

**road safety
learning resources
grade 9**

activity sheets



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Statement of Limitation

British Columbia has laws, regulations and rules prescribing our behaviour on the road (the "Law"). The material you are reading now relates to the Law, but ICBC cannot guarantee that it fully and accurately describes the Law. This material may be oversimplified, out of date, inapplicable, incomplete or incorrect. For this reason, you should research the Law, without relying on this material. ICBC does not accept any liability resulting from reliance on this material.

Acknowledgements

Many people within the Insurance Corporation of British Columbia and the wider professional community, have contributed to the creation of this resource. The Corporation also acknowledges those who helped develop the original editions of the TS392 and CAPP9 packages, much of which has remained relevant and central in this resource. In particular, we acknowledge the work done by Sandy Hirtz (Writer).



Activity sheet:
Worksheet — Street level, consider the hazards

Names _____ Date _____

In partners, reflect on the video segments by answering the following questions:

Name of segment	What is the key information presented and/or advice given in the segment?	What can you take away from this video?	How does this message impact your own actions?



Activity sheet:
Worksheet — One-minute papers

Names _____ Date _____

What is responsibility?	Why choose to be responsible?
What are your legal, social and community responsibilities relating to road safety?	What are the possible legal, social and community implications of your actions relating to road safety?



Activity sheet: Worksheet — Risk-taking behaviour

Names _____ Date _____

Part 1: Consider the following statement, indicate whether you believe the statement is true or false and provide a brief explanation as to your decision.

Consider the following statement	True or False?	Explain your choice
1. If there's not a sidewalk, a person must always walk on the right side of the road.		
2. A person commits an offence if they're not wearing an approved bike helmet when riding a bike on a highway.		
3. If you're under 16 years of age, your parents can be fined if they knowingly let you ride your bike on a highway without an approved bike helmet.		
4. The fine for not wearing a bike helmet when riding on a highway can't be more than \$25.00.		
5. It's an offence to smoke in a vehicle if there is a person under the age of 16 in the vehicle.		
6. If you're a passenger in a vehicle that you know was stolen, you're breaking the law.		
7. If you're a passenger in a vehicle that at first you did not know was stolen, but then found out it was, you're breaking the law if you stay in the vehicle.		
8. In 2007, more than one person a day died in a motor-vehicle-related crash.		
9. Approximately 20% of all road users killed in 2007 were riding a bike or walking.		
10. It has been the law that you must wear a seatbelt in a vehicle since 1995.		



Activity sheet, continued

11. In alcohol-related crashes, over 80% of people killed were passengers in the drinking-driver's vehicle.		
12. Male drivers are more likely to be involved in speed-related crashes than female drivers.		
13. Most pedestrian deaths as a result of being struck by a motor vehicle occurred at intersections.		
14. The majority of people involved in bike-related collisions are under the age of 16.		
15. Most bicycle collisions take place at intersections.		

Part 2: Consider the following questions:

What information surprised you?

Was there anything you disagreed with? Why?



Activity sheet: Risk-Taking Behaviour — True/False Quiz

Names _____ Date _____

For each of the following statements, indicate whether the statement is true or false	True	False
1. Each year in B.C., the number of people killed in crashes could fill 5 school buses.		
2. Distracted driving results in more fatalities than impaired driving.		
3. Most crashes resulting in injury or death occur on high-speed highways.		
4. In B.C., youth are involved in an average of 30,000 crashes each year.		
5. Driving stoned isn't as bad as driving drunk.		
6. It's OK to call or text as long as you're fully stopped at a red light.		
7. At just 55 kilometres/hour, a person not wearing a seatbelt in a crash will have the same experience as falling from a three-storey building.		
8. When you double your speed, your braking distance also doubles.		
9. Speeding tickets are the same amount regardless of the speed the driver is going.		
10. Eating a big meal before drinking doesn't sober you up enough to drive safely.		
11. The number of vehicle collisions in our province is declining.		
12. Males are more frequently killed in motor vehicle crashes than females.		
13. Distracted driving accounts for one-quarter of the crashes on B.C. roads.		
14. Young female drivers involved in crashes are distracted 10 times more than driving impaired.		



Activity Sheet

My personal pledge to make a difference in my community

Name

Date

I endeavour to take action — to volunteer — in the community because

My personal qualities that make me a good role model are

Three things I can do to take action — to volunteer — are

1.

2.

3.

