

**road safety  
learning resources  
grade 5**

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**activity sheets**



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## Acknowledgements

Many people within the Insurance Corporation of British Columbia and the wider professional community, have contributed to the creation of this resource. In particular, we acknowledge the work done by Sandy Hirtz (Writer) and Ted Couling (Illustrator).



## Activity sheet

### My personal pledge

Name

Date

I can tell when I am being pressured to do something I don't want to do or that I know is wrong because I

When I feel that way, I use stop, think, go traffic light to consider my options because

If I need help from someone I

When I resist negative peer pressure and choose to do what I know is right, I feel

My personal policy against peer pressure is

## Activity sheet — Pedestrian safety skills

| before crossing a street   |  |
|--|--|
| <input type="checkbox"/> seek to cross at a traffic light or a crosswalk   | <input type="checkbox"/> obey all traffic signals  |
| <input type="checkbox"/> never cross mid-block even if a friend calls to you to cross over                               | <input type="checkbox"/> always STOP, LOOK, LISTEN and LOOK AGAIN                                  |
| <input type="checkbox"/> wait a step back from the curb  | <input type="checkbox"/> look left, look right, look left again to double-check                    |
| <input type="checkbox"/> make eye contact with drivers and cyclists — and wait until they have stopped — before crossing | <input type="checkbox"/> wear bright / reflective clothes if walking in the evening or in the rain |

| while crossing  |   |
|---|---|
| <input type="checkbox"/> watch out for cars turning a corner, or entering and exiting a laneway                     | <input type="checkbox"/> while crossing, continue to look left, right and then left again to double-check for turning traffic |
| <input type="checkbox"/> make eye-contact with drivers before crossing to ensure they see you and they have stopped | <input type="checkbox"/> walk — don't turn — in a straight line   |
| <input type="checkbox"/> remove headphones or put your phone conversation on hold                                   |   |

| when at a pedestrian-controlled crossing  |   |
|---|---|
| <input type="checkbox"/> don't assume that a walk signal or green light means that the cars will automatically stop | <input type="checkbox"/> don't walk until all traffic has stopped |

## Activity sheet — Pedestrian safety skills, continued

| when crossing a multi-lane street   |   |
|---|---|
| <input type="checkbox"/> make eye-contact with drivers in EACH lane   | <input type="checkbox"/> while crossing, check that drivers in EACH lane see you and have stopped before you step into that next lane |
| <input type="checkbox"/> don't assume all drivers are paying attention — just because one driver has stopped it is not a guarantee that all other drivers will stop too |   |

| when crossing an intersection with a traffic circle                    |   |
|--|---|
| <input type="checkbox"/> never take short cuts across a traffic circle | <input type="checkbox"/> do not walk diagonally across the centre |

| when walking along roads without sidewalks   |   |
|--|---|
| <input type="checkbox"/> walk on the left side of the road to see (and be seen by) traffic   | <input type="checkbox"/> walk in a single file — don't fool around or shove       |
| <input type="checkbox"/> stay safely away from trucks because truck drivers have limited visibility and trucks require extra space for turning | <input type="checkbox"/> walk a safe distance from the road away from the traffic |
| <input type="checkbox"/> be aware of ditches and other hazards   |   |

| when crossing railway tracks and crossings |  |
|--|--|
| <input type="checkbox"/> be cautious       |  |

## Activity sheet — Pedestrian safety skills

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## Activity sheet — Pedestrian safety skills, continued

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| <input type="checkbox"/> be aware of ditches and other hazards   |   |

| when crossing railway tracks and crossings |
|--|
| <input type="checkbox"/> be cautious       |

### Activity sheet — See and be seen chart

| see   | be seen   |
|---|---|
| before crossing a street                            |   |
| A   | B   |
| while crossing a street                             |   |
| C   | D   |
| when at a pedestrian-controlled crossing            |   |
| E   | (same as D)   |
| when crossing a multi-lane street                   |   |
| F   | H   |
| when crossing an intersection with a traffic circle |   |
| H   | (same as D)   |
| when walking along roads without sidewalks          |   |
| J   | K   |
| at railway tracks and crossings                     |   |
| L   | (not relevant — a moving train will not be able to stop for a pedestrian) |



