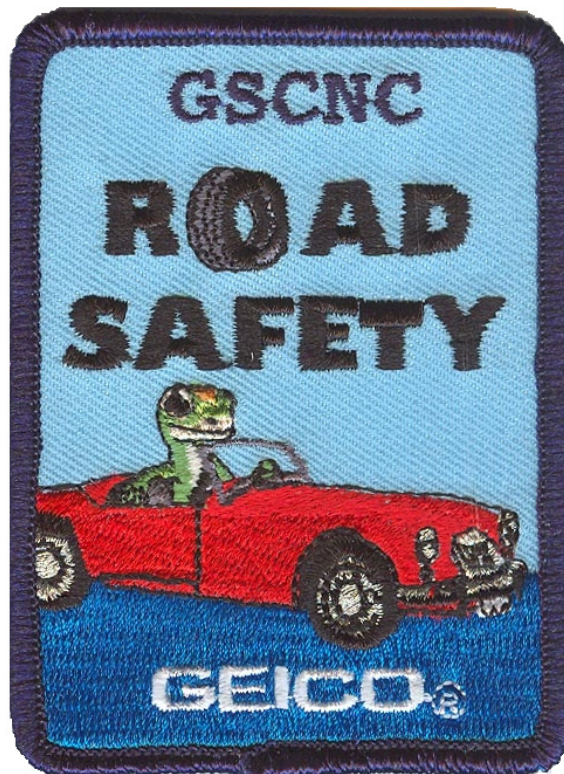


DASHboard

Road Safety

Patch Program



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by a generous grant from GEICO.



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* **ACTIVITY PLANS SUPPLEMENT**

You can access all worksheets and handouts mentioned in this booklet online at www.gsenc.org/dashboard.html. Hard copies of the activity plans are available in a supplement packet to pick up from the Marilyn Carr Information Center at Council Headquarters. The address is:

**4301 Connecticut Ave NW, Ste M-2
Washington DC 20008**

INTRODUCTION

It may come as a surprise to many that traffic 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 traffic crashes each year.

For the above reasons, GSCNC, in partnership with GEICO, has created the DASHboard Road Safety Patch Program for Girl Scout Cadettes, Seniors and Ambassadors. The program addresses a variety of road safety topics - 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, which 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 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 kit which is available to check out. Girls **can** complete the patch program without the kit. You can fill out a kit request form at www.gscnc.org/kits.html

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 such Girl Scout resources, the *Car Sense* IP and the *On the Road* focus book. However, this patch program includes ALL issues related to road safety, both in and around the car, and is also relevant to the Nation’s Capital region. 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 of activities 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 maintaining 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 great Silver/Gold Award and Journey Take Action projects (see pg. 14 for more 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 she plans to get her 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 life-saving 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! Make a copy of the quiz in the Activity Plans Supplement, or take the quiz online at: www.gscnc.org/dashboard.html. Review the Answer Key and Real Talk portion. (*In the kit there is a flashcard version of the quiz, along with a traffic signs test*).



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, especially due to increased cell phone use behind the wheel. This simulation will 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). 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 (feel free to add your own):
 - 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
 - Get a text from a friend asking where they are and encourage the driver to text back
 - Complain about the radio station and ask driver to change the station, put in a CD, or change their mp3 player
 - Point out a car 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

**You may want to provide props for this exercise. Items like a mp3/CD 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*). Review each distraction and discuss the appropriate ways a driver should or could respond. As a driver, how in control did they feel?
- 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, texting, switching CDs (use a portable CD player or your iPod), setting a GPS or reading directions, and having someone next to you carry on a conversation. Think of your own distractions. Try the obstacle course using those props.

**In the kit, you will find scenario cards, a toy phone, lipstick, maps and CDs.*

- 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 that illustrates the challenges teens face on the road. Key simulations 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

**Extra CD-rom copies are in kit.*



Seniors and Ambassadors – Find out if your state bans cell phone use while driving and if there are any other laws that govern distracted driving behavior. If your state does not have laws or regulations that prevent

distracted driving, or if you think there should be more rules, write a letter to your Department of Motor Vehicles advocating for laws that protect teen drivers.

Distracted Driving Log

Make a copy of the Distracted Driving log (*found online or on page 5 of the Activity Plans Supplement*). 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 girls all 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 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

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 texting while driving, seat belts, impaired driving, teen driving, 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 online or on page 8 of the Activity Plans Supplement*).
 - Consider organizing a letter writing drive around the topic you choose.
- * You might want to plan an event or presentation to coincide with a traffic safety week: ie. Teen Driver Safety Week, Child Passenger Safety Week, etc.



EXTENSION ACTIVITY - Choose a video that deals with a car safety issue - drunk driving, seat belt safety, teen driving, etc (*contact Council staff for suggestions*). Set up a screening 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 auto 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 the cones 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 and walk the course.
- *If you have roller skates, roller blades, hee-lies, a scooter, or something else with wheels, try to roll through the course (remember to wear appropriate safety protection gear). You may also try to use 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.



