

# **DASHboard**

## **Road Safety**

### **Patch Program**



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by a generous grant from GEICO.



1231 Upas St, San Diego, CA 92103 ♦ [www.sdgirlscouts.org](http://www.sdgirlscouts.org) ♦ 800 643-4798 ♦ 619 298-8391

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The addresses are:

**Balboa Program Center ♦ 1231 Upas Street ♦ San Diego, CA 92103**

**Escondido Program Center ♦ 3050 Las Palmas Avenue ♦ Escondido, CA 92025**

**Imperial Valley Program Center ♦ 1745 South Imperial Avenue #105 ♦ El Centro, CA 92243**

**North Coastal Service Center ♦ 2382 Camino Vida Roble #H ♦ Carlsbad, CA 92011**

## Introduction

It may come as a surprise to many that car crashes are the **number one** cause of death among teens. Moving vehicles pose more of a threat than guns, suicide or disease. Mile for mile, teenagers are involved in three times as many fatal crashes as all other drivers, and hundreds of thousands of teens are injured in crashes each year.

For the above reasons, Girl Scouts, San Diego-Imperial Council, in partnership with GEICO and Girl Scout Council of the Nation's Capital, has created the DASHboard Road Safety Patch Program for Girl Scout Cadettes, Seniors and Ambassadors. The program addresses a variety of road safety topics - everything from distracted driving to car maintenance to road safety careers. Empowering young women to be knowledgeable about cars and road safety has been a Girl Scout tradition since the publication of the second handbook, printed in 1916. This handbook included an "Automobiling" badge that required girls to be able to pass an examination styled after her community's driver's license test, as well as know how to start a motor and how to extinguish burning oil or gasoline.

These program activities are designed to help girls achieve the following goals:

**Discover** – Girls develop critical thinking and practical life skills which prepare them to be safe on the road, whether they are in the driver's seat, the passenger seat or on the sidewalk.

**Connect** – Girls develop skills and create opportunities to care about, educate and inspire their peers, loved ones and communities around key issues of road safety.

**Take Action** – Girls learn to identify the needs of their communities and feel empowered to change and improve safety on and around the roads they and others travel on daily.

## About This Publication

The DASHboard Road Safety publication outlines the requirements for the patch, as well as offers step-by-step activity plans necessary to complete the patch and additional resources that offer more educational exploration on topics of road safety.

There are a few activities that require materials, which are compiled in a limited number of kits. Girls **can** complete the patch program without the kit. Kits are available for check-out at council resource centers at Balboa and Escondido Program Centers and North Coastal Service Center. Imperial Valley Girl Scouts should contact the Balboa resource center 800-643-4798 ext 745 to arrange usage.

Please note that there are other Girl Scout resources that address issues of road safety. A few activities from this program were adapted from two Girl Scout programs, *Car Sense* and *On the Road*. However, this patch program includes ALL issues related to road safety, both in and around the car, and is also relevant to the San Diego-Imperial Council area. The program is also designed specifically to support the **Girl Scout Leadership Experience** by promoting **Discover**, **Connect**, and **Take Action** goals. Girls **can** complete the *Car Sense* IP simultaneously with this patch.

## Patch Requirements

Girls are required to complete one activity in *each* of the **FOUR** sections that cover all types of road safety.

### **D**river's Seat

Key issues girls will face as a teen driver



### **A**uto Care

Key issues that all car owners and drivers should know about taking care of their cars



### **S**afety Around Cars

Key issues that involve passengers, pedestrians and bicyclists



### **H**onor Code

An agreement which states the smart decisions girls promise to make on the road




(Otherwise known as **DASH**board – like the one you have in your car!)


**All** Girl Scout Cadettes, Seniors and Ambassadors are **required** to complete the On the Road Teen Safety Quiz before they complete four additional activities. The Reflection activity is also required, for a total of **six activities** to earn the program patch.

Each activity has a checkbox in front of it that can be used to keep track of how many activities are completed, and also to differentiate between activities.

Some of the activities require an additional step for Seniors and Ambassadors to complete. The following letter symbols are used to indicate when Seniors and Ambassadors have an extra step. Many of these activities are also make great Take Action projects (*see pg. 18 for details*)

 = Seniors/Ambassadors

Some activity descriptions also offer Extension activities, which may be completed (but are not required) to help girls extend their learning beyond the activity. The following symbol highlights such activities:

 = Extension

## Do I Need a Driver's License to Make This Program Relevant?

Absolutely not! This program is designed for every teen girl, whether they plan to get their driver's license or not. Every teen spends time on the road, whether behind the wheel, in the passenger seat, on the bus, on a bicycle or crossing the street on foot. Knowing how to protect yourself and others in these situations is an invaluable and lifesaving skill.

## Activities List

**Required** (This activity *must* be completed first)

**ON THE ROAD Teen Driving Quiz**

Think you know how risky the road really is? Take this quiz and find out! You can take it online at: [www.surveymonkey.com/s/ON\\_THE\\_ROAD\\_teen\\_quiz](http://www.surveymonkey.com/s/ON_THE_ROAD_teen_quiz) or use the copy of the quiz in this booklet (*Activity Plans Appendix pg. 20*), don't forget to review the Answer Key & Real Talk portion (*on pg. 21-22*).



EXTENSION ACTIVITY – Check out the DASHboard kit and watch the GEICO REAL TEEN DRIVING DVD. Discuss key points.



### **DRIVER'S SEAT** (complete *one* activity)

**Distracted Driving Simulation** (Complete *one* of the simulation options.)

Distracted driving is one of the leading causes of car crashes. This simulation is meant to give girls a firsthand look at how easily distractions can affect one's driving. There are two possible activities, one with the kit and one without.

#### **Simulation Without Kit**

Set up chairs in the model of a car (two in front, two in back) or use a real car. Have one girl be the driver. Choose two or three other girls as passengers.

- Assign each passenger several distraction scenarios without letting the driver know what they will be doing. Have each passenger act out a distraction every 20-30 seconds, and see how the driver handles them.

Possible passenger distractions:

- Tell the driver they are lost and ask them to pull out a map, read directions or reset their GPS unit.
- Have cell phone ring and encourage driver to take the call.
- Complain about the music and ask driver to change the radio station, put in a CD or switch songs on an iPod/MP3 player.
- Point out a crash on the other side of the road.
- Engage the driver in an emotional discussion (argument, sad story, etc).
- Point out something wrong with the driver's hair and tell her to fix it in the mirror.
- Point out friends in another car (on the driver's side) and ask driver to roll down window to talk.
- Ask to go through a drive-thru restaurant. Suggest eating in the car while driving.
- Point out a cool billboard and tell the driver to check it out.
- Or create your own?

\*You may want to use props for this exercise. Items like a CD player, iPod/MP3 player, actual food, a map, a cell phone, a clock (to represent the GPS unit) and other things mentioned add to the reality of the simulation.

- After the role play is over, discuss the various distractions and how the driver handled them (*You may want to run through the simulation multiple times with different girls as drivers*). Did the driver handle them well or could they have handled them better? Review each distraction and discuss the appropriate ways a driver should or could respond.
- Nearly 70% of teens say they have a lot or some influence to stop their friends from driving recklessly when they are a passenger. What would you say as a passenger? Role play what you could say and do in a situation where you are in the car with a friend driving, and the friend engages in distracted behavior. Discuss how passengers have a real responsibility to not distract the driver.