## Activity sheet — Poster rubric

Name(s) \_\_\_\_\_

Topic \_\_\_\_\_ Date: \_\_\_\_\_






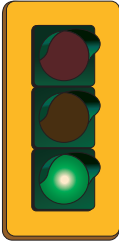




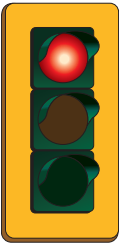
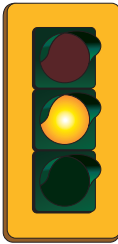
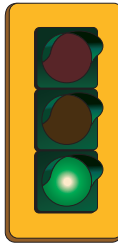


Self assessment

Peer assessment

Teacher assessment

|                   | Extending  | Proficient   | Developing  | Emerging  |
|-------------------|--|--|---|---|
| Effectiveness     | The poster stressed the importance of this topic and obviously raised the level of awareness of this issue. Graphics supported key purpose.  | This poster indicated the importance of this topic and possibly raised the level of awareness of this issue. Graphics supported key purpose. | The poster stated the importance of this topic, but may not have been relevant. The level of awareness of this issue may not have been improved. Graphics somewhat supported key purpose. | The poster attempted to state the importance of this topic, but was unclear. The level of awareness of this issue may not have been improved. Graphics somewhat supported key purpose.                  |
| Focused           | Goal and importance of topic clearly stated and obviously relevant. Key/important points included and highlighted. Information provided is accurate, relevant and properly referenced. | Goal and importance of topic stated. Key/important points stressed. Information provided is accurate, relevant and properly referenced.      | Goal and importance of topic stated, but may have been unclear. Key/important points included. Information provided may be inaccurate or lack relevance. May not be properly referenced.  | Goal of presentation and importance of topic stated but may have been unclear. Key/important points included. Information provided may be inaccurate or lack relevance. May not be properly referenced. |
| Quality of work   | The poster has a professional appearance. Details are thorough and well-thought-out. Use of colour, graphics, etc., enhanced the presentation.   | The poster has a somewhat professional appearance. Details are present and partially complete. Uses of colour, graphics, etc., is effective. | The poster lacks a professional appearance. Details are present, but need work. Use of colour, graphics, etc., may not be effective.  | The poster lacks a professional appearance. Details are not adequately present or may be inaccurate. Use of colour, graphics, etc., isn't effective.  |
| Quality of poster | The poster exceeded the requirements and made a powerful impact.   | The poster met the requirements and made a positive impact.  | The poster may not have met all of the requirements and/ or may not have made an impact.  | The poster did not meet all of the requirements and/ or did not make an impact.   |

Activity sheet — Signs and signals

|   |   |   |   |   |
|---|---|---|---|---|
|    |    |    |     |    |
| Railroad Crossing   | Yield   | Stop  | No Bikes  | Do Not Enter  |
|   |    |    |     |    |
| Traffic Light   | Walk  | Don't Walk  | Wrong Way   | Speed Sign  |
|  |  |  |  |  |
| Stop  | Wait  | Go  | Hospital  | Bike Route  |



### Activity sheet — Traffic bingo

|  |            |  |
|--|------------|--|
|  |            |  |
|  |            |  |
|  | FREE SPACE |  |
|  |            |  |
|  |            |  |



### Activity sheet — Because statement worksheet

|  |             |
|--|-------------|
| At a crosswalk, why STOP, LOOK, LISTEN and LOOK AGAIN?   | because.... |
| Why should young children walk with an adult?            | because.... |
| Why walk in single file, and don't fool around or shove? | because.... |
|  | because.... |
|  | because.... |
|  | because.... |
|  | because.... |
|  | because.... |
|  | because.... |

