengers or drivers
 - d. In many places, it’s required by law to wear a seat belt

2. *The details in paragraphs 5 and 6 support the idea that-*
 - a. Wearing a seat belt is the safest way to stay safe in the event of car crash
 - b. We all need to know that we can be fined for not wearing a seat belt
 - c. It’s up to all of us to save lives by promoting seat belt usage among our peers**
 - d. We all can do our part to prevent both distracted driving and lack of seat belt usage

3. *How does the author organize the section “Why is Seat Belt Safety Important” to develop the thesis of the article?*
 - a. By explaining important facts and information about why it is important to wear our seat belt while in the car**
 - b. By describing steps on how to properly buckle up our seat belt
 - c. By listing different ways to buckle up our seat belt while in the vehicle
 - d. By following the steps, we need to follow to stay safe while in the vehicle

4. *What is the most likely reason the author included Figure 2 graphic in this article?*
 - a. To illustrate how to be a good traffic citizen and promote seat belt usage**
 - b. To highlight seat belt usage among our family and friends
 - c. To show the importance of wearing a seat belt while riding in a vehicle
 - d. To indicate ways in which we can all promote seat belt usage at our schools

5. *Based on the information in the article, what can the reader conclude about how we can all promote seat belt usage among our peers?*
- a. **We all can speak up and remind others of why it is important to buckle up our seat belts while in the vehicle**
 - b. Only certain people will be able to speak up when it comes to seat belt usage and promoting it among their peers
 - c. Anyone who has been in a car crash can promote seat belt usage among their peers
 - d. None of the above
6. *In paragraph 5 of the selection, the word essential means:*
- a. With no known external stimulus
 - b. Important but unnecessary
 - c. Something that is relevant but not important
 - d. **Absolutely necessary, extremely important**
7. *What inference about seat belts can the reader make based on the section “Why is Seat Belt Safety Important?” by:*
- a. Without a seat belt, the risk of getting distracted while driving increases
 - b. **Without a seat belt, the risk of a fatal injury increases**
 - c. Not wearing a seat belt is extremely dangerous but may not be fatal
 - d. Distracted driving and lack of seat belt usage are just as bad
8. *Based on the information on this selection, the reader can conclude that “Click It or Ticket” campaigns have helped with:*
- a. **Increasing seat belt usage because of concerns about high fines no matter where you are sitting while traveling in a vehicle**
 - b. Decreasing seat belt usage among the youth demographics because they are not concerned about paying fines since their parents would pay for them
 - c. Increasing police presence around school zones promoting seat belt usage and arresting drivers who fail to comply with buckling up their seat belts
 - d. Increasing seat belt usage among the driving school students that have not passed one of the portions of their tests

9. *What is the best summary of the selection?*

- a. Seat belt usage is at an all-time low in our country. One of the first things we should do when getting inside a vehicle is buckling up our seat belt. We all can help by promoting seat belt usage among our peers and communities. There is data that backs up the fact that not wearing a seat belt is dangerous. We all should always speak up and promote seat belt usage in our communities.
- b. We need to buckle up our seat belts only when driving. We need to remind others to promote seat belt usage. There are steps in making sure our seat belt is buckled up properly. We should always remind others to buckle up their seat belts only if they have been in a car crash. The best way to promote seat belt usage is by showing others how to properly do it.
- c. Seat belt usage is at an all-time low in our country. There are steps to wearing a seat belt properly and it will work only if certain steps are followed. One of the first things we should do when getting inside a vehicle is buckling up our seat belt. We all can help by promoting seat belt usage among our peers and communities. We all should always speak up and promote seat belt usage in our communities.
- d. **Buckling up our seat belts is important, and we should be able to able to speak up. Seat belts are important and can save lives in the event of a car crash. There are steps to wearing a seat belt properly and it will work only if certain steps are followed. We can all speak up about seat belt usage and promote it among our peers and communities by setting a good example, reminding our friends and making it a habit, among other suggestions. We all need to buckle up those seat belts.**

10. *In paragraph 6, why does the author include a rhetorical question?*

- a. To indicate that the audience may need more information about seat belt usage
- b. **To suggest the audience already knows enough information about the subject to make an informed decision on how to promote seat belt usage among their peers and community**
- c. To introduce the audience to a new topic that they should do research on before they can make an informed decision
- d. To emphasize that there is so much more to learn about seat belt usage before the audience can start promoting seat belt usage



Power Point Slides

6th - 8th Grade



LET'S TALK SEAT BELT SAFETY!

Seat Belt Safety Curriculum

Sponsored by:



Today, we're diving into an important topic: Seat Belt Safety!

Why is this important?

First, the statistics show that wearing a seat belt can significantly reduce the risk of injury during a car accident.

Second, it's not just about you – it's about keeping everyone in the vehicle safe.

And finally, it's the law in many places, promoting responsibility for ourselves and our passengers.

We'll explore this topic further with an exciting activity called Buckle Blitz - Race for Safety!

Get ready to engage, learn, and have fun as we promote seat belt safety awareness and teamwork!



During this easy-to-conduct activity, students will test their seat belt safety knowledge and enjoy some healthy competition with their peers in a race to see who can come up with the correct answers first.

Detailed instructions for how to play can be found in the curriculum workbook or at t-driver.com on the Seat Belt Guided Outreach Unit page. Look for the "Buckle Blitz - Race for Safety" Activity.

KWL

First, let's talk about what we **KNOW** about seat belt safety.

Then, write 2-3 sentences on what you know about the **IMPORTANCE OF BUCKLING UP** under the letter 'K'.



Print and handout copies of the KWL form to all students.

Use this to find out what they already know (or think they know) about seat belt safety.