### Simulation with Kit

Using the cones in the kit, set up an obstacle course. Feel free to use other items you have to create obstacles. Use the remote control car in the kit.

- Practice driving the car through the obstacle course once.
- Next, try to drive the car through the obstacle course while talking on the phone (if you can, use an actual cell phone or home phone and call a friend, so that you are having a real conversation while driving. Otherwise there is a toy phone in the kit for the simulation). Keep track of how many times you slow down or mess up on the course.
- Repeat with other distraction simulations like food, make-up, switching CDs (*use a portable CD player*), changing the song on an iPod, setting a GPS, reading directions or a map, and having someone sitting next to you carrying on a conversation. Think of your own distractions. Try the obstacle course using those props.

*\*In the kit, you will find a toy phone and map.*

- Nearly 70% of teens say they have a lot or some influence to stop their friends from driving recklessly when they are a passenger. What would you say as a passenger? Role play what you could say and do in a situation where you are in the car with a friend driving, and the friend engages in distracted behavior. Discuss how passengers have a real responsibility to not distract the driver.



EXTENSION ACTIVITY- Play *Road Ready StreetWise Version 2.0*, a Web-based driving game developed by Chrysler that illustrates the challenges teens face on the road. Key messages and game experiences include the impact of other passengers in the vehicle, driver distractions like cell phones and loud music, changing road conditions in inclement weather and nighttime driving. [www.playstreetwise20.com](http://www.playstreetwise20.com)

\* *CD –rom copy in kit.*



**Seniors and Ambassadors** – Find out the laws governing cell phone use and/or text messaging while driving and if there are any other laws that govern distracted driving behavior. What are the consequences for breaking the laws? If you think there should be more or different rules, write a letter to the Department of Motor Vehicles asking for laws that protect teen drivers.

### **Distracted Driving Log**

Make a copy of the Distracted Driving log (*found on page 23 of the Activity Plans Appendix*). Fill out the log for a week. Make a tally mark for each distraction you observe, and note where and when the distraction happened.

- If you are in a troop, share your findings with each other and combine your results to determine the most common mishandled distractions. (Think about having everyone monitor the same street corner, but at different times of the day to see if there are any time-related differences).
- Discuss how distractions were handled by the driver, and how they should have been handled by the driver if they were handled incorrectly.
- Brainstorm constructive ways you can help your friends and family become more aware while driving (Facebook page, create a safety club at school; have your friends complete the driving log, etc).



**Seniors and Ambassadors** - Implement one or more of your brainstormed ideas.



**EXTENSION ACTIVITY-** Grade your parents! Print off a copy of the National Road Safety Foundation's Parent Driver Report Card and answer the questions while riding with your parents. Share your findings with them.

[www.nationalroadsafety.org/page.php?id=20](http://www.nationalroadsafety.org/page.php?id=20)

### **Road Safety Campaign**

One way to effect real change around road safety is to take action and raise awareness about the issues in your community.

Create a road safety campaign on a topic of interest to you. Possible topics include seat belts, drinking and driving, teen driving, cell phones, eating, etc.

- The campaign should include a tagline or theme, and be designed for posters, print advertisements, internet, video and/or radio.
- Find places to distribute your materials (*see the list of potential partners in the Resources section pg. 17*).

\* You might want to plan an event or presentation to coincide with a traffic safety week: ie. Child Passenger Safety Week, Buckle Up America, Teen Driver Safety week, etc.



**EXTENSION ACTIVITY** - Choose a video/documentary that deals with a car safety issue - drunk driving, seat belt safety, car crashes, teen driving, etc. Set up a screening and discussion for another troop or open to the community.

### □ **Impaired Driving Simulation** (*need kit*)

*\*This activity requires adult supervision.*

A sobering truth is that drinking and driving is one of the leading causes of car crashes. Drinking and driving is illegal for everyone, but it is particularly problematic for teens, since you are not legally allowed to drink in the first place. Consequences for drinking and driving as a minor are much more serious and long term. Find out just how dangerously impaired your abilities become when under the influence.

- Set up cones (found in the kit) in a short obstacle course. Feel free to add other obstacles, such as chairs or other furniture.
- Practice walking through the course once without goggles.
- Put on the impaired vision goggles from the kit (*Caution: Girls who suffer from motion sickness may develop headaches or dizziness, please proceed with care*) and walk the course.
  - Proper method – heel to toe, one foot in front of the other, nine steps turn and return nine steps
- Try giving a high five, pouring a glass of water, standing on one leg, using a calculator, playing catch or using the remote control car in the kit while wearing the goggles.
- Discuss these questions: *How much was your balance and reaction time affected? Would you be able to handle a car on the road in this state?*
- Now role play some risk-taking scenarios. Imagine that your friend is going to drive home drunk from a party, and she/he is your ride. What do you do? Do you call home, even if your parents do not know you are at this party? Brainstorm and practice possible responses with a friend or adult. Come up with other role play situations, including talking with your friends about the consequences of underage drinking and how to discourage them from drinking in the first place.

### □ **Schoolin' About Driver Safety**

In order to be a safe driver teens need to learn the rules of the road and how to operate a vehicle.

Find out what options currently exist for drivers education.

- Create a chart comparing the costs, advantages, disadvantages and limits of different drivers' education programs. Which option would you prefer? Which option would you choose? Share with others how you made your choice and why you choose a particular direction.
- An average car weighs 2.5 tons, what requirements must be met before teens can get behind the wheel? What does it mean to have professional drivers training? Investigate the costs, who, what, how and where of learning to drive. Write a letter or email telling a friend about what you have learned.



**EXTENSION ACTIVITY** - Take the Department of Motor Vehicle driver safety practice test online and see what score you would get. Retake the test until you get the necessary score to pass.

□ **GDL-mania**

Explore what a Graduated Driver's License program is (*see the Resources section pg. 16 for a good list of websites/organizations to start with*). How do the requirements differ for those under 18 and those over 18? Why do you think it is a proven life-saving method?

Think about the following questions:

- Why target young people?
- Why not target all novice drivers?
- Isn't it unfair to restrict all teenagers' driving privileges?
- Why not just penalize the problem drivers?

Host a debate/discussion with a group of teens or write a letter to your friends.

Incorporate the information you gathered about GDL and take a position explaining why it is a safe and smart law or one that needs to be changed. Create a poster or flyer to advertise your position.



**Seniors and Ambassadors** - Check out the requirements for driver's licenses in a few other states. Can you think of some reasons why there might be different requirements for different states? Write a letter to a teen in one of the other states explaining what you've learned and why you think that their state or yours has the safer requirements.

□ **Wet and Wild**

On the water, in the mountains and deserts Californians operate all kinds of vehicles; even those too young to have a driver's license get behind the wheel of watercraft and off road vehicles. Often people are more willing to take risks because there are fewer regulations and they are having so much fun.

Pick one recreational motorized transportation method – boat, dirt bike, wave runner, ATV, dune buggy, or other and find out about key issues.

- Find out about training and education opportunities.
- Being safe requires following a few simple rules and having a plan. Brainstorm with your troop or a group of friends ideas you have that might help protect inexperienced operators. What rules would you put in place?
- Investigate the leading cause of accidents and the accident rates. What safety equipment is available?
- Does this type of vehicle have a safety association or training programs? Visit some websites to learn what riders should do to protect themselves.