## Activity sheet — Pedestrian safety skills

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| <input type="checkbox"/> never cross mid-block even if a friend calls to you to cross over                               | <input type="checkbox"/> always STOP, LOOK, LISTEN and LOOK AGAIN                                  |
| <input type="checkbox"/> wait a step back from the curb  | <input type="checkbox"/> look left, look right, look left again to double-check                    |
| <input type="checkbox"/> make eye contact with drivers and cyclists — and wait until they have stopped — before crossing | <input type="checkbox"/> wear bright / reflective clothes if walking in the evening or in the rain |

| while crossing  |   |
|---|---|
| <input type="checkbox"/> watch out for cars turning a corner, or entering and exiting a laneway                     | <input type="checkbox"/> while crossing, continue to look left, right and then left again to double-check for turning traffic |
| <input type="checkbox"/> make eye-contact with drivers before crossing to ensure they see you and they have stopped | <input type="checkbox"/> walk — don't turn — in a straight line   |
| <input type="checkbox"/> remove headphones or put your phone conversation on hold                                   |   |

| when at a pedestrian-controlled crossing  |   |
|---|---|
| <input type="checkbox"/> don't assume that a walk signal or green light means that the cars will automatically stop | <input type="checkbox"/> don't walk until all traffic has stopped |

## Activity sheet — Pedestrian safety skills, continued

| when crossing a multi-lane street   |   |
|---|---|
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| when crossing an intersection with a traffic circle                    |   |
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| <input type="checkbox"/> be aware of ditches and other hazards   |   |

| when crossing railway tracks and crossings |  |
|--|--|
| <input type="checkbox"/> be cautious       |  |

## Activity sheet — Safe route to school checklist

How walkable is the route to school?

1. Did you have room to walk?

- Yes
- Some problems
  - Sidewalks were broken or cracked
  - Sidewalks were blocked with poles, signs, trees, garbage cans, etc.
  - No sidewalks, paths or shoulders
  - Too much traffic
  - Something else \_\_\_\_\_
  - Location of problems \_\_\_\_\_

2. Was it easy to cross streets?

- Yes
- Some problems
  - Traffic signals too long or did not give enough time to cross
  - No traffic signals
  - No crossing guards
  - Parked cars blocked view of traffic
  - Trees, plants, poles or garbage cans blocked view of traffic
  - Too much traffic
  - Something else \_\_\_\_\_
  - Location of problems \_\_\_\_\_

3. Did drivers behave well?

- Yes
- Some problems
  - Backed out of driveway without looking
  - Did not yield to pedestrians crossing the street
  - Drove too fast
  - Driver was distracted (eating, talking on cellphone, etc.)
  - Made a right turn without checking for pedestrians
  - Drove through traffic light
  - Something else \_\_\_\_\_
  - Location of problems \_\_\_\_\_



### Activity sheet — Safe route to school checklist, continued

4. Was your walk pleasant?

- Yes
- Some problems
  - Barking, scary dogs
  - Scary people
  - Not well-lit
  - Litter or other garbage
  - Poor air quality due to traffic exhaust
  - Something else \_\_\_\_\_
  - Location of problems \_\_\_\_\_



### Activity sheet — Pedestrian safety skills

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## Activity sheet — Pedestrian safety skills, continued

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| when crossing railway tracks and crossings |  |
|--|--|
| <input type="checkbox"/> be cautious       |  |



## Activity sheet

### My personal pledge

Name

Date

I can tell when I am being pressured to do something I don't want to do or that I know is wrong because I

When I feel that way, I use stop, think, go traffic light to consider my options because

If I need help from someone I

When I resist negative peer pressure and choose to do what I know is right, I feel

My personal policy against peer pressure is

## Activity sheet — Predictions and results worksheet

Names \_\_\_\_\_ Date \_\_\_\_\_

Question (purpose of the experiment, what we wonder)

What happens when the vehicle with golf balls:

- Stops suddenly without a seatbelt
- Changes direction without a seatbelt
- Crashes without a seatbelt
- Changes direction with a seatbelt
- Crashes without a seatbelt
- Crashes with a seatbelt

Hypothesis (what we predict will happen, what the results will be)

- Stops suddenly without a seatbelt
- Changes direction without a seatbelt
- Crashes without a seatbelt
- Changes direction with a seatbelt
- Crashes with a seatbelt
- Crashes with a seatbelt

Materials (what do you need to conduct the experiment)

Procedure (the steps need to be taken to conduct the experiment)

Results (what happened)

- Stops suddenly without a seatbelt
- Changes direction without a seatbelt
- Crashes without a seatbelt
- Changes direction with a seatbelt
- Crashes without a seatbelt
- Crashes with a seatbelt