EXTENSION ACTIVITY - Watch the ABC Channel 7 Teen Driving video included in the kit. Discuss key topics brought up.

GDL-mania

A proven life-saving method is Graduated Driver's License programs.

Explore what a Graduated Driver's License program is (*see the Resources section for a good list of websites/organizations to start with*). Find out if your state has one.

- If they do not, write a letter to your state legislature and Department of Motor Vehicles, advocating for one.
- If they do have a program, talk to your friends, explaining why it is a safe and smart law. Use the information you gathered about GDLs.

Schoolin' About Driver Safety

School is one of the central locations where teens can learn about driver safety.

Find out if driver safety classes are available at your school.

- If they are not, write a letter and/or talk to your school administrators, advocating for a driver safety class. Use the information you have collected about the need for comprehensive driver education.
- If driver safety classes are available but cost money, write a letter and/or talk to your school administrators and school board asking for cost waivers or scholarships so that ALL teens can take the class and learn the valuable information.



EXTENSION ACTIVITY - Take your state's 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.



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 (*the kit includes flash cards with the scenarios and suggested answers*).

Flat tire	Smoking hood
Stuck in the snow	Emergency dashboard light goes on
Out of gas	Rattling noise
- Now review the Roadside Emergency Kit list (*online or on page 8 of the Activity Plans Supplement*). 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(s) 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 some other way. 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 check-ups (*the kit has a Car Care pamphlet for reference*).
- Create a car checklist and calendar for your family members. Put one in a visible place in each vehicle, and remind the driver to check the list whenever you are a passenger (check the list yourself when you drive).

(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 (for your state), insurance cost (for your age bracket – teen/new driver), and estimated fuel, maintenance and future repair costs. (*See Resources section for reliable websites*).

- Using the Maintenance Map (*online or on page 4 of the Activity Plans Supplement*), 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 (*the kit includes a tire air pressure gauge, a car care brochure with diagrams, and a penny to test tire tread*).

- | | |
|--------------------------------------|-----------------------------------|
| ▪ Check oil | ▪ Change a windshield wiper blade |
| ▪ Check tire pressure with a gauge | ▪ Pump gas |
| ▪ Add air to tires (if they need it) | ▪ Wash the car |
| ▪ Check fluid levels | ▪ 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? (*The kit includes Auto Jobs flashcards, which girls can use with each other to see how well they know the transportation career field*).

- Make a list of all the jobs you can think of. Compare it to our Automotive Career List (*online or on page 6 of the Activity Plans Supplement*). 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 invite her to give a talk to your troop or another troop.

□ Green Gas

Transportation is one of the leading causes of pollution and climate change. In 2005 alone, U.S. drivers wasted 4.2 billion hours sitting in traffic! 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 and 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 complete the Road Safety Audit on) and conduct an Average Vehicle Occupancy 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, elected officials, 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/

**Extra CD-rom copies are 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 your state.
- Find out what kind(s) you need as a new teen driver. Find out if your parents/guardians are insured and what kind(s) they have.
- Do a price comparison of the different automobile insurance agencies.



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 (*online or on page 7 of the Activity Plans Supplement*), 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.
- Share your findings with at least two adult drivers you know who travel that road/area frequently.



Seniors and Ambassadors – Find out who maintains the road you audited (city, county, state). Send them your findings with a letter or attend a government meeting, requesting that heightened awareness be given to traffic and road safety issues locally.

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 house of worship. Document what you find on the Neighborhood Walk Worksheet (*online or on page 9 of the Activity Plans Supplement*) 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 (*online or on page 10 of the Activity Plans Supplement*), 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 *(Cadette Only activity)*

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 at 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>
**There are also extra CD-rom copies in kit.*

City Cycling

Over 40,000 bicyclists a year are injured in traffic crashes, 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 dangers associated with biking in a city. Also, find out the key things both bicyclists and automobile drivers need to know about co-existing safely on the road.
- With the information you have gathered, create a bike safety fact sheet/brochure to give to your friends, family, other troops, and school.

OR

- Find a bicycle shop in your city. 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. Work with them to set up a class and invite other Girl Scouts and/or community members to attend.

Paving the Way

Many people use their bicycle not only for recreation but also as their main form of transportation. Getting from one place to another can be dangerous, however, depending on whether or not adequate bike routes and paths exist. 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) 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 four 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.
 - 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 your state enforced); number and age of passengers allowed (some states have 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.*

Send copies of your Reflection to Council Headquarters with the Evaluation (found on pg. 16) so we can stay connected to your thoughts and perspectives!

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 a Silver/Gold Award or Journey Take Action project. See pg. 14 for more tips****

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 Silver or Gold Award projects and Journey Take Action projects that have a clear, tangible impact on your community. Read through the following tips and examples 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 the 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:

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

Once you do this, you've already completed the first step of the Award process!