**EXTENSION ACTIVITY** – Visit a place where any type of recreational vehicle is sold. Imagine you are interested in buying one and ask questions about usage and safety.



## **AUTO CARE** (complete *one* activity)

### **Roadside Readiness Activity**

Would you know what to do if your car broke down on the highway? Here is a chance to test your roadside savvy.

- Look at the list of scenarios below and come up with a response to the emergency, including the order of the steps you would take and the items you would need to use.

Flat tire

Smoking hood

Stuck in the mud

Emergency dashboard light goes on

Out of gas

Rattling noise

- Now review the Roadside Emergency Kit list (*see the list of items in the Resources section pg. 17*). Try to locate all the items from the roadside emergency kit around your house or online. Discuss each item and its uses with an adult. Find out if the car you or your family uses has an emergency kit and compare it to this list.
- Talk to your family about equipping each vehicle with a complete roadside emergency kit.
- Work with your parents or guardians to make a list of emergency phone numbers to keep in your car(s). Find out if your parents belong to a roadside assistance program like GEICO, AAA or OnStar. That phone number should be added to the list. Put a copy of this list in each car.
- Share this information with at least one other extended family member or community member who owns a car.



**Seniors and Ambassadors** - Brainstorm at least one way to share information about Roadside Emergency Kits with your community, either through a presentation, a flyer or something else. Create and distribute it.

### **Car Safety Check List**

How safe are the cars your loved ones (and maybe you) drive every day?

- With a group of friends, family and/or your troop, brainstorm a list of things you need to check before you (or the driver) can begin to drive.
- Brainstorm a list of things that need weekly, monthly and yearly checkups (*see the Maintenance Map worksheet in Activity Plans Appendix pg. 24 for help*).
- Create a car checklist and calendar for your family members. Put one in a visible place in each vehicle, and remind the driver of the car to check the list whenever you are a passenger (check the list yourself if you are the driver).

### **(Cost) Totaling Your Car**

So you have a dream car. How much is it going to cost you?

- Look up the taxes, titles and registration fees, parking permits, insurance cost (for your age bracket – teen/new driver), and estimated fuel, maintenance and future repair costs. (*See Resources section pg. 16 for reliable websites*).

- Using the Maintenance Map (*Activity Plans Appendix pg. 24*), list out the weekly, monthly and annual costs for a year – what regular maintenance does a car need? ie. oil changed, car wash, air in tires, tires rotated, etc.
  - Make sure you answer this question: *What is the total cost to own and drive a car for a year? \_\_\_\_\_ Was this what you expected?*
- \*Double-check with an adult that you have included all necessary expenses.



EXTENSION ACTIVITY - Brainstorm ways that you can earn that money. Start saving.

**Owner's Manual Madness**

When it comes to knowing the needs of your car, the Owner's Manual is your one stop shop. Find an adult you know who owns a car (parent, troop leader, family friend, etc) and get permission to use their car for this activity.

Get the Owner's Manual for the car from the adult and complete at least *two* of the following activities with an adult present.

- |                                   |                                    |
|-----------------------------------|------------------------------------|
| ▪ Check oil                       | ▪ Check tire pressure with a gauge |
| ▪ Add air to tires                | ▪ Check fluid levels               |
| ▪ Change a windshield wiper blade | ▪ Pump gas                         |
| ▪ Wash the car                    | ▪ Change a tire                    |



EXTENSION ACTIVITY – Take a field trip to a local auto mechanic shop and observe them completing some of the check-up tasks listed above.

**Workin' on Wheels**

Did you know that one out of every seven jobs in the U.S. is automotive related? Do you think you know all the auto jobs out there?

- Make a list of all the jobs you can think of. Compare it to our Automotive Career List (*Activity Plans Appendix pg. 25*). You may even think of some that we missed!
- Choose an automotive career that interests you or one you had never heard of before and explore that career.
- Find a woman who holds that job and interview her about the work she does (this can be in person, by email, by phone, etc. Be creative!).



EXTENSION ACTIVITY - Find a woman who has an auto related job in your community and have her give a talk to your troop or another troop.

**Green Gas**

Transportation is one of the leading causes of pollution and climate change. So it is up to us to be conscientious about what we drive, how we drive and when we drive, so we can have a healthy planet to travel on!

Explore the effect of cars on the environment.

- Compare the carbon footprint of different models and types of cars. Find out what driving habits actually save gas.

- Find out what the auto industry has been doing to lower air pollution and raise car efficiency. Explore the different kinds of environmentally friendly cars that are available.
- One way to clean up the air is to decrease the number of vehicles on the road, and one way to do this is by carpooling! Choose a busy street (maybe the same one that you completed the Road Safety Audit on) and conduct an Average Vehicle Occupancy (AVO) test - calculating the number of people traveling divided by the number of vehicles. Tally the number of people in 30-40 vehicles and figure out the AVO for that area. It might be interesting to conduct this test at your school as well. Consider different ways you and your friends/family can carpool more.



**Seniors and Ambassadors** - What are other ways you can think of to lessen the carbon footprint of cars? Brainstorm some answers and write a letter sharing your ideas (identify who the best person to send it to would be – it could be your local newspaper, a major auto company or your parents!).



**EXTENSION ACTIVITY** - Play *XRT: eXtraordinary Road Trip*, an educational computer game that teaches players about how driving, commuting and vehicle maintenance behaviors affect air quality.

[www.extraordinaryroadtrip.org/](http://www.extraordinaryroadtrip.org/)

\* *CD-rom copy in kit*

#### **Insuring Your Safety**

Despite all you do to be safe on the road, you cannot always control the decisions of other drivers. It is crucial to make sure you have taken every precaution to protect yourself. One key type of protection is insurance, which can help in the unfortunate case of a crash, and is also required by law.

- Explore the different types of insurance that are available and what coverage is required by the state of California.
- Find out what kind(s) of insurance you need as a new teen driver and when you need to be covered. Find out if your parents/guardians are insured and what kind(s) they have.
- Do a price comparison of the different automobile insurance agencies.
- Insurance companies offer discounts for those drivers who have a lower than average risk, investigate the 'good student' requirements and benefits.



**EXTENSION ACTIVITY** - If you are not signed up for auto insurance and you are a new driver, research and choose an insurance plan to sign up for. Actually sign up for it with your guardian/parent's supervision and approval.



## **SAFETY AROUND CARS** (complete *one* activity)

### **Road Safety Audit**

Every second, drivers, pedestrians and bicyclists make decisions that can create dangerous situations on the road. Here is your chance to discover the type of decisions drivers and pedestrians in your community make.

- Stand on a busy street corner for an hour (if you are part of a troop, split up and stand on different busy street corners). If you take public transportation (buses/carpool), observe other drivers/cars for one week.
- Using the Road Safety Audit chart (*Activity Plans Appendix pg. 26*), make a tally mark for each situation where people on the road engage in risky behaviors.
- Look at the numbers you gathered. Discuss with friends the safe practices you and others can engage in to prevent crashes and to protect yourselves.



**Seniors and Ambassadors** - Share your findings with at least two adult drivers you know who travel that road frequently, or send your findings with a letter to the city or county government, requesting that heightened awareness be given to traffic and road safety issues locally.



**EXTENSION ACTIVITY** – Play *Safer Journey*, an interactive computer game that takes the user through various pedestrian safety scenarios encountered daily across America.