A goal of mine is to



Activity sheet:
Trivia Quiz — Drive Smart

Names _____ Date _____

1. How old must you be to get your Learner's licence in British Columbia?
2. Sometimes passengers put their shoulder strap behind their back because it is bothersome to their neck. Is this dangerous?
3. The gas coming out of the back of a car is called exhaust. What dangerous gas does exhaust have in it?
4. Very small babies are supposed to have their car seats facing backwards.
5. Driving when you are sleepy can be as dangerous as driving when you are drunk.
6. If your car has an airbag, you don't need to wear a seatbelt.
7. Never buckle a child safety seat into the front seat of a car that has an airbag.
8. If an adult is not wearing a seatbelt and is sitting too close to the dashboard, he or she could be in danger if the airbag inflates.
9. If your car doesn't have an airbag, your children can ride safely in the front seat.
10. It's OK to check and send messages while waiting at a traffic light.
11. It's OK for an L driver to have two friends in the back seat.
12. A passenger should check to make sure everyone has seatbelts on.
13. It's OK to get into a vehicle with a driver who has been drinking alcohol.
14. Driving is primarily a social task?
15. Making driving judgments involves measuring, comparing and evaluating a traffic situation.

Activity sheet — Board game rubric

Name(s) _____

Topic _____ Date: _____

Self assessment

Peer assessment

Teacher assessment

CATEGORY	Extending	Proficient	Developing	Emerging
Design and creativity	A lot of thought was put into making the game visually appealing, interesting and fun to play.	Some thought was put into making the game visually appealing, interesting and fun to play.	Little thought was put into making the game visually appealing, interesting or fun.	Game is sloppy and lacks creativity.
Rules	Rules were written clearly enough that all could easily participate. Typed and edited for errors.	Rules were written, but one part of the game needed slightly more explanation. Typed, but some errors.	Rules were written, but people had some difficulty figuring out the game. Typed or handwritten, but many typos.	The rules were not written.
Accuracy of content	All information cards made for the game are correct.	All but one of the information cards made for the game are correct.	All but two of the information cards made for the game are correct.	Several information cards made for the game are not accurate.
Knowledge gained	Game creation demonstrates strong knowledge of road signs and drive smart rules.	Game creation demonstrates knowledge. Good questions to help student review the drive smart book.	Game creation demonstrates adequate knowledge. Questions need a bit more work.	Game creation does not demonstrate knowledge of road safety or the questions are off topic.

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 — Problem-solving worksheet

Names _____ Date _____

	Senario	Problem Solving
Pedestrian or cyclist		Red: Yellow: Green:
Driver		Red: Yellow: Green:
Environment		Red: Yellow: Green:
Vehicle		Red: Yellow: Green:

Activity sheet — Presentation rubric

Name(s) _____

Topic _____ Date: _____

Self assessment

Peer assessment

Teacher assessment

	Extending	Proficient	Developing	Emerging
Effectiveness	Presentation stressed the importance of this topic and obviously raised the level of awareness of this issue.	Presentation indicated the importance of this topic and possibly raised the level of awareness of this issue.	Presentation stated the importance of this topic, but may not have been relevant. The level of awareness of this issue may not have been improved.	Presentation attempted to state the importance of this topic, but was unclear. The level of awareness of this issue may not have been improved.
Quality of work	Presentation material has a professional appearance. Details are thorough and well-thought-out. Use of colour, graphics, etc., enhanced the presentation.	Presentation material has a somewhat professional appearance. Details are present and partially complete. Uses of colour, graphics, etc., is effective.	Presentation material lacks a professional appearance. Details are present, but need work. Use of colour, graphics, etc., may not be effective.	Presentation material lacks a professional appearance. Details are not adequately present or may be inaccurate. Use of colour, graphics, etc., isn't effective.
Quality of presentation	This presentation exceeded the requirements and made a powerful impact. The presentation met the minimum standard of 10 to 15 minutes.	This presentation met the requirements and made a positive impact. The presentation met the minimum standard of 10 to 15 minutes.	This presentation may not have met all of the requirements and/or made an impact. The presentation may not have met the minimum standard of 10 to 15 minutes.	This presentation did not meet all of the requirements and/or made an impact. The presentation did not meet the minimum requirement of 10 to 15 minutes.
Engagement	Activities and materials used in the presentation were engaging and relevant. Consideration of the audience is obvious.	Activities and materials used in the presentation were somewhat engaging and/or relevant. Consideration of the audience exists.	Activities and materials used in the presentation may not have been engaging and/or relevant throughout. Little consideration of the audience.	Activities and materials used in the presentation were not engaging and/or relevant. Very little consideration of the audience.



Activity sheet — Distracted Driving Tally Sheet

Names _____ Date _____

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



Activity sheet: Pedestrian safety quiz — How safe are you?

Name(s) _____ Date: _____

1. Walk on the _____ of the sidewalk, away from the curb or roadway so you're less exposed to vehicles.
2. Where there are no sidewalks, walk _____ traffic so that oncoming vehicles are visible.
3. Stay away from the road edge or curb while _____ to cross the road. Take one giant step back to ensure you're well away from vehicles turning the corner or passing close by the sidewalk.

CAUTION: When crossing a multi-lane road, don't assume that when one vehicle stops, the car in the next lane will also stop. Pedestrians must ensure that vehicles in each travel lane are stopped before they proceed across the road. Approaching vehicles may pass or go around a stopped car.

Steps to crossing safely at an intersection without lights:

4. If traffic is light, wait until all traffic has passed or there's a long gap in traffic, providing enough time to cross safely. Look _____, _____ and _____ again before crossing.
5. If traffic is heavy, _____ to indicate the desire to cross and wait for cars to stop.
6. Always make _____ with a vehicle driver and ensure that the vehicle is stopped before stepping off the curb to cross a road.
7. When crossing at a signalized crosswalk, a pedestrian light will indicate that you can cross the road. Always check to ensure vehicles have actually _____.
8. Never assume that a driver has seen you, particularly in poor weather. _____, _____ and/or _____ make it much harder for a driver to notice pedestrians and bicyclists.
9. Wear _____ in low-light conditions, and additional reflective materials at dawn, dusk and night when vehicle lights are in use.
10. Fluorescent materials are not necessarily _____. Fluorescent colours are suitable for daytime conditions, but ineffective at night. They're also less visible than white fabrics. Under low-light conditions, _____ materials are necessary to ensure safety.



Activity sheet, continued

1. Remove _____ of your portable music player before crossing the street; you need to be able to hear any signs of danger.
2. Never cross a street _____. Cross only at corners or crosswalks.

CAUTION: Parking lots require special consideration. Vehicles often move without warning. Stay well back from cars in parking lots, and anticipate that vehicles may back out or move unexpectedly.

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 made an impact.	The poster did not meet all of the requirements and/or made an impact.

Activity sheet — Risk-taking behaviour statistical information rubric

Name(s) _____

Topic _____ Date: _____

Self assessment

Peer assessment

Teacher assessment

	Extending	Proficient	Developing	Emerging
Title	The title clearly states the information found in the product.	The title clearly states the information found in the product.	There is a title for the work, but it's not specifically linked to the assignment (i.e., too vague).	A title may not be included and/or isn't relevant to the assignment.
Resources	Resources are properly referenced according to agreed standards. There is evidence that the student has incorporated additional references into the product. <i>Note: A minimum of two websites must be used.</i>	Resources are properly referenced according to agreed standards the majority of the time; however, there may be missing citations or minor errors in the referencing. <i>Note: A minimum of two websites must be used.</i>	There's evidence of resource citation; however, there are major errors.	There is little or no evidence of citing resources.
Definition of risk-taking behaviour	There is a clear definition of what risk-taking behaviour is, and examples are given to support the definition.	There is a clear definition of what risk-taking behaviour is. No example(s) provided or example isn't relevant.	Risk-taking behaviour is defined, but the definition may be limiting (example — only referring to drivers). Examples not provided or are not relevant to the task.	There's no clear definition of risk-taking behaviour as it applies to the assignment. Examples do not relate to the assignment.
Information	The information presented is relevant to the assignment and is represented in more than one form. Examples include graphs, tables and percentages.	The information presented is relevant to the assignment. The information relies on only one form of representation.	Not all information presented is relevant to the assignment.	The information presented isn't relevant to the assignment.
Summary statement	The summary statement or question is specific and to the point. It's based on the information found in the product.	The summary statement is specific and to the point, but may not relate directly to the information presented.	The summary statement is vague or generalized and isn't supported by the information presented.	There's no summary statement or, if there is one, it doesn't relate to the assignment.



Activity sheet — Peer review feedback

	Great	Good	Needs work
Definition of risk-taking behaviour			
Information			
Summary statement			



Activity sheet — Design questions:

How is it intriguing?

How is there enough white space or breathing room?

How can viewers understand the intent of the display in under 10 seconds?

How are images effective? What do you notice?

How does it provide value to the viewer?

How does it tell the viewer what to do next?



Activity sheet — Newspaper article analysis worksheet

Identify the risk-taking behaviour that led to the tragedy in the article you read.

Who?	
What?	
Where?	
When?	
How?	



Activity sheet — Peer review of newspaper article worksheet

Read and review a partner's newspaper article. The purpose of this review is to provide your peer with feedback that will assist him or her in achieving the best possible mark.

Who?	
What?	
Where?	
When?	
How?	