Conclusions (what we learned from the experiment)

- Stops suddenly without a seatbelt
- Changes direction without a seatbelt
- Crashes without a seatbelt
- Changes direction with a seatbelt
- Crashes without a seatbelt
- Crashes with a seatbelt



### Activity sheet

| Distractions/Impairment                                | Predictions | Results |
|--|-------------|---------|
| Texting  |             |         |
| Talking on the phone                                   |             |         |
| Using an app   |             |         |
| Checking the GPS                                       |             |         |
| Reading a map  |             |         |
| Applying makeup  |             |         |
| Searching for music on the radio or music player       |             |         |
| Eating   |             |         |
| Passengers   |             |         |
| Turning around to talk to someone                      |             |         |
| Extreme weather conditions                             |             |         |
| Alcohol or drugs                                       |             |         |
| Stress, anger, or sickness                             |             |         |
| Cracked windshield                                     |             |         |
| Vehicle problems (low on gas or low tire, for example) |             |         |

## Activity sheet

# The truth about distracted driving

### The facts

- The distracted driving law applies whenever you're in control of your car—even when you're stopped at a light or in bumper-to-bumper traffic.
- You're five times more likely to crash if you're on your phone.
- Studies show that drivers who are talking on a cellphone lose about 50 per cent of what's going on around them, visually.



### The rules

- Any violation of the law costs drivers a \$368 fine and four driver penalty points.
- Hands-free means a wireless or wired headset or speakerphone.
- If you're using a headset or headphones, remember that drivers can only wear them in one ear. Motorcyclists however, can use two earphones while riding.
- Drivers in the Graduated Licensing Program (GLP) are not allowed to use personal electronic devices at any time, including hands-free phones.

**\$368**



### Tips for drivers

- It can wait. No call or text is so important it's worth risking your life.
- If you can't leave your phone alone while driving, turn it off and put it in the trunk of your car to avoid the temptation.
- Assign a designated texter. Ask your passengers to make or receive calls and texts for you.



while driving

### Pledge

I \_\_\_\_\_ pledge to leave my phone alone while driving.

(first name only)

TS405N (082016)



### Activity sheet — Analyze and critique

What could you do if your passenger safety checklist did not work? For example, what could you do if the driver ignored you when you reminded them to put their cellphone away?

| Ready, set, go.... safety checklist                      |  |
|--|--|
| Are the doors locked?                                    |  |
| Are all the passengers buckled in? Check — double-check. |  |
| Is the driver free from distractions?                    |  |
| Is the driver free from impairments?                     |  |
| Did the driver put their cell phone away?                |  |
| Is the route planned in advance?                         |  |

### Activity sheet

NAME \_\_\_\_\_

DATE \_\_\_\_\_

**getting ready to ride**







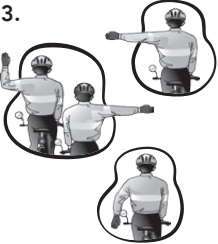


**left**

**stopping/slowing**

**right**



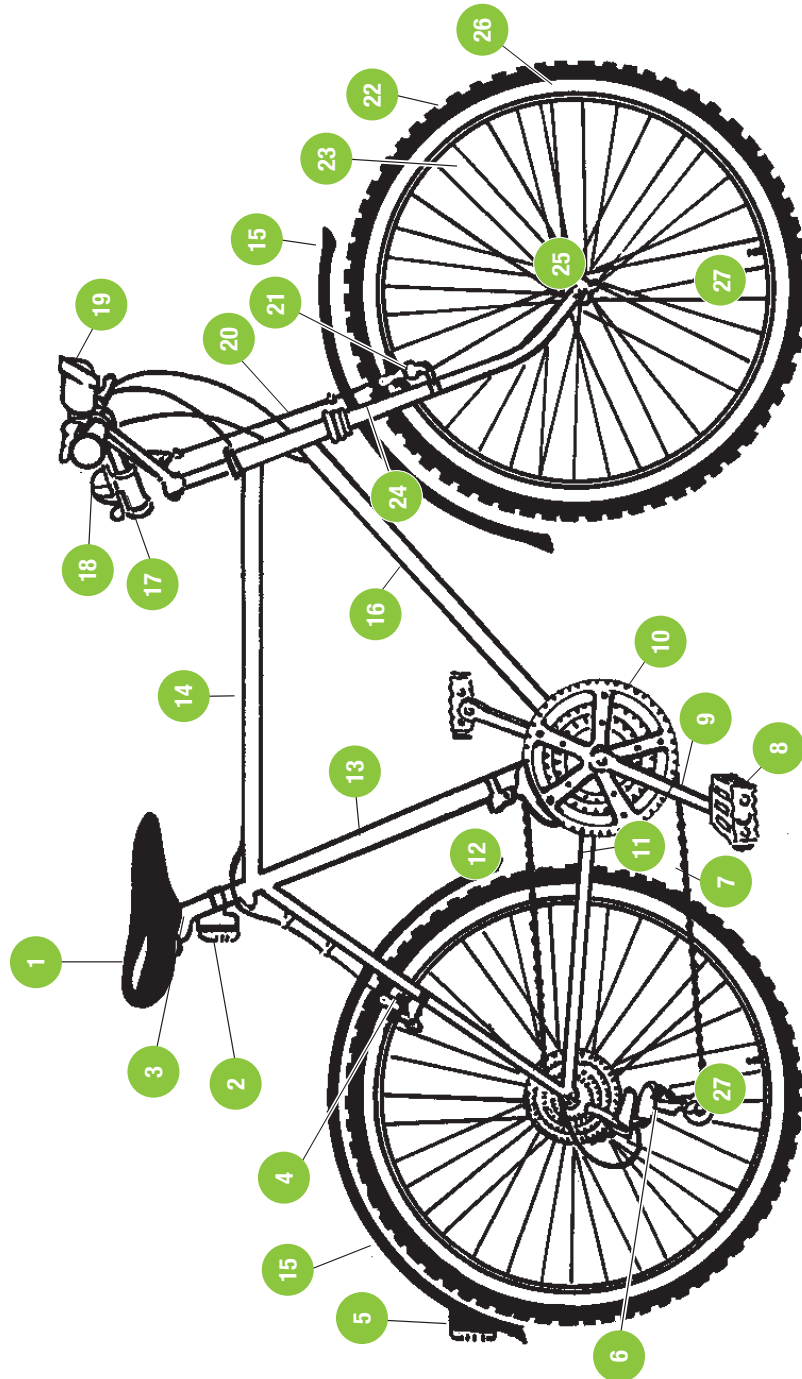
### Activity sheet

| Worksheet 3 — picture a rule   |  |  |  |
|--|--|--|--|
| <p>Here are some important <b>rules of the road</b> for cyclists. Below them are some pictures. Write the rule of the road beside the picture that it goes with. Then write a sentence explaining why that rule is so important. Share your explanations with others in a small group.</p> |  |  |  |
| <p><b>Watch for pedestrians. Beware of road hazards. Beware of parked cars. Signal before you turn or stop. Keep to the right of the road. Obey traffic signals. Be visible at night. Have front and back lights and back reflectors.</b></p>  |  |  |  |
| <p>1.</p>    | <p>_____</p> <p>_____</p> <p>_____</p> | <p>5.</p>   | <p>_____</p> <p>_____</p> <p>_____</p>                           |
| <p>2.</p>   | <p>_____</p> <p>_____</p> <p>_____</p> | <p>6.</p>  | <p>_____</p> <p>_____</p> <p>_____</p>                           |
| <p>3.</p>   | <p>_____</p> <p>_____</p> <p>_____</p> | <p>7.</p>  | <p>_____</p> <p>_____</p> <p>_____</p>                           |
| <p>4.</p>   | <p>_____</p> <p>_____</p> <p>_____</p> | <p>8.</p>  | <p>Draw your own rule</p> <p>_____</p> <p>_____</p> <p>_____</p> |

## Activity sheet

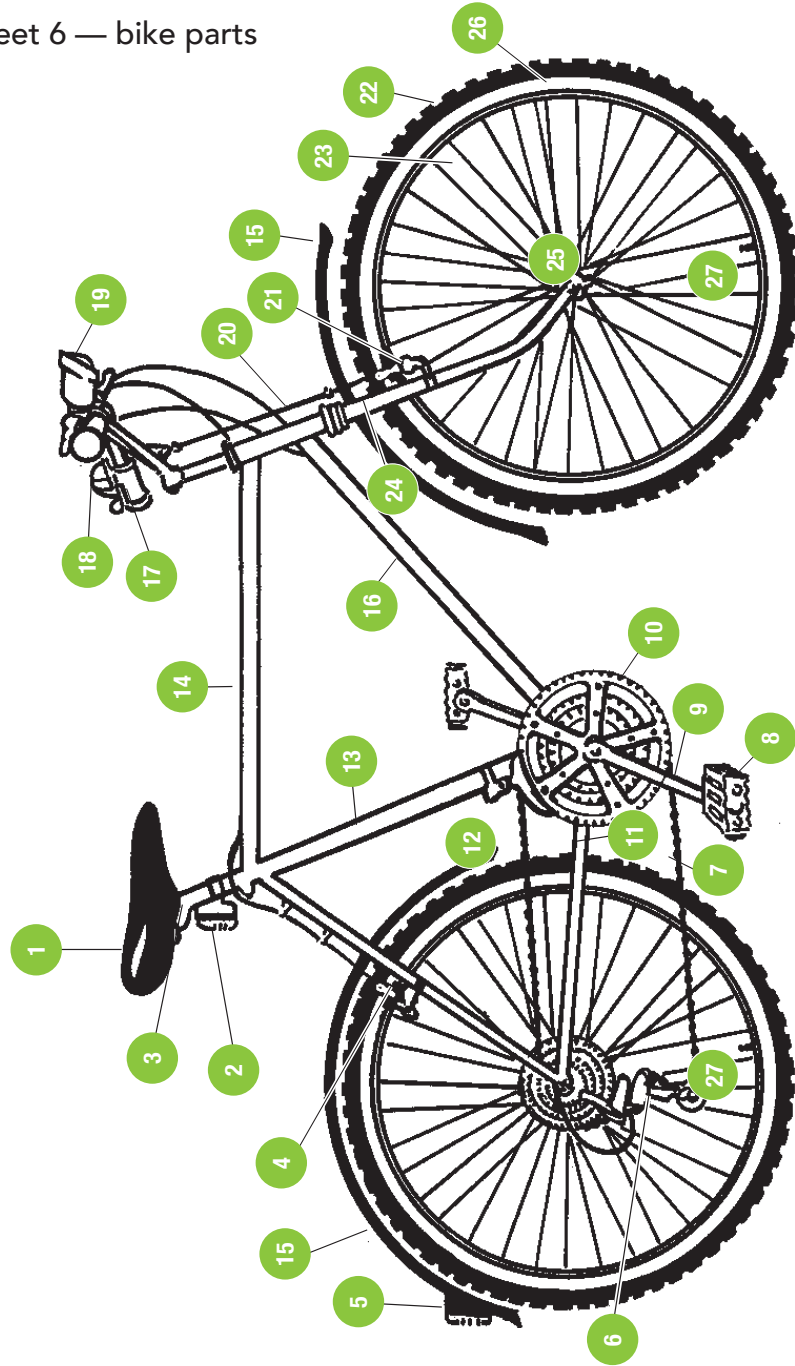
| Worksheet 4 — the safe ride  |   |
|--|---|
| <p><b>Imagine you are riding the bike in each diagram below.</b></p> <ul style="list-style-type: none"> <li>• What is the safest path to take? Draw it.</li> <li>• What rules of the road will you follow? Write them under the diagrams.</li> </ul> | <p><b>Traffic rules</b></p> <ul style="list-style-type: none"> <li>• beware of parked cars</li> <li>• stop for stop signs</li> <li>• look for traffic all ways</li> <li>• slow down and look</li> <li>• yield to traffic before crossing</li> <li>• ride in a straight line</li> <li>• shoulder check before turning</li> <li>• use hand signals to tell other drivers what you're going to do</li> <li>• ride on right hand side</li> <li>• turn with care.</li> </ul> |
|  |   |
| <p><b>Riding past parked cars.</b></p> <hr/> <hr/> <hr/>   | <p><b>Riding out from a driveway.</b></p> <hr/> <hr/> <hr/>   |
|  |   |
| <p><b>Crossing an intersection.</b></p> <hr/> <hr/> <hr/>  | <p><b>Draw your own special cycling situation.</b></p> <hr/> <hr/> <hr/>  |