<http://safety.fhwa.dot.gov/saferjourney>

\* *CD-rom copy in kit.*

### **Neighborhood Redesignin’ and Refinin’**

Making sure your neighborhood is vehicle AND pedestrian friendly is a worthy undertaking. Try your hand at making a neighborhood in your community safer.

- With your troop, or some friends, take a walk around the streets by your house, school or place of worship. Document what you find on the Neighborhood Walk Worksheet (*Activity Plans Appendix pg 27*) and take photos of the most problematic streets.
- Choose one of the problem streets and identify the changes/improvements necessary (more bus stops, speed bumps, wider sidewalks, etc). Using the Street Redesign Worksheet (*Activity Plans Appendix pg. 28*), draw your safer version of the street (digital savvy girls can use online software to make a redesign). Make sure to include as many elements found on streets - signs, sidewalks, bus lanes, bike lanes, and car lanes - as you can in one picture.
- Share your findings and redesign with local transportation and government officials, either through a letter or at a local council meeting.

(*This activity was modified from the Livable Streets Education “Redesign Your Streets” activity guide. To see their complete guide and other useful activities, go to <http://streetseducation.org>*)

### **Strollin’ to School** (*Cadettes activity only*)

According to the Bureau of Labor Statistics in 2007, there are close to 70,000 people employed as crossing guards. These are people who dedicate themselves daily to making sure that you stay safe on your way to and from school

- Interview a crossing guard who works for your school or in your neighborhood.
- Talk to them about proper pedestrian safety and the biggest dangers to those on sidewalks.

- Find out why they decided to become a crossing guard.
- Find out other interesting facts about them and their experience as a crossing guard. Get personal anecdotes.
- Share the information from your interview with family and friends.



EXTENSION ACTIVITY – Play *Safer Journey*, an interactive computer game that takes the user through various pedestrian safety scenarios encountered daily across America.

<http://safety.fhwa.dot.gov/saferjourney>

\* CD-rom copy in kit.

#### **Cycling California-style**

In other parts of country, cycling is an alternate means of transportation; here it's a recreational sport. Over 40,000 bicyclists a year are injured in traffic collisions, with the highest number of crashes occurring in big cities. Bicyclists have their own laws and rules they need to follow, just like car drivers. Find out what they are.

- Explore the risks associated with biking. Also, find out the key things both bicyclists and automobile drivers need to know about coexisting safely on the road.
- Off road, rural and suburban cyclists encounter different challenges than city cyclists. What additional information do these 3 types of riders need to keep themselves safe?
- With the information you have gathered, create a bike safety brochure to hand out to your friends, family, other troops, and school.

**OR**

- Find a bicycle shop in your area. Talk to one of the employees about bike safety and how to be a safe bicyclist. Find out all the items you need to be a safe bicyclist in the city (beyond a helmet).



**Seniors and Ambassadors** - See if the shop offers bike safety classes. If they do not, see if you can set one up and invite other Girl Scouts and/or community members to attend. If they do offer classes, invite troops in your area to attend.

#### **Paving the Way**

Many people use their bicycle not only for recreation but also as their main form of transportation. Whether or not adequate bike routes and paths exist makes the difference on getting from one place to another safely on a bicycle. Making sure their bicycle is in top shape and they are properly protected is important as well.

- Explore the available bike routes/paths that exist in your community.
- If there are not enough or any, write a letter to your city government, advocating for bike paths. Use the information about bicycle safety that you have collected.
- Then use the Bicycle Checklist ([www.gohs.state.ga.us/bikecheck.html](http://www.gohs.state.ga.us/bikecheck.html)) to see if your bike and those in your family are in safe working condition.
- Check the bikes of two more people that you know, or teach a younger troop how to check their bikes for safety.



EXTENSION ACTIVITY – Go on a bike ride with your troop or family.



## **HONOR CODE (Required)**

*This should be completed **after** the other five activities.*

*\*See the Resources list for links to numerous honor code examples. Feel free to use these as a model for creating your own honor code.*

- Now that you have a more complete understanding of what it means to be safe and to keep others safe on the road, it is time to put it into practice.
  - Draw up an agreement or “honor code” between you and your parents/adult/troop leader (*see the examples given in the Resources section*).
  - What are the important safety issues that you need to keep in mind when you are in the driver’s seat? When you are in the passenger seat? When you are around cars and on the road?
  - *Possible things to include:* wearing seat belts; driving responsibly; curfews (both your parents and state/city enforced); number and age of passengers allowed (check state restrictions); condition vehicle will be kept in (gas tank filled, etc); consequences for violating agreement/getting tickets; wearing safety gear while bicycling; etc.
  - Even if you do not currently or are not planning to drive, you can make an honor code that lists out the smart decisions you will and can make when riding with friends and adults, and as a pedestrian.
  - Make multiple copies of your honor code, and, if possible, laminate it. Put one copy in the car or a place where you will see it regularly.

## **REFLECTION (Required)**

*Last **required** activity of the patch program.*

Talk with a parent, adult or friend about the reasons for making risky decisions behind the wheel and around cars. Discuss what you value and want in your life, and think about how all of this can change in an instant depending on the choices you make on the road. Share with them some of the statistics and facts you have learned about driving and road safety.

Questions to consider: *Do you feel like you understand more the difficulty and responsibility of driving? How can you be safer on the road? How can you ensure that others around you are safe as well? What are ways that you have and can continue to advocate for increased and improved road safety for everyone?*

Choose a way to summarize your reflections: a paragraph, a poem, a song or rap, or a drawing, painting or photography.

**Consider turning one of the Take Action activities into Take Action project.**

## Resources/References List

### *General*

**GEICO Educational Foundation:** [www.geico.com/auto/safety](http://www.geico.com/auto/safety)  
**California Department of Motor Vehicle:** [www.dmv.ca.gov.com](http://www.dmv.ca.gov.com)  
**Insurance Institute for Highway Safety:** [www.highwaysafety.org](http://www.highwaysafety.org)  
**National Highway Traffic Safety Administration:** [www.nhtsa.dot.gov](http://www.nhtsa.dot.gov)  
**National Safety Council:** [www.nsc.org](http://www.nsc.org)  
**Official Blog of the US Secretary of Transportation:** <http://fastlane.dot.gov>

### *Driver's Seat*

**California Department of Motor Vehicle teen web:** [www.dmv.ca.gov/teenweb/](http://www.dmv.ca.gov/teenweb/)  
**Department of Transportation's Distracted Driving Site:** [www.distraction.gov](http://www.distraction.gov)  
**Driving Skills For Life:** [www.drivingskillsforlife.com](http://www.drivingskillsforlife.com)  
**National Organizations for Youth Safety:** [www.noys.org](http://www.noys.org)  
**Partners for Safe Teen Driving:** [www.safeteendriving.org](http://www.safeteendriving.org)  
**State Driving Laws:** [www.drivinglaws.org](http://www.drivinglaws.org)  
**Students Against Destructive Decisions:** [www.SADDonline.com](http://www.SADDonline.com)  
**Teen Driver - National Safety Council:** <http://teendrivers.nsc.org>

### *Auto Care*

**American Automobile Association:** [www.aaa.com](http://www.aaa.com)  
**Consumer Reports:** [www.ConsumerReports.org](http://www.ConsumerReports.org)  
**Fuel Economy Guide:** [www.fueleconomy.gov](http://www.fueleconomy.gov)  
**Kelley Blue Book:** [www.kbb.com](http://www.kbb.com)  
**The Car Care Council:** [www.carcare.org](http://www.carcare.org)