Actual Gold Award Project Examples from Our Council:

- *Bicycle Awareness Fair:* A Girl Scout designed a bike fair where she educated participants on local bike paths, how to ride a bike, helmet safety, rules of the road, and how to fix and repair bikes.
- *Rookie Drivers 101:* A Girl Scout organized a one-day event for children ages 14-18 to teach them about road safety. She brought in representatives from driving schools, insurance companies, and the police department to speak to the attendees about the dangers of driving and how to be a safe driver.
- *Teen Driving PSA:* A Girl Scout created a Public Service Announcement about the dangers facing teen drivers. The PSA focused on the importance of laws that protect teens by reducing the amount of distractions while on the road.

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.

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 tip sheets and resources included in the DASHboard Road Safety kit that you can look through.

Check out specific Advocacy Take Action resources/websites on p. 15.

Find out more about the Silver/Gold Award or Journey Take Action Project:

- **GSCNC's General Awards:** www.gscnc.org/bsg.html
- **GSUSA's General Awards:** www.girlscouts.org/program/gscentral/insignia/highest_awards/index.html
- **GSCNC's Journey Information:** www.gscnc.org/journeys.html
- **GSUSA's Journey Information:** www.girlscouts.org/program/journeys

RESOURCES/REFERENCES LIST

GENERAL

GEICO Educational Foundation: www.geico.com/auto/safety
Insurance Institute for Highway Safety: www.highwaysafety.org
Maryland Motor Vehicle Administration: www.marylandmva.com
National Highway Traffic Safety Administration: www.nhtsa.dot.gov
National Safety Council: <http://teendrivers.nsc.org>
Official Blog of the US Secretary of Transportation: <http://fastlane.dot.gov>
Virginia Department of Motor Vehicles: www.dmv.virginia.gov
Washington D.C. DMV: <http://public.dmv.washingtondc.gov>
West Virginia DMV: www.transportation.wv.gov

DRIVER'S SEAT

Department of Transportation's Distracted Driving Site: www.distraction.gov
Driving Skills For Life: www.drivingskillsforlife.com
National Organizations for Youth Safety: www.noys.org
Partners for Safe Teen Driving: www.safeteendriving.org

AUTO CARE

American Automobile Association: www.aaa.com
The Car Care Council: www.carcare.org
Consumer Reports: www.ConsumerReports.org
Fuel Economy Guide: www.fueleconomy.gov
Kelley Blue Book: www.kbb.com

SAFETY AROUND CARS

America Walks Campaign: www.americawalks.org
Pedestrian and Bicycle Information Center: www.walkinginfo.org
Washington Area Bicyclist Association: www.waba.org

HONOR CODE - Contract examples

www.geico.com/public/pdf/autosafety/ParentTeenContract.pdf
<http://mva.state.md.us/Resources/RD-016.pdf>
www.michigan.gov/documents/DES_Parent-Teen_Safe_Driving_Contract_157407_7.pdf

ADVOCACY – Take Action project resources

Bikeability and Walkability Projects: www.bikenwalk.com
Complete the Streets: www.completestreets.org
National Center for Safe Routes to School: www.saferoutesinfo.org
Transportation for America Campaign: <http://t4america.org>
Youth of Virginia Speak Out: <http://yovaso.net>

GIRL SCOUT RESOURCES

- Interest Projects for Girls 11-17: Car Sense, Emergency Preparedness, Inventions and Inquiry. Purchase IP book here - <http://goshop.girlscouts.org>
- Studio 2B: On the Road (*no longer available for purchase*)

EVALUATION

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

**Program Department, Girl Scout Council of the Nation's Capital,
4301 Connecticut Avenue NW, Washington DC 20008**

Or go to www.gscnc.org/dashboard.html to fill out our online evaluation form.

How did you learn about the program?					
<input type="checkbox"/> Website <input type="checkbox"/> Event <input type="checkbox"/> Girl Scout Publication <input type="checkbox"/> Word of Mouth <input type="checkbox"/> Other _____					
Number of girls who used the program?			Program Level/s : C S A		
Was this program used by			How did you receive the materials?		
<input type="checkbox"/> Individual <input type="checkbox"/> Troop <input type="checkbox"/> Service Unit event <input type="checkbox"/> Other _____			<input type="checkbox"/> Obtained from Service Unit <input type="checkbox"/> Picked up at _____(location) <input type="checkbox"/> Website <input type="checkbox"/> Other _____		
Did you use the optional kit to complete activities? <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					
Please rate each category	Excellent	Very good	Good	Fair	Poor
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					
What were the girls' favorite parts of this program? What could be done to improve the DASHboard Road Safety Patch Program?					
Additional Comments					
OPTIONAL: Name					
Phone			Email		

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