Divide students into small groups of 3-5 to discuss and complete or discuss as a class and then have students complete the form independently.

KWL

Share Out!
What did YOU write under
the letter 'K' ?

Now, write 2-3 sentences under
the letter 'W' for
WHAT YOU WANT TO LEARN
about seat belt safety.



This is an opportunity for students to share what they know (or think they know) about the importance of buckling up.

A printable KWL form can be found in the curriculum guide or at <https://www.t-driver.com/junior-high-school-curriculum/>



So why do you think we are talking about seat belt safety? Why does traffic safety matter?

Car crashes are predictable and preventable. However, in the United States, they remain one of the leading causes of injury and death for young people - even those who are not driving yet - students just like you.

On average, we lose over 2800 youth annually across the nation and tens of thousands more are injured.



Annual youth crash deaths
is equivalent to a school bus full of teens crashing
every week.

To put that in perspective for you, losing 2800 youth a year is equivalent to a school bus full of young people dying in a crash every week for a year.


Let that sink in for a minute. Imagine seeing that on social media week after week. That would get a lot of attention, wouldn't it? But that's not how this happens; it's a single crash here, a car load there, scattered across our communities so this very real crisis doesn't get the attention it deserves.

Why do you think this is happening? What do you think are some of the main reasons young drivers are at a higher risk of crashing?




We know that driver inexperience is the #1 contributor to these crashes. Which makes sense, right? The more you practice something, the better you become. As you gain experience, which can take years, your risk of crashing decreases. But, when young inexperienced drivers add on other risky behaviors like distractions, driving at night, speeding, not buckling up, and impaired driving, they become even more likely to be in a crash.

Today, we are going to talk about seat belt safety and the importance of always buckling up.



NOT WEARING
A SEAT BELT



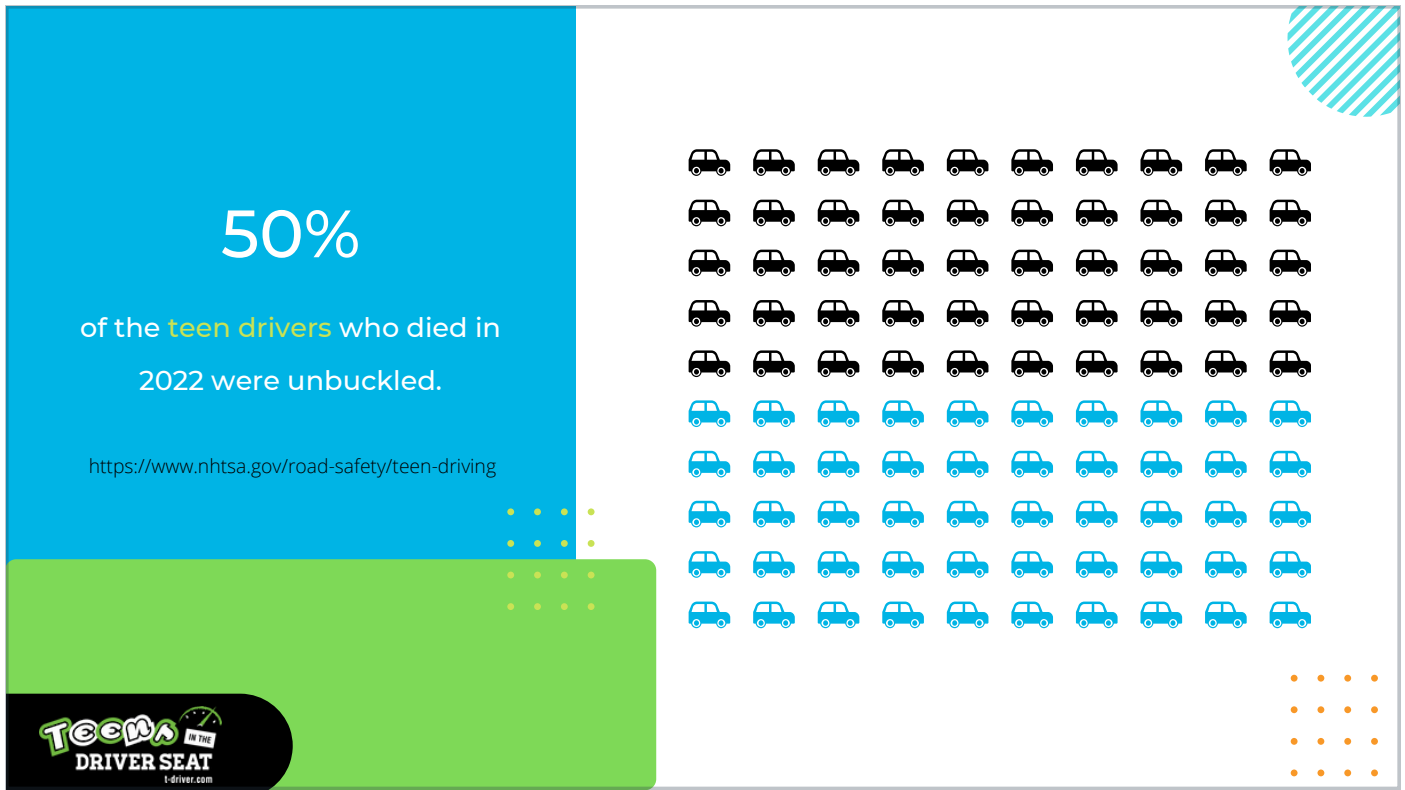
Why Seat Belts?

- Wearing a "properly worn" seat belt is your best and last protection if you are in a crash.
- Easiest and most effective way to keep you safe & secure inside your vehicle.
- You can be ticketed for not wearing a seat belt.