### *Safety Around Cars*

**America Walks Campaign:** [www.americawalks.org](http://www.americawalks.org)  
**Complete the Streets:** [www.completestreets.org](http://www.completestreets.org)  
**Network of Employers for Traffic Safety:** [www.trafficsafety.com](http://www.trafficsafety.com)  
**San Diego County Bicycle Coalition:** [www.sdcbc.org](http://www.sdcbc.org)  
**Pedestrian and Bicycle Information Center:** [www.walkinginfo.org](http://www.walkinginfo.org)

### *Honor Code - Contract examples*

[www.geico.com/public/pdf/autosafety/ParentTeenContract.pdf](http://www.geico.com/public/pdf/autosafety/ParentTeenContract.pdf)  
<http://mva.state.md.us/Resources/RD-016.pdf>  
[www.teendriving.com/drivingcontract2.htm](http://www.teendriving.com/drivingcontract2.htm)  
[www.michigan.gov/documents/DES\\_Parent-Teen\\_Safe\\_Driving\\_Contract\\_157407\\_7.pdf](http://www.michigan.gov/documents/DES_Parent-Teen_Safe_Driving_Contract_157407_7.pdf)

### *Girl Scout Resources*

- Interest Projects for Girls 11-17: Car Sense, Emergency Preparedness, Inventions and Inquiry.

## Additional Resources

### Road Safety Campaign Potential Locations\*

1. **Grocery Stores** – Have the store drop safe driving fliers in grocery bags/carts.
2. **Florists** – During prom season, put safe driving stickers on corsage boxes.
3. **Tuxedo Rental Store** – During prom season or any occasion have the tuxedo company put safe driving materials in tuxedo pockets and hand out at point of sale.
4. **Bowling Alleys** – Hang safe driving posters in the bowling alley or use as handouts at the counter.
5. **Fast Food Restaurants** – Provide tray liners in fast food restaurants.
6. **Public Transportation** – Encourage safe driving messages on the outside of buses or at subway stops.
7. **Hair Salons/Barber Shops** – Have small handouts available for customers to pick up at the cash register when they pay.
8. **Schools** – Place road safety posters in high schools or at sports games.
9. **Dealership Service Centers** – Place safe driving brochures/handouts in service centers.
10. \_\_\_\_\_ . – You fill in the blank!

Brainstorm some other good locations to post your road safety campaign.

***Remember, you must always get permission to post flyers and posters from the owner of the location.***

*\*Taken from Driving Skills For Life's "Best Practices Guide".*

*Access here: [www.drivingskillsforlife.com/pdf/dsfl\\_bestpracticesguide.pdf](http://www.drivingskillsforlife.com/pdf/dsfl_bestpracticesguide.pdf)*

### ROADSIDE EMERGENCY KIT

- Jumper cables
- Cell phone/Charger power cord/List of emergency numbers
- Flashlight/Spotlight
- Extra batteries
- Emergency flares/Warning triangles
- First Aid kit
- Extra quarts of oil and gas
- Tire gauge
- Pressurized can of tire inflator and sealer for emergency filling of flat tire
- Bottled water and non perishable snacks (crackers/energy bars, etc)
- Blanket, hat and gloves
- Basic tool set (include adjustable wrench, pliers, screwdrivers, and wrenches)
- Mini shovel and/or roof shingles (good for traction when stuck in snow or mud)
- Extra windshield washer fluid
- Funnel for pouring liquids
- Roll of heavy-duty paper towels/rags
- Roll of duct tape
- Help sign
- List one item of your own choosing: \_\_\_\_\_

## **THE NEXT STEPS:** Take Action Projects

The issues covered in the various activities throughout this booklet – distracted driving, impaired driving, car care maintenance, seat belt safety, street design and safety, and so much more! – offer many opportunities for great Take Action projects that have a clear, tangible impact on your community.

Read through the following tips and example on how to get started.

**What Matters to YOU:** The first step is to choose the issue that matters most to you and your community. You most likely have done some of this work already by completing this DASHboard Road Safety patch program. Review the different issues and Take Action activities highlighted in this booklet. It might also be helpful to engage in some community mapping activities to enhance your decision.

The broad questions to think about as you choose a topic include:

- What is my project?
- Why does it matter?
- Who will it help?

**Lobby for Change:** To make sure your project has a lasting impact, it is important to reach people/audiences that have the power to enact change. So while educating your peers and community members is awesome, you should also consider what you can do to achieve change in policies at the local and federal level. The Senior and Ambassador Journey books have great suggestions and examples of advocacy. There are also some great tips and resources included in this DASHboard Road Safety booklet that you can look through.

### **Take Action project example:**

**Problem:** Kids can't walk to school safely because there aren't any sidewalks.

**Root cause:** Lack of planning when the roads were built.

**Solution with long-term impact:** Create a petition asking that a sidewalk be built, get local residents to sign it, and present it to the city council.

**Making the solution sustainable:** Once the sidewalk is built, it will be in place for years, offering a safe route for future generations. You may also need/want to encourage kids to change their habits and walk—that can be a fun troop activity.

### *Advocacy - Take Action resources/websites*

**Bikeability and Walkability Projects:** [www.bikenwalk.com](http://www.bikenwalk.com)

**Complete the Streets:** [www.completestreets.org](http://www.completestreets.org)

**National Center for Safe Routes to School:** [www.saferoutesinfo.org](http://www.saferoutesinfo.org)

**Transportation for America Campaign:** <http://t4america.org>

**Youth of Virginia Speak Out:** <http://yovaso.net>

# DASHboard

## Road Safety

### Activity Plans

#### Appendix

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## ON THE ROAD Teen Driving Quiz

Think you know the real risk of driving? Take this quiz and find out!

1. **What is the leading cause of death among teens?**
  - a) Drug use
  - b) Asthma
  - c) Obesity
  - d) Vehicle crashes
2. **Which group has the highest crash risk?**
  - a) Uninsured motorists
  - b) Elderly drivers
  - c) Teens
  - d) Undocumented immigrants
3. **How many teens are involved in vehicle crashes each year?**
  - a) 60,000
  - b) 600,000
  - c) 1 million
  - d) 1.6 million
  - e) 3 million
4. **Imagine that you are in a Girl Scout troop with 15 girls in it. Within the first year of all of you getting driver's licenses, how many of you would likely get into a car crash?**
  - a) Zero
  - b) One
  - c) Two
  - d) Three
  - e) Four
  - f) Fifteen
5. **The fatality rate for drivers ages 16 to 19, based on miles driven, is \_\_\_\_\_ times higher than the rate for drivers ages 25 to 69.**
  - a) Two
  - b) Three
  - c) Four
  - d) Ten
6. **What is the leading cause of teen car crashes?**
  - a) Driving as an inexperienced driver
  - b) Driving at night
  - c) Driving over the speed limit
  - d) Driving under the influence of alcohol or drugs
  - e) Driving an SUV (Sport Utility Vehicle)
7. **Distracted driving is the cause of \_\_\_\_\_ percent of auto crashes.**
  - a) 20
  - b) 35
  - c) 50
  - d) 80
  - a) 99
8. **Which one of the following would NOT be considered distracted driving?**
  - a) Talking on your cell phone while driving
  - b) Talking to a passenger while driving
  - c) Changing a CD or music player while driving
  - d) Putting on makeup while driving
  - e) Reading a map/typing directions into the GPS
  - f) Eating food while driving
  - g) All are distracted driving actions.
9. **Drinking and driving is more dangerous than texting while driving.**