### Activity sheet: Worksheet 6 — Bike Parts



### Answer key

#### Worksheet 6 — bike parts



- 1 Seat
- 2 Rear light
- 3 Seat stay
- 4 Rear calliper brake
- 5 Red rear reflector
- 6 Rear derailleur
- 7 Chain
- 8 Pedal
- 9 Crank arm
- 10 Chain ring
- 11 Front derailleur
- 12 Brake cable
- 13 Seat tube
- 14 Top tube
- 15 Down tube
- 16 Handlebar grip
- 17 Bell
- 18 Front light
- 19 Front calliper brake
- 20 Brake cable
- 21 Front calliper brake
- 22 Tire
- 23 Spokes
- 24 Fork
- 25 Hub
- 26 Rim
- 27 Tire valves

## Activity sheet — Safe route to school checklist

How cyclable is the route to school?

1. Did you have room to bike?

- Yes
- Some problems
  - No dedicated bike lanes
  - Bike lanes were shared with traffic
  - The route was blocked with poles, signs, trees, garbage cans, etc.
  - No paths or shoulders
  - Too much traffic
  - Something else \_\_\_\_\_
  - Location of problems \_\_\_\_\_

2. Was it easy to cross streets?

- Yes
- Some problems
  - Traffic signals too long or did not give enough time to cross
  - No traffic signals
  - No crossing guards
  - Parked cars blocked view of traffic
  - Trees, plants, poles or garbage cans blocked view of traffic
  - Too much traffic
  - Something else \_\_\_\_\_
  - Location of problems \_\_\_\_\_

3. Did drivers behave well?

- Yes
- Some problems
  - Backed out of driveway without looking
  - Did not yield to pedestrians crossing the street
  - Drove too fast
  - Made a right turn without checking for pedestrians
  - Drove through traffic light
  - Something else \_\_\_\_\_
  - Location of problems \_\_\_\_\_ Did drivers behave well?



### Activity sheet — Safe route to school checklist, continued

4. Was your bicycle ride pleasant?
- Yes
  - Some problems
    - Barking, scary dogs
    - Scary people
    - Scary traffic
    - Not well-lit
    - Litter or other garbage
    - Poor air quality due to traffic exhaust
    - Something else \_\_\_\_\_
    - Location of problems \_\_\_\_\_



### Activity sheet — Problem-solving worksheet

Name(s) \_\_\_\_\_ Date \_\_\_\_\_

|                              | Senario | Problem Solving                   |
|------------------------------|---------|-----------------------------------|
| <b>Pedestrian or cyclist</b> |         | Red:<br><br>Yellow:<br><br>Green: |
| <b>Driver</b>                |         | Red:<br><br>Yellow:<br><br>Green: |
| <b>Environment</b>           |         | Red:<br><br>Yellow:<br><br>Green: |
| <b>Vehicle</b>               |         | Red:<br><br>Yellow:<br><br>Green: |



## Activity sheet — Explore, analyze, reflect and connect

### Calculate

Calculate — or have the students calculate — the percentage of unsafe bicycle practices from this sample, or create a bar graph with the data.

| On a bicycle  | tally | Reason (category 1, 2 or 3) |
|---|-------|-----------------------------|
| Hit another object when riding                          |       |                             |
| Fallen from a bike when riding                          |       |                             |
| Been injured after falling from a bike                  |       |                             |
| Been injured when riding on a road                      |       |                             |
| Been injured when riding off the road                   |       |                             |
| Been injured by a car when riding                       |       |                             |
| On a skateboard or scooter                              |       |                             |
| Hit another object when riding                          |       |                             |
| Fallen from a skateboard or scooter                     |       |                             |
| Been injured after falling from a skateboard or scooter |       |                             |
| Been injured when riding on a road                      |       |                             |
| Been injured when riding off the road                   |       |                             |
| Been injured by a car when riding on the road           |       |                             |