REVIEW SLIDE

Wearing a seat belt in a car reduces the risk of a fatality among passengers by as much as 75%.

Yet, SEAT BELT USE CONTINUES TO BE LOWEST AMONG BACK SEAT PASSENGERS - which are typically also are youngest passengers.



Do you see that?! HALF of the teen drivers killed in crashes weren't buckled up!



Seat Belt Timeline

Mid-1800s



Sir George Cayley

First seat belt invented in England

1959



Nils Bohlin

First three-point seat belt invented by Swedish Engineer

1968



Nationally Mandated

The first federal law mandating all new cars be equipped with both lap & shoulder belts in front seat

1984



New York

First state to require the use of seat belts

TODAY



Click It or Ticket

35 states have primary seat belt laws for all front-seat occupants. When worn properly, seat belts reduce the risk of death by 45%

Source: AAA

Youth Transportation
SAFETY
PROGRAM

Here is a little history lesson on Seat belts and their safety features. First invented in the mid-19th century by English engineer George Cayley for use on his monoplane glider, the seat belt rapidly evolved from across-the-lap straps to the three-point model.

The most important evolutionary step in seat belt history timeline occurred in 1959 when Swedish engineer Nils Bohlin invented the three-point seat belt. Volvo Car Corporation hired Bohlin the year prior as the company's first chief safety engineer. His solution was a three-point seat belt that used one continuous belt. One section ran diagonally across the body while another section crossed the lap, creating a restraint for both the upper and lower body.

The first federal law mandating all new cars be equipped with both lap and shoulder belts in the front seat is introduced. Although the three-point seat belt had been around for nearly a decade, the law did not specify the need for any particular design. As a result, many automakers installed separate lap and shoulder belts.

The interlocking mechanism gets invented.

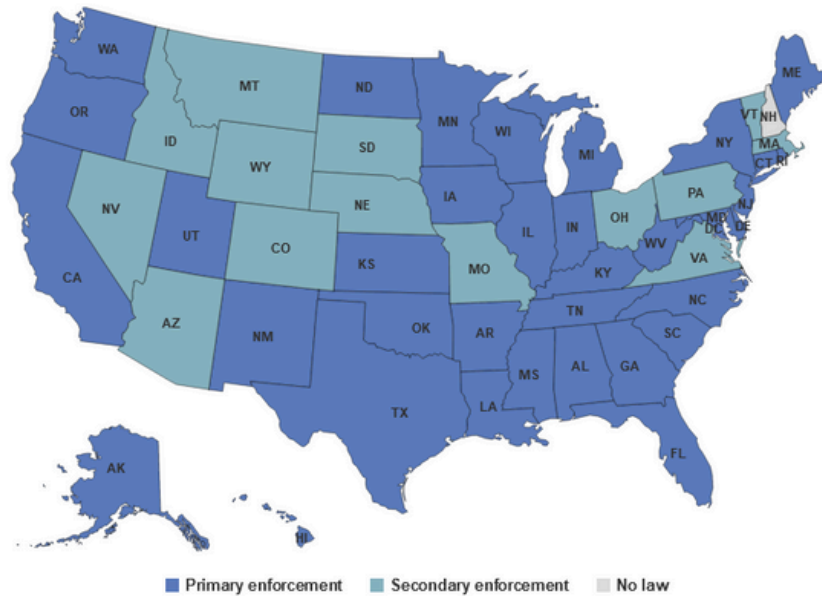
New York became the first state to require the use of seat belts. The bill, which went into effect Jan. 1, 1985, only mandated front-seat passengers wear seat belts. If they did not comply, they faced a fine of \$50.

Today, nationwide use of seat belts is approximately 90%. New Hampshire is the only state that does not require adults to wear a seat belt. According to NHTSA, roughly 15,000 lives are saved by safety feature every year in the United States. Among drivers and front-seat passengers, seat belts reduce the risk of death by 45% and cut the risk of serious injury by 50%.

Seat Belt Laws, by State

Primary enforcement
- permit police to stop
and cite motorists
solely for not using a
seat belt.