True    OR    False

  - a) **Among teen drivers, what age group has the highest rate of teen passenger deaths?**
    - a) 19-year-olds
    - b) 18-year-olds
    - c) 17-year-olds
    - d) 16-year-olds
    - e) 15-year-olds
  - b) **Carrying one teen passenger can double the fatal crash risk of teen drivers compared to driving alone.**

True    OR    False
  - c) **How many pedestrians are injured or killed in motor vehicle crashes each year?**
    - d) 90,000
    - e) 9,000
    - f) 1.9 million
    - g) 19,000
10. **One third of teen drivers and passengers killed in crashes were not wearing seat belts.**

True    OR    False
11. **What day of the week has the highest number of auto crash deaths?**
  - a) Sunday
  - b) Monday
  - c) Wednesday
  - d) Friday
  - e) Saturday
12. **GDL stands for:** \_\_\_\_\_

## ANSWER KEY & REAL TALK:

### 1. D

Car crashes take more teen lives than all other causes, and teens die in car crashes in larger proportions than any other driving group. Motor vehicle crashes account for more than 1 in 3 teen deaths. In 2008, 5323 teens were killed in car crashes – that means **15 teens are killed every day**.

### 2. C

Per mile driven, teen drivers ages 16 to 19 are four times more likely than older drivers to crash. Teens make up only 10% of the U.S. population, but suffer 14% of all vehicular fatalities and 20% of all reported crashes.

### 3. D

1.6 million teens (ages 16-20) were involved in automobile crashes in 2006, according to the National Highway Traffic Safety Administration. That means that **every minute, three teens** are in an auto crash. In fact, over 400,000 teens are **injured** in crashes every year. In other words, on average **every hour** 45 teens are injured in a car crash.

### 4. D

**One in five**, or 20 percent, of 16-year-old drivers will be involved in a crash at some point during their first year of driving.

### 5. C

The fatality rate for drivers ages 16 to 19, based on miles driven, is **four times** higher than for drivers ages 25 to 69.

### 6. A

Crash rates for young drivers are high largely because of their inexperience with driving. New drivers are more likely to engage in risky driving practices such as speeding and distracted driving. At the same time, teens' lack of experience behind the wheel makes it difficult for them to recognize and respond to hazards.

### 7. D

Nearly 80% of car crashes and 65% of near-crashes involved some form of driver inattention within three seconds before the event.

### 8. G

The most common distraction for drivers is the use of cell phones. Other distractions include reaching for a moving object, which increases the risk of an crash or near-crash by 9 times; looking at an external object, which increases the risk by 3.7 times; reading and applying makeup, both which increase the risk by 3 times; dialing a hand-held device (typically a cell phone), which increases risk by almost 3 times; and talking or listening on a hand-held device, which increases risk by 1.3 times.

### 9. FALSE. Texting while driving is now *just as dangerous as drinking and driving*.

A 2007 study conducted by SADD (Students Against Destructive Decisions) and Liberty Mutual Insurance Group found that text-messaging while driving is becoming as dangerous as drinking and driving, in terms

of inhibiting a teen's driving abilities. Alarming, 46 percent of teens admitted that they text-message while driving, according to an AAA study which appeared in *Seventeen* magazine's August 2007 issue.

#### **10. D**

The risk of fatal crashes is highest at age 16. In fact, the crash rate per mile driven is more than twice as high for 16-year-olds as it is for 18 and 19-year-olds. 16-year-olds also have almost 10 times the crash risk of drivers age 30-59. The crash fatality rate is highest within the first six months after licensure, and remains high through age 24.

#### **11. TRUE**

Just one other teen in the car increases the fatal crash risk by 50 percent. Crash risk for teen drivers increases incrementally with one, two, three or more passengers. With three or more, fatal crash risk is about three times higher than when a teen is driving alone.

#### **12. A**

Nearly 90,000 pedestrians are injured or killed in motor vehicle crashes each year in the United States, with a majority of these crashes taking place in urban areas. That means that **10 pedestrians** are injured or killed **every hour** of every day. Approximately 5,900 pedestrians are killed by automobiles every year and 84,000 suffer nonfatal injuries. Almost one-third of these victims are children under the age of 15, yet they represent only about 15% of the U.S. population

#### **13. FALSE. The number is closer to two-thirds of teens killed were not wearing seatbelts.**

Teens buckle up far less frequently than adults do. Despite efforts aimed at increasing belt use among teens, actual seat belt use among teens and young adults (16 to 24 years old) stood at 76 percent in 2006 – the **lowest** of any age group. In fact, in 2006 the majority (58%) of young people 16 to 20 years old involved in fatal motor vehicle crashes were not buckled in. In 2007, 72 percent of the restrained passengers involved in fatal crashes survived, as compared to 38 percent of the unrestrained passengers.

#### **14. E**

Over 50% of teen driving deaths occur on the weekend. In fact, during a typical weekend, an average of **one teen dies each hour** in a car crash.

#### **15. Graduated Driver's License, better known in California as a PROVISIONAL DRIVER'S LICENSE**

The GDL is a system designed to phase in young beginners to full driving privileges as they become more mature and develop their driving skills. There are three stages to a graduated system: a supervised learner's period; an intermediate license (after passing the driver test) that limits driving in high-risk situations except under supervision; and then a license with full privileges, available after completing the first two stages. In U.S. states that have adopted elements of graduated licensing, studies have found **crash reductions of about 10-30 percent**. This means if every state implemented the GDL system, upwards of **2,000 teen lives would be saved** every year. Currently, 44 states and the District of Columbia have implemented graduated driver licensing.

*\*Statistics and information compiled from: National Highway Traffic Safety Administration, National Center for Statistics & Analysis, Insurance Institute for Highway Safety, Insurance Information Institute, National Safety Council, The Center for Injury Research and Prevention at The Children's Hospital of Philadelphia, and the Traffic Injury Research Foundation.*