Activity sheet — Fictitious newspaper article rubric

Name(s) _____

Topic _____ Date: _____

Self assessment

Peer assessment

Teacher assessment

	Extending	Proficient	Developing	Emerging
Content — What the student said	There's an excellent understanding of the assignment, as all areas have been addressed and fully supported. The writing shows considerable thought and a high degree of imagination.	There's a good understanding of the assignment, as all areas have been addressed and supported. The writing is creative and there's evidence of original thought.	There's a satisfactory understanding of the assignment. Most or all of the areas have been addressed; however, the supporting details may not be present. The writing reflects some creativity.	There's a limited understanding of the assignment. Significant areas of the assignment are missing and the writing lacks detail. Very little creativity is evident in the writing.
Organization and language	The writing is very well-organized, clear and concise and follows the format of a newspaper article. Paragraphs are well-developed, with effective transitions between paragraphs.	The writing is well-organized and follows the format of a newspaper article. Paragraphs are developed, with clear transitions between them.	The writing is basically organized and an attempt has been made to follow the format of a newspaper article. An attempt has been made to use paragraphs, although the transitions may not be clear.	The writing is not very well-organized and there doesn't appear to be an attempt to follow the format of a newspaper article. Paragraphs are not evident and transitions between ideas are weak.
How the student s aid it	The use of vocabulary is excellent and there are few, if any, spelling and punctuation errors. The writing reads like a newspaper story.	There are occasional spelling and punctuation errors, but they don't interfere with the writing.	There are errors in spelling and punctuation, and these errors interfere with the writing.	There are major spelling and punctuations errors that interfere with the writing, making it difficult to read.

For each of the above criteria, provide at least three specific pieces of information that will help the author improve the newspaper article:

Activity sheet — Victim impact statement rubric

Name(s) _____

Topic _____ Date: _____

Self assessment

Peer assessment

Teacher assessment

	Extending	Proficient	Developing	Emerging
Content — What the student said	There's an excellent understanding of the assignment, as all areas have been addressed and fully supported. The writing shows considerable thought and a high degree of imagination.	There's a good understanding of the assignment, as all areas have been addressed and supported. The writing is creative and there's evidence of original thought.	There's a satisfactory understanding of the assignment. Most or all of the areas have been addressed; however, the supporting details may not be present. The writing reflects some creativity.	There's a limited understanding of the assignment. Significant areas of the assignment are missing and the writing lacks detail. Very little creativity is evident in the writing.
Organization and language	The writing is very well-organized, clear and concise, and follows the format of a victim impact statement. Paragraphs are well-developed, with effective transitions between paragraphs.	The writing is well-organized and follows the format of a victim impact statement. Paragraphs are developed, with clear transitions between them.	The writing is basically organized and an attempt has been made to follow the format of a victim impact statement. An attempt has been made to use paragraphs, although the transitions may not be clear.	The writing isn't very well-organized and there doesn't appear to be an attempt to follow the format of a victim impact statement. Paragraphs are not evident and transitions between ideas are weak.
How the student said it	The use of vocabulary is excellent and there are few, if any, spelling and punctuation errors. The writing has an emotional connection to it that is very convincing.	There are occasional spelling and punctuation errors, but they do not interfere with the writing. There's evidence of an emotional connection to the writing.	There are errors in spelling and punctuation, and these errors interfere with the writing. There's some evidence of an emotional connection.	There are major spelling and punctuation errors that interfere with the writing, making it difficult to read. There's not an emotional connection to the writing or, if one is there, it is weak.

Activity sheet — Final reflection rubric

Reflective writing provides the opportunity to reflect on the topics and discussions in a meaningful and thought-provoking way. Reflective writing also encourages thinking beyond a topic towards the implications of these topics on life both present and future as well as the implications for others.

Name(s) _____ Date: _____

Self assessment

Peer assessment

Teacher assessment

	Extending	Proficient	Developing	Emerging
Engagement	Obvious engagement with the importance of road safety present through details and coherent thought.	Engagement with the importance of road safety present in many of the details and through coherent thought.	Engagement with the importance of road safety may be vague or lacking detail. May lack coherence or logical thought.	Engagement with the importance of road safety is vague and lacks detail. Lacks coherence or logical thought.
Critical thought	Demonstrates obvious evidence of higher-level thinking.	Demonstrates evidence of higher-level thinking.	May demonstrate some evidence of higher-level thinking.	Fails to demonstrate evidence of higher-level thinking.
Relevant	Reflection demonstrates obvious and clear understanding of the importance of road-related safety, including the impact on self and others.	Reflection demonstrates understanding of the importance of road-related safety, including the impact on self and others.	Reflection may demonstrate understanding of the importance of road-related safety, including the impact on self and others. May lack supporting evidence and/or sufficient detail.	Reflection doesn't demonstrate understanding of the importance of road-related safety, including the impact on self and others. Lacks supporting evidence and detail.
Evidence of learning	Reflection makes clear reference to key points or credible fact that supports the importance of road safety and its application.	Reflection makes reference to key points or credible fact that supports the importance of road safety and its application.	Reflection may make reference to key points or credible fact but doesn't adequately address the importance of road safety and its application.	Reflection doesn't make reference to key points or credible fact. Doesn't adequately address the importance of road safety and its application.