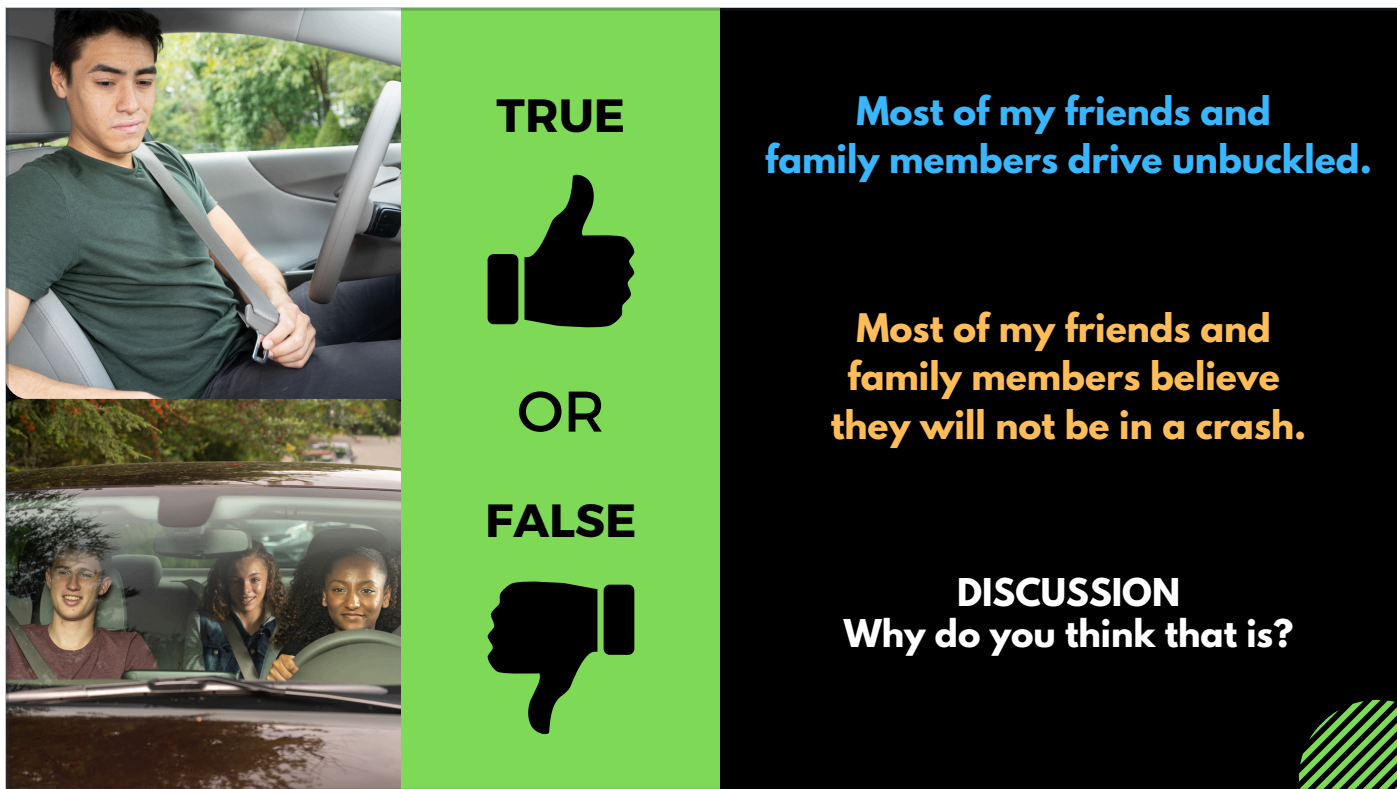
Secondary
enforcement - police
can only enforce the
law if the motorist has
been pulled over for
another violation first.



<https://www.iihs.org/topics/seat-belts>

Seat belt laws vary from state to state. There are 2 different types of laws - primary enforcement which allows the police to stop and ticket motorists solely for not using a seat belt and secondary enforcement which means the police can only enforce seat belt laws if the driver is pulled over for another violation first.

States with primary enforcement have a higher rate of seat belt usage than those without.



TRUE

Most of my friends and family members drive unbuckled.

OR

FALSE

Most of my friends and family members believe they will not be in a crash.

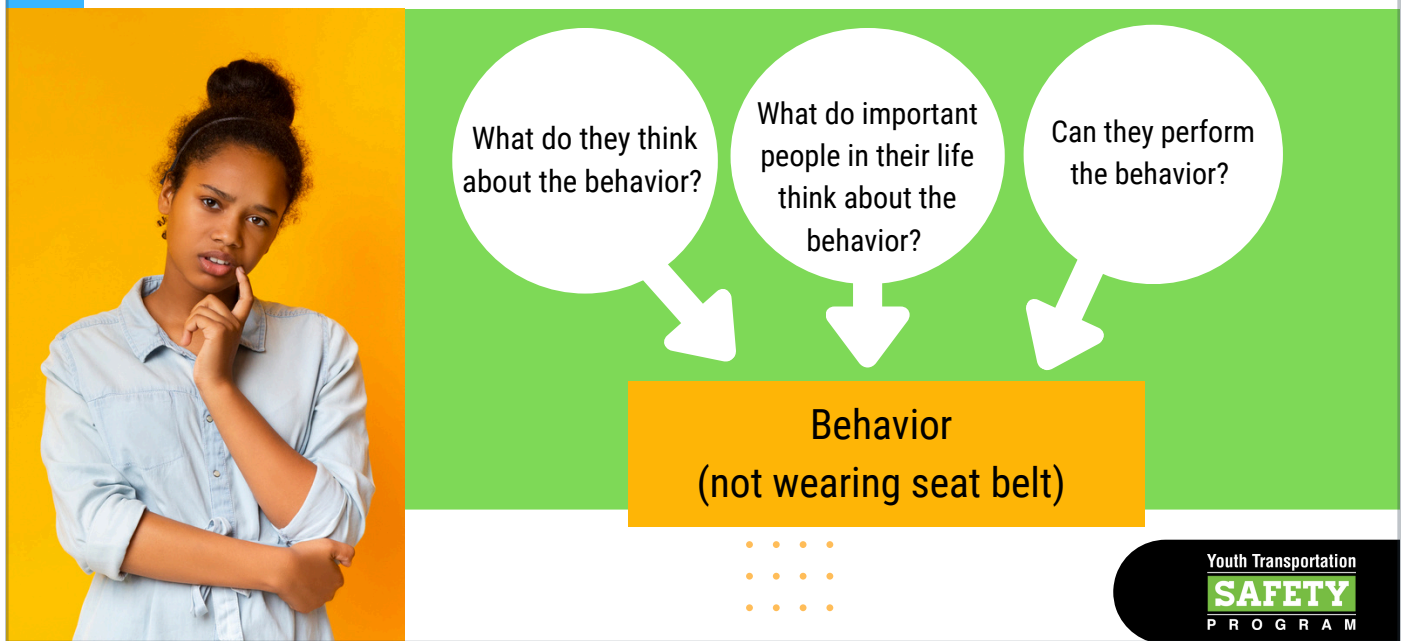
DISCUSSION
Why do you think that is?

NOTE: These questions help establish an understanding of what a student's social environment may include related to these types of behaviors. It is important to recognize that youth may be influenced by these types of dangerous behaviors, therefore, awareness of them can help to change them. If they have family members or friends who do this, how can we change it to create a safer community for everyone?

ACTIVITY IDEA for DISCUSSION:

Have students write their response to "Why do you think your friends/family don't buckle up or believe they will be in a crash?" on post-it notes and apply to whiteboard or bring to you to share for further discussion.

What Influences Behavior?



To address risky behaviors, first we have to understand what influences behavior. Why do young drivers and passengers decide not to buckle up?

First, what do they think about the behavior? Do they think no one ever gets a ticket for not buckling up so it doesn't really matter? Do they think they are safer in the backseat so don't need to buckle up? What you think is directly related to what you do.

Second, what do important people in their lives think about the behavior? Do mom and dad buckle up? Do their friends buckle up?

And lastly, can they perform the behavior? Buckling up is a pretty simple task, right? But for someone who doesn't buckle up, how difficult will it be for them to change this behavior and form a new habit? Why don't they buckle up? Wrinkled clothes, small stature of youngest drivers & passengers, belt rubs, etc.

RISK FACTORS

Characteristics at the biological, psychological, family, community, or cultural level that precede and are associated with a higher likelihood of negative outcomes.



PROTECTIVE FACTORS

Characteristics at the biological, psychological, family, community, or cultural level that precede and are associated with a lower likelihood of negative outcomes and lessens the likelihood of negative consequences.



As you see, there are many things that influence our behavior. All of us, because of where we live, who we live with, even our age, and all the factors of our lives (both in and out of our control) have RISK factors that can increase the likelihood of us doing something risky - sometimes while riding in a car. But we also have protective factors that can increase our likelihood of performing safe behaviors. The good news is there are things we can do to increase our protective factors. Things like today - us talking about the importance of buckling up and speaking up about safety - are positive experiences for you and taking advantage of good experiences will help you grow and become more confident in speaking up.

Confidence in Conversations

Sharing your concern.



Point it out right away

Bring attention to what you are seeing / experiencing.



Share Concerns

Share how it makes you feel concerned or unsafe.



Listen & Use "I"

Seek to understand. "I" statements are respectful.



Ask to Help

Seek ways to help them change behaviors and stay safe.

"Seat belts save lives. We should buckle up every time we get in the car."

"Don't forget to buckle your seat belt!"

"I know it's just down the street, but we should still buckle up."

So what are some ways you can confidently speak up as a passenger?

Maybe you aren't confident because you feel like conversations about buckling up or asking others to put down their phone while driving are difficult to have. I totally understand that.

But changing risky behaviors requires you to speak up. While you may already make safe behavior choices in the car, you can also guide your friends and family to create safer behaviors, too. And that starts with a conversation.

Sharing concern shouldn't be confrontational. Small, simple statements can say a lot.

When you find yourself in an unsafe situation, don't bite your tongue -speak up: "Seat belts save lives. We should buckle up every time we get in the car."

Use "I" statements to share your concern: "I know it's just down the street, but we should still buckle up."

Offer to help & remind: "Don't forget to buckle your seat belt!"

These are simple ways that you (and me) can share concern about unsafe driving behaviors with confidence. And you never know when a simple statement like this just might lead a driver to change their behavior and avert a crash.

READING PASSAGE

**Read the passage and
answer the questions**

**Once finished,
go back to the KWL and
complete the letter 'L' on what
you **LEARNED**
based on today's lesson.**



A printable reading passage and questions that compliment this lesson can be found in the curriculum guide or at <https://www.t-driver.com/junior-high-school-curriculum/>

LET'S WRAP UP!

Don't forget to:

- **Complete your KWL (both pages)**
- **Complete your reading passage questions**
- **Turn everything in**



As time allows, have students share their responses from the "Double Check" page (found in the curriculum guide)-

- * what did they learn today?
- * what do they wish others knew about this topic?



Handouts & Activities

6th - 8th Grade



Buckle Blitz – Race for Safety

MEDIUM

Grades: 6-12



Planning Hours: 1 hour

Event Hours: 30 minutes minimum

Best Time to Conduct: Before or after school, during lunch periods, club meetings, during health or leadership classes, or as a stand-alone activity in any class on non-typical days (i.e. days before a holiday).

BRIEF DESCRIPTION OF EVENT - This easy to conduct activity will bring awareness to the importance of buckling up, every ride, every time. It can be used during non-class times or as a classroom activity.

Items Needed

- Downloadable Buckle Blitz Word Cards (print a set for each team)
- Downloadable Question/Answer Key for announcers (print one for each team)
Downloadable items can be found on the Seat Belt Use Guided Outreach Unit page at www.t-driver.com
- Tape (to mark start/finish line and lanes for each team)
- Tables (optional)
- Seat belt focused tattoos/stickers or other giveaway items found in in your resource kit to reward winners

Steps

1. You will need a TDS team member to serve as master of ceremonies to explain the rules, start the game, and declare the winner. You will also need TDS team members to serve as announcers for each team.
2. Download and print the Buckle Blitz Word Cards (a set for each team) and Question/Answer key (one for each team announcer).
3. Mark the start/finish line and designated lanes for each team. Ensure there is enough space for teams to run safely.
4. Lay out the Buckle Blitz cards for each team face up 15-20 feet away from the starting line, either on the floor or on a table.
5. Divide students into teams of equal size. Assign an announcer to each team.
6. Signal the start of the game. The announcer for each team will read the first fill-in-the-blank question to the first player.
7. The players run from the starting line to the Buckle Blitz Word Cards and search for the correct answer to the question. The player runs back to the announcer and shows them their answer.
8. If the player chose the correct answer, they tag in their next teammate. If they chose the incorrect answer, they must run back to the cards and search for the correct answer.
9. Continue until all teams answer the questions correctly. Reward players with a TDS give-away item from your resource kit.
10. Post photos of your team conducting this activity on your social media channels to further promote seat belt safety and the message of safe driving. Tag @teensdriverseat so we can see your great work, too.
11. Submit an online activity form at t-driver.com to get All-Star credit for your efforts.

Don't Forget

The goal of this activity is to promote seat belt safety awareness and teamwork among your peers. Speaking up for safety can be fun.

Make it GREAT

- Research seat belt safety or any of the other risks TDS covers and create new questions so you can play again.
- Host this activity for other campus organizations and teams as a way to talk about traffic safety around campus.

BUCKLE BLITZ RACE FOR SAFETY



QUESTION/ANSWER KEY

1. You can get a _____ for not wearing a seat belt.
a. TICKET
2. Wearing a seat belt behind your _____ is unsafe.
a. BACK
3. _____ are designed to work with seat belts, not replace them.
a. AIRBAGS
4. Seat belt use continues to be lowest among _____ passengers.
a. BACK SEAT
5. Seat belts prevent occupants from being _____ from a vehicle in a crash, which is a leading cause of injury and death.
a. THROWN
6. Seat belt use is the _____ way to save lives and reduce injuries in vehicle crashes.
a. MOST EFFECTIVE
7. Seat belts should be worn correctly, with the lap belt low across the hips and the _____ across the chest.
a. SHOULDER BELT
8. A seat belt does not _____ you when it's not worn properly.
a. PROTECT
9. Males are more likely than females to be _____ in fatal crashes.
a. UNRESTRAINED
10. More than _____ of all young passengers who die in crashes are not buckled up.
a. HALF
11. Buckle up, every _____, every time.
a. RIDE
12. Seat belt safety starts with _____.
a. ME

TICKET



BACCK



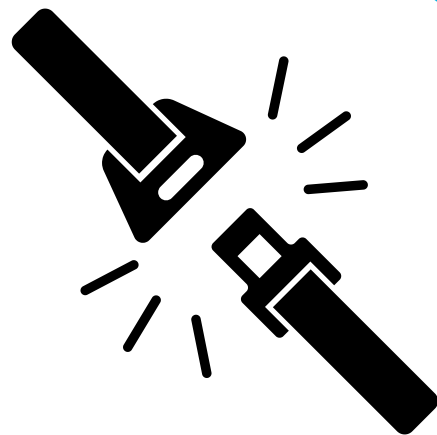
AIRBAGS



BACKEAT



THROW



MOST EFFECTIVE





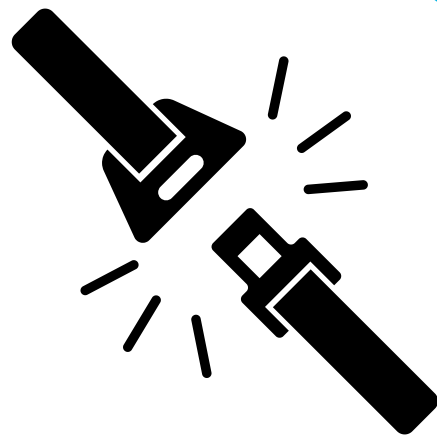
**THE
BELT**

**SHOULD
NOT
HOLD**

PROJECT



UNRESTRAINED





HAIR



RED



NE

LET'S TALK SEAT BELT SAFETY

Assess what you know about the topic before and after the lesson.
Fill in the boxes with:

- What you **KNOW** about the topic
- What you **WANT TO KNOW**
- And later, what you **LEARNED**



What I **KNOW**



What I **WANT** to know



What I **LEARNED**

Let's Talk Seat Belt Safety

Today's Objective:

Let's Double Check:

☐

☐

☐

If you had to explain what you learned today in two sentences, what would it be?

What is something you wish everybody knew about this topic?



Teaching Standards

6th - 8th Grade



Health Teacher/ELA Cross Curriculum Lessons

Our TDS Seat Belt Safety curriculum can be used as part of a thematic unit with other subject areas or could also be blended with your existing curriculum if it aligns with the same objectives. In addition, these resources and lessons can be effectively utilized as standalone lessons on non-typical days (i.e. days before a holiday, testing days, etc.).

Please select your state to identify related standards.

- [TEXAS](#)
- [GEORGIA](#)
- [NEBRASKA](#)
- [WASHINGTON](#)

Texas TEKS

The overarching TEKS covered in this project are:

Grade	Health TEKS	ELA TEKS
6 th Grade	<ul style="list-style-type: none"> • 115.26(B) -understanding risk and protective factors • 115.26 (b)(2)(C) -decision-making skills • 115.26 (3)(A) -communicating emotions in a variety of scenarios • 115.26 (3)(B) -healthy ways of responding to conflict • 115.26 (3)(C) -assess peer influence • 115.26 (3)(D) -communicating important issues • 115.26 (5)(A) -influences on emotions and decision making 	<ul style="list-style-type: none"> • 110.22-2(b)(5)(A) - Reading Purpose • 110.22-2(b)(5)(B) - Generate Questions and Understanding • 110.22-2(b)(5)(C) - Make Predictions • 110.22-2(b)(5)(D) - Create Mental Images • 110.22-2(b)(5)(E) - Make Connections to Personal Experiences • 110.22-2(b)(5)(F) - Make Inferences • 110.22-2(b)(5)(G) - Evaluate Details • 110.22-2(b)(5)(H)- Synthesize Information • 110.22-2(b)(5)(I)- Monitor Comprehension • 110.22-8(A)- Knowledge of Literary Elements • 110.22-8(D)- Analyze Informational Text

7-8 th Grade	<ul style="list-style-type: none"> • 115.27 (a)(1) -responsible decision making • 115.27 (a)(2) -decision making, problem solving, • 115.27 (a)(3) -injury prevention and safety • 115.27 (a)(3)(B) -understanding risk and protective factors • 115.27 (a)(3)(D) -promote awareness of dangerous situations • 115.27 (b)(3)(B) -healthy techniques for managing stress • 115.27 (b)(11) -injury prevention • 115.27 (b)(16)(A) -analyze health consequences of addiction • 115.27 (b)(18)(D) -identify support systems 	<p>7th Grade</p> <ul style="list-style-type: none"> • 110.23-2(b)(8)(A) - Author's Purpose • 110.23-2(b)(8)(B) - Text Structure • 110.23-2(b)(8)(C) - Author's Use of Print & Graphic Organizers • 110.23-2(b)(8)(D) - Figurative Language • 110.23-2(b)(8)(E) - Literary Devices and Figurative Language • 110.23-2(b)(8)(F) - Mood & Voice • 110.23-2(b)(8)(G) - Rhetorical Devices • 110.23-2(b)(9)(A) - Literary Genres • 110.23-2(b)(9)(D) - Text Structural Elements <p>8th Grade</p> <ul style="list-style-type: none"> • 110.22-2(b)(8)(A) - Literary Genres • 110.22-2(b)(8)(D) - Text Structural Elements • 110.22-2(b)(8)(A) - Author's Purpose • 110.22-2(b)(8)(B) - Text Structure & Author's Purpose • 110.22-2(b)(8)(C) - Author's Use of Print & Graphic Features • 110.22-2(b)(8)(D) - Figurative Language • 110.22-2(b)(8)(E) - Literary Devices • 110.22-2(b)(8)(F) - Mood & Voice • 110.22-2(b)(8)(G) - Rhetorical Devices
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Georgia Standards of Excellence

The Standards of Excellence covered are:

Grade	Health	English Language Arts
Grade 6	<ul style="list-style-type: none"> • HE6.1. a – healthy behaviors and risk practices • HE6.1. c -impacts on personal health • HE6.1. d -injury prevention • HE6.1. f -practicing healthy behaviors • HE6.1. j -effects of drug and alcohol use • HE6.1. k -positive alternatives to using • HE6.1. m -effects of risky behaviors • HE6.2. c -peer influence on healthy behaviors • HE6.2. f -influence of technology on health • HE6.2. h -identify norms • HE6.2. i -compare healthy and unhealthy choices 	<ul style="list-style-type: none"> • ELAGSE6RI1 - Knowledge of Literary Elements • ELAGSE6RI3- Analyze Informational Text • ELAGSE6RL4 - Reading Purpose • ELAGSE6RI5: - Generate Questions and Understanding • ELAGSE6RI6 - Make Predictions & Author's POV • ELAGSE6RI7 - Create Mental Images & Personal Connections • ELAGSE6RI8: - Make Inferences & Evaluate Details

	<ul style="list-style-type: none"> • HE6.5. a – analyze influences • HE6.5. b – decision-making process • HE6.5. c -when to seek help • HE6.5. d -healthy alternatives • HE6.5. e -consequences of actions • HE6.5. f -healthy alternatives decisions • HE6.7. a -accept responsibility for behaviors • HE6.7.b -healthy behaviors to maintain health • HE6.7.c -model practices to reduce risk • HE6.8. b -support others in positive choices • HE6.8.c -advocate for healthy lifestyle 	<ul style="list-style-type: none"> • ELAGSE6RI10- Monitor Comprehension & Synthesize Information
Grade 7	<ul style="list-style-type: none"> • HE7.1. a -assess healthy behaviors • HE7.1.e -reduce or prevent risks • HE7.1.f -unhealthy behavior risks • HE7.2. l -choices influencing unhealthy behaviors • HE7.4. b -refusal skills to avoid health risks • HE7.5. a -identify healthy decision situations • HE7.5. b -collaborative decision-making • HE7.5. c -healthy/unhealthy alternatives • HE7.5. d -short term impact of actions • HE7.5. f -outcomes of decisions • HE7.7. a -personal health behaviors • HE7.7. b -healthy behavior improvements • HE7.7. c -avoid/reduce health risks • HE7.8. b -strategies for positive health choices 	<ul style="list-style-type: none"> • ELAGSE7RI1 – Textual Evidence & Analysis • ELAGSE7RI3- Analyze Informational Text & Influence of Ideas • ELAGSE7RI4 - Reading Purpose and Meaning of Words • ELAGSE7RI5: - Text Structures & Author's POV • ELAGSE7RI6 - Make Predictions & Author's POV • ELAGSE7RI7 - Create Mental Images & Personal Connections • ELAGSE7RI8: - Make Inferences & Evaluate Details • ELAGSE7RI10- Monitor Comprehension & Synthesize Information
Grade 8	<ul style="list-style-type: none"> • HE8.1. a -behaviors and personal health • HE8.1. e -reduce/prevent injuries • HE8.1. h -impact of injury due to unhealthy behaviors • HE8.1. j -reduce/prevent injuries • HE8.2. e -health risk behavior influences • HE8.4. b -refusal skills • HE8.5. a -identify health enhancing decisions • HE8.5. c -promote wellbeing • HE8.5. d -health-related scenarios • HE8.5. e -support healthy options • HE8.7. a -assume responsibility for health • HE8.7. b -improve health of self and others • HE8.7. c -reduce health risks to self and others 	<ul style="list-style-type: none"> • ELAGSE8RI1 – Textual Evidence & Analysis • ELAGSE8RI3- Analyze Informational Text & Connections of Ideas and Events • ELAGSE8RI4 - Reading Purpose and Meaning of Words • ELAGSE8RI5: - Text Structures & Author's POV • ELAGSE8RI6 - Make Predictions & Author's POV • ELAGSE8RI7 - Create Mental Images & Personal Connections • ELAGSE8RI8: - Make Inferences, claims & Evaluate Details • ELAGSE8RI10- Monitor Comprehension & Synthesize Information
Source	https://www.georgiastandards.org/Georgia-Standards/Documents/Health-Education-K-12-Georgia-Standards.pdf	https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-6-8.aspx

Nebraska Standards

The Standards covered are:

Grade	Health	English Language Arts
Grade 6 - 8	<ul style="list-style-type: none"> • <u>Standard 1</u>: Students will use functional health information to support health and well-being of self and others. • <u>Standard 2</u>: Students will analyze influences that affect health and well-being of self and others. • <u>Standard 4</u>: Students will demonstrate the ability to use interpersonal communication skills to support health and well-being of self and others. • <u>Standard 5</u>: Students will demonstrate the ability to use a decision-making process to support health and well-being of self and others. • <u>Standard 7</u>: Students will demonstrate the ability to demonstrate practices and behaviors to support health and well-being of self and others. • <u>Standard 8</u>: Students will demonstrate the ability to advocate to promote health and well-being of self and others. 	<p>6th Grade</p> <ul style="list-style-type: none"> • LA.6.RI.1 - Knowledge of Literary Elements • LA.6.RI.2 - Analyze Informational Text • LA.6.RI.3 - Reading Purpose • LA.6.RI.4: - Generate Questions and Understanding in the Text Structure; Make Predictions & Author's POV • LA.6.V.2 - Create Mental Images & Personal Connections, and Use of Figurative Language • LA.6.RI.8 R: - Make Inferences & Evaluate Details; Monitor Comprehension & Synthesize Information <p>7th Grade</p> <ul style="list-style-type: none"> • LA.7.RI.1 – Textual Evidence, Central Idea & Analysis • LA.7.RI.2 - Analyze Informational Text & Influence of Ideas and Supporting Details • LA.7.RI.3 - Reading Purpose and Meaning of Words • LA.7.RI.4: - Text Structures, Ideas & Author's POV • LA.7.RI.6 - Make Predictions, Arguments & Author's POV • LA.7.RI.7 - Create Mental Images & Personal Connections • LA.7.RI.8: - Make Inferences & Evaluate Details • LA.7.V.2 - Monitor Comprehension, Figurative Language & Synthesize Information <p>8th Grade</p> <ul style="list-style-type: none"> • LA.8.RI.1 – Textual Evidence, Central Ideas & Analysis • LA.8.RI.2 - Analyze Informational Text, Key Facts & Connections of Ideas and Events • LA.8.RI.3 - Reading Purpose, Author's Purpose and Meaning of Words

		<ul style="list-style-type: none"> • LA.8.RI.4: - Text Structures • LA.8.RI.6 - Make Predictions & Arguments • LA.8.RI.7 - Create Mental Images & Personal Connections • LA.8.RI.8: - Make Inferences, claims & Evaluate Details • LA.8.V.1 - Monitor Comprehension & Synthesize Information through Vocabulary
Source:	https://www.education.ne.gov/healthed/	https://www.education.ne.gov/ela/2020-21-nebraska-essential-instructional-content-for-ela/

Washington Standards

The Standards covered are:

Grade	Health	English Language Arts
Grade 6	<ul style="list-style-type: none"> • H1.Sa1.6 -guidelines related to traffic safety 	<ul style="list-style-type: none"> • 28A.655.071.6.1- Textual Evidence and Inferences • 28A.655.071.6.2- Central Idea and Details/ Summarization. • 28A.655.071.6.4- Create Mental Images & Personal Connections, and Use of Figurative Language. • 28A.655.071.6.6- Generate Questions and Understanding in the Text Structure; Make Predictions & Author's POV • 28A.655.071.6.10- Knowledge of Literary Elements & Analyze Informational Text.
Grade 7	<ul style="list-style-type: none"> • H7.Sa1.7 -promoting safety 	<ul style="list-style-type: none"> • 28A.655.071.7.1- Textual Evidence and Inferences • 28A.655.071.7.2- Central Idea and Details/ Summarization. • 28A.655.071.7.4- Create Mental Images & Personal Connections, and Use of Figurative Language. • 28A.655.071.7.6- Generate Questions and Understanding in the Text Structure; Make Predictions & Author's POV • 28A.655.071.7.10- Knowledge of Literary Elements & Analyze Informational Text.
Grade 8	<ul style="list-style-type: none"> • H8.Sa1.8 -advocate for injury prevention • H2.Sa1.8 -safety and injury prevention 	<ul style="list-style-type: none"> • 28A.655.071.8.1- Textual Evidence and Inferences

	<ul style="list-style-type: none"> • H6.Su5.8 -short and long-term effects on personal goals 	<ul style="list-style-type: none"> • 28A.655.071.8.2- Central Idea and Details/ Summarization. • 28A.655.071.8.4- Create Mental Images & Personal Connections, and Use of Figurative Language. • 28A.655.071.8.6- Generate Questions and Understanding in the Text Structure; Make Predictions & Author's POV • 28A.655.071.8.10- Knowledge of Literary Elements & Analyze Informational Text.
Source	https://ospi.k12.wa.us/sites/default/files/2023-08/hpe-standards.pdf	Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects (ccssso.org)