# Distracted Driving Log

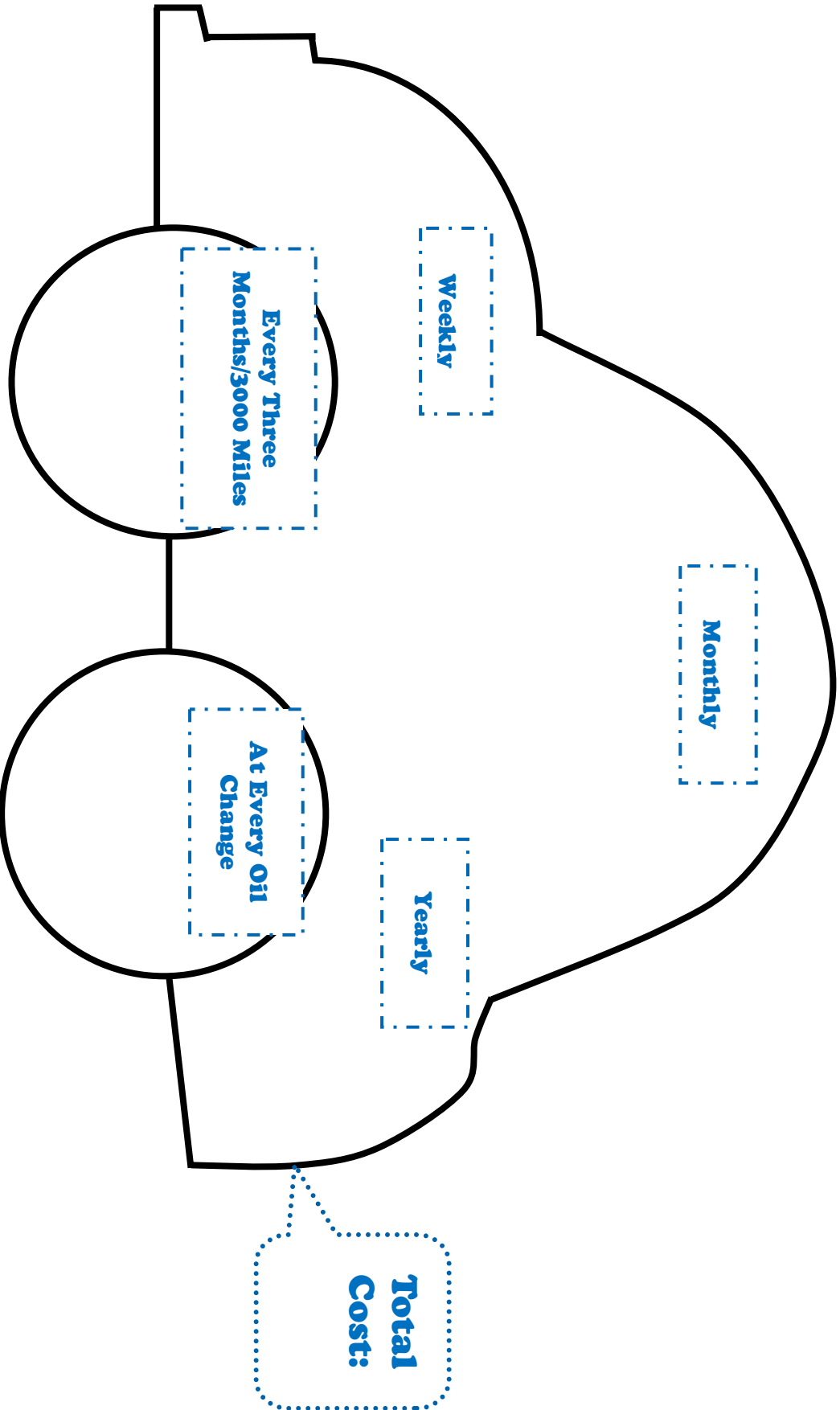
<b>Week Of:</b> _____	Cell Phone- Talking	Cell Phone- Texting	Eating/ Drinking	Changing music player/ GPS unit	Smoking	Reading/ Writing	Grooming (make-up, brushing hair, etc)	Talking with passengers	Searching for something (looking down, turning around, etc)
<b>Monday</b> Time(s):									
<b>Tuesday</b> Time(s):									
<b>Wednesday</b> Time(s):									
<b>Thursday</b> Time(s):									
<b>Friday</b> Time(s):									
<b>Saturday</b> Time(s):									
<b>Sunday</b> Time(s):									
<b>Total</b>									

Where did you observe these incidents (intersection of \_\_\_ & \_\_\_)? : \_\_\_\_\_

Total number of distracted driving incidents: \_\_\_\_\_

# MAINTENANCE MAP

List out what service maintenance you need to remember under each box, and include the average cost of the service. Add up the yearly cost and put it in the Total Cost box. *\*Remember, when calculating the total cost for a year, you have to multiply all weekly/monthly/multi-annual costs out to find the yearly cost of proper car care and maintenance.*



# Automotive Career List

## Automobile Design and Sales

Auto/Tire Chemical Engineer	Loan Officer
Auto/Tire Mechanical Engineer	Marketing/Advertising Professional
Sales Representative	Public Relations/Communications Specialist
Automotive Painter	Used Car Salesperson
Automotive/Industrial Designer	
Dealership Owner/Manager	

## Vehicle Safety

Accident Investigator	Insurance Claims Adjuster
Accident Reconstruction Engineer	Road Safety Researcher
Auto Mechanic	Safety Product Developer/Engineer
Collision Repair Technician	Safety Standards Engineer
Accident Test Technician/Engineer	State Trooper/Police Officer
Emergency Medical Technician	Statistical Analysis/Researcher
Highway Safety Specialist	Tow Truck Driver
Insurance Agency Owner	

## In The Driver's Seat

Ambulance Driver	Race Car Driver
Bus Driver	Taxi Cab Driver
Metro Rail Operator	Truck Driver

## Driver's Education

Civil Engineer (designs road and street layouts)	Department of Motor Vehicles Examiner
Curriculum Specialist	Driving Instructor

## Other

Auto Union Officer	Parking Lot Attendant/Owner
Car Wash Attendant/Owner	Pit Crew Mechanic
Crossing Guard	Restoration Specialist
Gas Station Attendant/Owner	U.S. Secretary of Transportation
Metro Station Manager	Valet Attendant
Metro Track Repair Technician	






# Road Safety Audit

Number of:	Tally Marks:	Total:
<b>Drivers engaging in distracted behavior</b> – cell phone use, eating, talking to a passenger, putting on make-up, reading, etc.		
<b>Drivers/passengers not wearing seatbelts</b>	Drivers:	
	Passengers:	
<b>Drivers that do not follow traffic law</b> -speed up through yellow lights, run stop signs, do not signal when changing lanes or turning, rolling through a stop sign, etc		
<b>Are the traffic signs/lights/street markings visible and in good condition for drivers?</b> Yes___ No___	If you answered no, please give details here about problems:	
<b>Drivers that cut off other cars and/or tailgate, or who demonstrate road rage</b> -honking horn, yelling, etc.		
<b>Bicyclists without proper safety gear</b> – helmet, light, etc		
<b>Bicyclists who swerve through traffic or don't signal before switching lanes</b>  Is there a bike lane? Yes ___ No ___		
<b>Pedestrians who cross the road before the light turns or Jaywalk</b>  Are sidewalks available? Yes ___ No ___		
<b>Other</b> _____ (fill in the blank with another type of risky road behavior)		

**Location (Intersection of):** \_\_\_\_\_

# Neighborhood Redesign – Step One: Neighborhood Walk

**Directions:** Fill in the following worksheet as you complete the Neighborhood Walk and take photos of the corresponding areas. For additional suggestions, use the Walkability Checklist: [www.walkableamerica.org/checklist-walkability.pdf](http://www.walkableamerica.org/checklist-walkability.pdf)

Category	What do you see?	What could change?
<p><b>For Pedestrians</b> (crosswalks, signs, sidewalks, curbs – note any accessibility issues)</p> 	<p><b>Example:</b> <i>Special striped crosswalk near school</i></p>	<p><b>Example:</b> <i>If the sidewalk were wider, the man in the wheelchair could more easily get by other pedestrians</i></p>
<p><b>Car Traffic Control and Calming</b> (traffic signals, signs, speed humps)</p> 		
<p><b>Public Transportation</b> (bus stops/shelters, Metro entrances)</p> 		
<p><b>For Cyclists</b> (bike lanes, paved sidewalks)</p> 		
<p><b>Other</b> (benches, trash cans, shrubbery, etc)</p> 		



**\*Photo tip:** To make sure you have a good photo to use for your redesign, you will need to take pictures that include many parts of the street, like a few lanes of traffic, crosswalks, bike lanes, and sidewalks - all in one image! Take numerous photos so you have options to choose from. See sample photos on page 29\*

## Step Two: Street Redesign

### Directions:

- 1) Select the best photo and print out an enlarged copy to use for your redesign. Place it in the box below or on a new piece of paper.
- 2) Secure trace paper over the original photo using scotch or masking tape (one that's easy to remove). Create a rough copy of your redesign with colored pencils. See redesign examples on page 10 of this booklet.
- 3) Once you've created a rough draft and finalized the changes you would like to make to your street, create a final draft on a fresh sheet of trace paper. \*You should also create a written description of your proposed changes on a separate sheet of paper explaining why you decided to make the changes you did. Label your drawing with numbers that correspond to the written descriptions.





## Troop Evaluation (to be completed by leader/adult)

Thank you for taking the time to share your thoughts about the DASHboard Road Safety patch program. Your evaluation will help the Program Department to better meet the needs of girls and leaders.

Girl Scouts who complete the program will receive a complementary DASHboard Road Safety patch, courtesy of GEICO. To receive your patches, please return this form and girls evaluations to: **Program Department, Girl Scouts, San Diego-Imperial Council, 1231 Upas St., San Diego, CA 92103**

<b>How did you learn about the program?</b> <input type="checkbox"/> Website <input type="checkbox"/> Event <input type="checkbox"/> Girl Scout publication/email <input type="checkbox"/> Word of Mouth <input type="checkbox"/> Other					
<b>Number of girls who used the program?</b>			<b>Program Level/s:</b> C    S    A		
<b>Was this program used by</b> <input type="checkbox"/> Individual <input type="checkbox"/> Troop <input type="checkbox"/> Service Unit event <input type="checkbox"/> Other _____		<b>How did you receive the materials?</b> <input type="checkbox"/> Obtained from Service Unit <input type="checkbox"/> Picked up at _____ (location) <input type="checkbox"/> Website <input type="checkbox"/> Other _____			
<b>Did you use the optional kit to complete activities?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, did you think the kit added to the educational experience? <input type="checkbox"/> Yes <input type="checkbox"/> No					
<b>Please rate each category</b>	<b>Excellent</b>	<b>Very good</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
Clarity of patch program requirements					
Knowledge gained about road safety					
Appropriateness for level/age of girls					
Interesting and creative activities					
Met Discover, Connect, Take Action goals					
Program met expectations/needs					
Overall satisfaction with program					
<b>What were the girls' favorite parts of this program?</b>  					
<b>What could be done to improve the DASHboard Road Safety Patch Program?</b>  					
<b>Additional Comments</b>  					
<b>Name and Address: (OPTIONAL but must complete to receive patches)</b>  					
<b>Phone</b> (       )		<b>e-mail address:</b>			

# DASHboard Road Safety patch program

## Girl Evaluation

*TO RECEIVE YOUR FREE PATCH:* send both girl and the adult evaluations to Program Department.

Please complete the evaluation and tell us your overall thoughts and feelings. This will provide us with information to help us plan events to be the best they can be. Evaluation can also be completed online (print out last page to mail in) [www.surveymonkey.com/s/DASHboard\\_evaluation](http://www.surveymonkey.com/s/DASHboard_evaluation)

Grade in school (circle one) 6 7 8 9 10 11 Troop # \_\_\_\_\_ Juliette \_\_\_\_\_ (zip code)

Do you have your license? Yes \_\_\_ (Date you received it \_\_\_\_\_) No \_\_\_ (go to next question)

Do you have your permit? Yes \_\_\_ (Date you received it \_\_\_\_\_) No \_\_\_ (go to next question)

Have you started driver's education? Yes \_\_\_ (Date can apply for permit? \_\_\_\_\_) No \_\_\_ (go to next question)

When can you start driver's education? \_\_\_\_\_

### Which activities did you complete?

<b>D- Driver's Seat</b>		My D activity prepared me to...	TRUE	SOME	FALSE	N/A
<input checked="" type="radio"/>	Distracted Driving (without simulation kit)	... recognized distracted driving	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<input checked="" type="radio"/>	Distracted Driving (with simulation kit)	... avoid distracted driving	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<input checked="" type="radio"/>	Distracted Driving Log	... know when I am distracting a driver	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<input checked="" type="radio"/>	Road Safety Campaign	... teach others about road safety	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<input checked="" type="radio"/>	Impaired Driving	... get my driver's license	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<input checked="" type="radio"/>	Schoolin' About Safety	... use recreational vehicles safely	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<input checked="" type="radio"/>	GDL Mania	... explain the dangerous effects of alcohol	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<input checked="" type="radio"/>	Wet and Wild	... resist pressure to drink and drive	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
		... Other (please detail)				

Tell us one way you think your D activity will help you in the future.

<b>A - Auto Care</b>		My A activity prepared me to...	TRUE	SOME	FALSE	N/A
<input checked="" type="radio"/>	Roadside Readiness Activity	... maintain a car	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<input checked="" type="radio"/>	Car Safety Checklist	... safely deal with a roadside emergency	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<input checked="" type="radio"/>	(Cost) Totaling your Car	... check tires	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<input checked="" type="radio"/>	Owner's Manual Madness	... check and change fluids	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<input checked="" type="radio"/>	Workin' on Wheels	... be a 'greener' driver	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<input checked="" type="radio"/>	Green Gas	... Other (please detail)				
<input checked="" type="radio"/>	Insuring your Safety					

### My A activity helped me understand...

<input checked="" type="radio"/>	... How being a good student can lower my insurance	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<input checked="" type="radio"/>	... The real costs of a car	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<input checked="" type="radio"/>	... the different careers working with cars	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<input checked="" type="radio"/>	... The impact cars have on air pollution	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
		... Other (please detail)			

Tell us one way you think your A activity will help you in the future.

S- Safety Around Cars

My S activity taught me ...

		TRUE	SOME	FALSE	N/A
Road Safety Audit	<input checked="" type="radio"/>	... how drivers' decisions can create danger for others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Neighborhood Redesign' and Refinin'	<input checked="" type="radio"/>	... to look at traffic in my area and find a solution to make it better	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strollin' to School (Cadettes only)	<input checked="" type="radio"/>	... how to lessen the dangers pedestrians face	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cycling California-style	<input checked="" type="radio"/>	... how to minimize the risks cars present to pedestrians and bikes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		... bicycling can be safe, if you follow the safety rules	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		... Other (please detail)			

Tell us one way you think your S activity will help you in the future.

Did you do any Extension Activities? Which ones?

What do you think of the additional requirements for Seniors and Ambassadors (S/A)?  
(Seniors and Ambassadors only)

		AGREE	NEUTRAL	DISAGREE
S/A are closer to driving so they need to do more	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It's fair that S/A have more steps	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seniors should have less to do than Ambassadors	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There should be different requirements for Seniors and Ambassadors	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The extra activities better prepared me for road safety and getting my license	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments:				

What was your favorite activity? Why?

Tell us one way you think the DASHboard Road Safety program will help you in the future.

How would you rate DASHboard Road Safety program overall? \_\_\_\_\_

General comments: