

**road safety  
learning resources:  
teacher's manual**

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Grade 9



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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 This material may be oversimplified, out of date, inapplicable, incomplete or incorrect.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).



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## Focus: Assessing the hazards

The learning resources presented in this package are designed to support the new B.C. Provincial Curriculum, specifically targeting the Big Ideas and Learning Standards for Grade 9 Physical and Health Education, English Language Arts and Career Education. By engaging in the road safety material, students are encouraged to assess potential risks associated with a variety of road-related situations and apply strategies that both assist them in making healthy choices as well as empower them to take responsibility for their road safety in a variety of contexts.

Through the use of collaborative learning and group discussion techniques, students engage with issues relating to road-related risk and responsibility. Students also explore issues of relevance and interest at greater depth, with the intention of developing a deeper understanding of the implications of responsibility relating to road safety. Using guided reflection, students consider topics relating to road-related risk as well as their personal and social impact.

The material is provided as an option for teachers to incorporate into their classrooms. Teachers may choose which units to present in their classes and which to omit. They may also decide that some activities would work better for their students, while other activities might not be of interest. In some cases, teachers may choose to incorporate only portions of a learning plan or activity.

## First Peoples Principles of Learning

This Road Safety Learning Resource encompasses the First Peoples Principles of Learning. It aims to inspire youth to lead change for a safer community. It is delivered through experiential activities, involving youth in their learning by engaging them in discussions, deep critical thinking and storytelling. It aims to help them become aware of their responsibility in the school and community and empower them to make a difference.

Visit the [Government of British Columbia](#) for more information on incorporating the First Peoples Principles of Learning (FPPL) into classrooms and schools.



## ICBC: Committed to saving lives

Whether it's learning how to safely cross the road, or understanding the rules of a four-way stop, road safety is important for all British Columbians. As part of the commitment of the Insurance Corporation of British Columbia (ICBC) to promoting a safe driving culture in B.C., we've developed this Road Safety Learning Resource to help you give children and young adults the tools they need to stay safe — now and in the future.

## ICBC Goals

In support of the resource connections, ICBC goals are to:

- Increase awareness among young people of the hazards involved in being on the road, whether as a pedestrian, cyclist, car passenger or user of another mode of transportation
- Change young people's attitudes toward risky behaviour involving vehicles, making them less willing to engage in or support unnecessary risk-taking
- Encourage young people to recognize unsafe situations and assertively communicate their concerns to their peers and elders
- Improve and enrich this content so that it remains timely and relevant in your community; ICBC welcomes your questions, suggestions and feedback at [learningresourcefeedback@icbc.com](mailto:learningresourcefeedback@icbc.com)

## Resource Connections

### Physical and Health Education

#### Big ideas:

- Healthy choices influence our physical, emotional and mental well-being
- Healthy relationships can help us lead rewarding and fulfilling lives
- Advocating for the health and well-being of others connects us to our community

#### Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p><b>Healthy and active living</b></p> <ul style="list-style-type: none"> <li>• Propose healthy choices that support lifelong health and well-being</li> <li>• Identify factors that influence health messages from a variety of sources and analyze their influence on behaviour</li> <li>• Identify and apply strategies to pursue personal healthy-living goals</li> <li>• Reflect on outcomes of personal healthy-living goals and assess strategies used</li> </ul> <p><b>Social and community health</b></p> <ul style="list-style-type: none"> <li>• Propose strategies for avoiding and/or responding to potentially unsafe, abusive or exploitive situations</li> <li>• Analyze strategies for responding to discrimination, stereotyping and bullying</li> <li>• Propose strategies for developing and maintaining healthy relationships</li> <li>• Create strategies for promoting the health and well-being of the school and community</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• <b>Strategies to protect themselves and others</b> from potential abuse, exploitation and harm in a variety of settings</li> <li>• Consequences of bullying, stereotyping and discrimination</li> <li>• Physical, emotional and social aspects of <b>psychoactive substance</b> use and potentially addictive behaviours</li> <li>• Influences of <b>physical, emotional</b> and <b>social</b> changes on identities and relationships</li> </ul>



**Learning Standards (continued)**

Curricular Competencies	Content
<p><b>Mental well-being</b></p> <ul style="list-style-type: none"><li>• Analyze strategies for promoting mental well-being, for self and others</li><li>• Assess and evaluate strategies for managing problems related to mental well-being and substance use, for self and others</li><li>• Explore and describe factors that shape personal identities, including social and cultural factors</li></ul>	

## Career Education

### Big ideas:

- Our career paths reflect the personal, community and educational choices we make
- Achieving our learning goals requires effort and perseverance
- Reflecting on our preferences and skills helps us identify the steps we need to take to achieve our career goals

### Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <ul style="list-style-type: none"> <li>• Use self-assessment and reflection to develop awareness of their strengths, preferences and skills</li> <li>• Question self and others about how individual purposes and passions can support the needs of the local and global community when considering career choices</li> <li>• Demonstrate respect, collaboration and inclusivity in working with others to solve problems</li> <li>• Set and achieve realistic learning goals with perseverance and resilience</li> <li>• Apply decision-making strategies to a life, work or community problem and adjust the strategies to adapt to new situations</li> <li>• Explore volunteer and other new learning experiences that stimulate entrepreneurial and innovative thinking</li> </ul>	<p><i>Students are expected to know the following:</i></p> <p><b>Personal Development</b></p> <ul style="list-style-type: none"> <li>• Goal-setting strategies</li> <li>• Self-assessment for career research</li> <li>• Reflection</li> <li>• Project management</li> </ul> <p><b>Connections to Community</b></p> <ul style="list-style-type: none"> <li>• Local and global needs and opportunities</li> <li>• Cultural and social awareness</li> <li>• Career value of volunteering</li> </ul>





Learning Standards (continued)

Curricular Competencies	Content
	<p><b>Life and Career Plan</b></p> <ul style="list-style-type: none"><li>• Role of mentors, family, community, school and personal network in decision-making</li><li>• Influence of technology in learning and working</li><li>• Role of community, school, personal network, and mentorship in career planning</li></ul>

## English Language Arts

### Big ideas:

- Exploring stories and other texts helps us understand ourselves and make connections to others and to the world
- People understand text differently, depending on their world views and perspectives
- Texts are socially, culturally and historically constructed
- Questioning what we hear, read and view contributes to our ability to be educated and engaged citizens

### Learning Standards

Curricular Competencies	Content
<p><i>Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to:</i></p> <p><b>Comprehend and connect (reading, listening, viewing)</b></p> <ul style="list-style-type: none"> <li>• Access information and ideas for diverse purposes and from a variety of sources and evaluate their relevance, accuracy and reliability</li> <li>• Apply appropriate strategies to comprehend written, oral and visual texts, guide inquiry and extend thinking</li> <li>• Synthesize ideas from a variety of sources to build understanding</li> <li>• Recognize and appreciate how different features, forms and genres of texts reflect different purposes, audiences and messages</li> <li>• Think critically, creatively and reflectively to explore ideas within, between and beyond texts</li> <li>• Recognize and identify the role of personal, social and cultural contexts, values and perspectives in texts</li> <li>• Recognize how language constructs personal, social and cultural identity</li> <li>• Construct meaningful personal connections between self, text and world</li> </ul>	<p><i>Students are expected to know the following:</i></p> <p><b>Story/text</b></p> <ul style="list-style-type: none"> <li>• Forms, functions and genres of text</li> <li>• Text features</li> <li>• Literary elements</li> <li>• Literary devices</li> <li>• Elements of visual/graphic texts</li> </ul> <p><b>Strategies and processes</b></p> <ul style="list-style-type: none"> <li>• Reading strategies</li> <li>• Oral language strategies</li> <li>• Metacognitive strategies</li> <li>• Writing processes</li> </ul>

**Learning Standards (continued)**

Curricular Competencies	Content
<ul style="list-style-type: none"> <li>• Respond to text in personal, creative and critical ways</li> <li>• Explain how literary elements, techniques and devices enhance and shape meaning</li> <li>• Recognize an increasing range of text structures and how they contribute to meaning</li> <li>• Recognize and appreciate the role of story, narrative and oral tradition in expressing First Peoples' perspectives, values, beliefs and points of view</li> </ul> <p><b>Create and communicate (writing, speaking, representing)</b></p> <ul style="list-style-type: none"> <li>• Exchange ideas and viewpoints to build shared understanding and extend thinking</li> <li>• Use writing and design processes to plan, develop and create engaging and meaningful literary and informational texts for a variety of purposes and audiences</li> <li>• Assess and refine texts to improve their clarity, effectiveness and impact according to purpose, audience and message</li> <li>• Use an increasing repertoire of conventions of Canadian spelling, grammar and punctuation</li> <li>• Use and experiment with oral storytelling processes</li> <li>• Select and use appropriate features, forms and genres according to audience, purpose, and message</li> <li>• Transform ideas and information to create original texts</li> <li>• Express an opinion and support it with credible evidence</li> </ul>	<p><b>Language features, structures and conventions</b></p> <ul style="list-style-type: none"> <li>• Features of oral language</li> <li>• Multi-paragraphing</li> <li>• Language change</li> <li>• Elements of style</li> <li>• Usage</li> <li>• Syntax and sentence fluency</li> <li>• Conventions</li> <li>• Presentation techniques</li> <li>• Rhetorical devices</li> <li>• Connotation and denotation</li> </ul>

# learning plan 1

# Assessing the hazards

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## Inquiry question

What are the hazards associated with being a pedestrian, passenger, cyclist? What is responsibility? Why choose to be responsible? How can a story convey a message?

## Assessment

- Street level — consider the risks
- Risk-taking behaviour quiz
- Group discussion (Risk-taking behaviour quiz)
- Reflect on the issue of responsibility and its role in road safety
- Generate ideas through group discussion with their peers
- Know and share getting ready to drive laws and road safety rules
- Reflective writing (One-minute papers)
- Create a board game with road safety rules, traffic signs and signals
- Identify volunteer opportunities
- Demonstrate active listening

# Activity 1 — Street level hazards

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## Time requirement

This activity will take one session to complete.

## Resources

Watch the video [Street level](#) (13:35 min.). Each segment highlights road safety issues relevant to teens including:

- Walking while listening to music, not paying attention
- Stepping into an intersection without looking both ways
- Exiting a parked car without checking for cyclists
- Skateboarding/cycling (or using another type of transport) without wearing the proper gear
- Driving while impaired by alcohol (or drugs)
- Getting into a car with someone who's been drinking (or doing drugs)
- Putting on makeup while driving, fiddling with the radio while driving
- As a passenger, engaging in behaviour that distracts the driver
- Using a cellphone while driving

Of the segments on the video, select a range or have students watch all of them.

## Street level — consider the hazards

Distribute the handout [Street level — consider the hazards](#) on page 14.

There's space on this handout for students to record their thoughts regarding the intended message in each segment:

- Segment 1: [Drinking and driving](#)
- Segment 2: [Driving too fast, street racing](#)
- Segment 3: [Helmets, opening car doors safely](#)
- Segment 4: [Road user distractions](#)



## activity 1 — street level hazards

### learning plan 1

Ask students to focus on the risks presented in each segment and ways to reduce those risks. For each selected segment, have students in partners discuss the segment and record their thoughts on the handout.

Questions to address while students are watching the segments may include:

- How do you think the segment could end? How could it have ended differently?
- What is the risk?
- What would you do or say?



# activity 1 — street level hazards

## learning plan 1

### 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 1 — street level hazards

## learning plan 1

### Activity — One-minute papers

Individually (using the [One-minute papers worksheet](#) on page 16), consider the following questions:

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

*Note: While the content in the video is dated, the main themes will be still relevant to your students. It's a good idea to preview the clips to see which scenarios will best help increase awareness of the risks involved in being on the road, whether as a pedestrian, cyclist or car passenger, and change attitudes toward risk-taking behaviour. You may want to let your students know upfront that while the video production is out of date, the actual scenarios are still important to them and worth thinking about.*

### One-minute papers

Ask students to comment on specific questions. Give them 1 minute and time them.

This activity focuses them on the content and can also provide feedback to you as a teacher. What was the most important or useful thing you learned today? What two important questions do you still have; what remains unclear? What would you like to know more about? You can use these One-minute papers to begin the next day's discussion, to facilitate discussion within a group, or to provide you with feedback on where the student is in the understanding of the material.



# activity 1 — street level hazards

## learning plan 1

### 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 2 — Risk-taking behaviour

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### Time requirement

This activity will take two sessions to complete.

### Resources

- Risk-taking behaviour worksheet
- Structured learning team group roles
- Risk-taking behaviour quiz

### Activity

In small groups, distribute to students the [Risk-taking behaviour worksheet](#) on pages 19 and 20.

Using **Structured learning team group roles**, ask students to consider each of the statements, indicate whether as a group they believe the statement to be true or false, and provide a brief rationale explaining their choice.

If it's more appropriate for students to work individually, you may elect to use the [Risk-taking behaviour quiz](#) on page 21.

**Discussion:** As a class, review the answers and facilitate questions that may arise. Teachers are encouraged to make explicit connections for students. For example, male drivers are more likely to be involved in speed-related crashes than female drivers. Encourage students to consider why. What are the differences in risk relating to driving? Are these differences accurate or a production of gender stereotypes?

**Structured learning team group roles** — When putting together groups, you may want to consider assigning (or having students select) their roles for the group. Students may also rotate group roles depending on the activity. Potential group roles and their functions include:

- **Leader** — The leader is responsible for keeping the group on the assigned task at hand. She or he also makes sure that all members of the group have an opportunity to participate, learn and have the respect of their team members. The leader may also want to check to make sure that all of the group members have mastered the learning points of a group exercise.



## activity 2 — risk-taking behaviour

### learning plan 1

- **Recorder** — The recorder picks and maintains the group files and folders on a daily basis and keeps records of all group activities, including the material contributed by each group member. The recorder writes out the solutions to problems for the group to use as notes or to submit to the instructor. The recorder may also prepare presentation materials when the group makes oral presentations to the class.
- **Reporter** — The reporter gives oral responses to the class about the group's activities or conclusions.
- **Monitor** — The monitor is responsible for making sure that the group's work area is left the way it was found and acts as a timekeeper for timed activities.
- **Wildcard** (in groups of five) — The wildcard acts as an assistant to the group leader and assumes the role of any member that may be missing.



## activity 2 — risk-taking behaviour

### learning plan 1

#### 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 2 – risk-taking behaviour

### learning plan 1

#### Activity sheet:

#### Worksheet — Risk-taking behaviour, 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?***

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***Was there anything you disagreed with? Why?***

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## activity 2 – risk-taking behaviour

### learning plan 1

#### 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.		

### Risk-Taking Behaviour True/False Quiz Answers

1. **Each year in B.C., the number of people killed in crashes could fill 5 school buses.**  
**True** In British Columbia, an average of 261 people die on our roads each year. About 89,000 people are injured (including cyclists and pedestrians).  
 (Source: [ICBC five-year average, 2013 — 2017](#))
2. **Distracted driving results in more fatalities than impaired driving.**  
**True** While speeding is the leading cause of fatal crashes, distracted driving is the second leading cause of motor vehicle fatalities on B.C. highways, as well as a top factor in youth crashes. (Source: [ICBC](#))
3. **Most crashes resulting in injury or death occur on high-speed highways.**  
**False** Almost two-thirds of all crashes resulting injury or death occur on urban/residential streets. Most occur in intersections. Major highways are designed for safer high-speed operation and generally have lower levels of injury per vehicle kilometre than other roads, due to safety features such as median dividers that reduce the likelihood of head-on collisions and the absence of pedestrian or cycling traffic.  
 (Source: [Wikipedia](#))
4. **In B.C., youth are involved in an average of 30,000 crashes each year.**  
**True** On average, 31 youth are killed and 10,000 are injured in 30,000 crashes each year in B.C. (Source: [ICBC Road Safety Speaker Program](#))
5. **Driving stoned isn't as bad as driving drunk.**  
**False** Studies show that stoned drivers can be as dangerous as drunk drivers. Depending on what you've smoked, swallowed or injected, your impairment could range from slowed reflexes and flawed depth perception to hallucinations, psychosis and seizures. Police can test for drug impairment and charge drivers who refuse to provide blood, saliva or urine samples when requested.
6. **It's OK to call or text as long as you're fully stopped at a red light.**  
**False** B.C.'s distracted driving laws apply whenever you're in control of the vehicle — even when you're stopped at a light or in bumper-to-bumper traffic. Studies show that drivers who are talking on a cellphone lose about 50% of what is going on around them, visually. When you're stopped at an intersection or slowed in traffic, you're still driving. Graduated Licensing Program drivers with their Learner's or Novice licences are prohibited from using a hand-held or hands-free electronic device.



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.**

**True** Further, unbelted passengers can kill other vehicle occupants on impact. Drivers and front-seat passengers are five times more likely of dying in a crash if the rear passengers are not wearing seatbelts.  
([Source: ICBC seatbelt fact sheet](#))

8. **When you double your speed, your braking distance also doubles.**

**False** Braking distance is multiplied by four when your speed is doubled — and in wet or icy road conditions, it's even more. ([Source: ICBC Road Safety](#))

9. **Speeding tickets are the same amount regardless of the speed the driver is going.**

**False** Ticket fines increase the further over the speed limit you drive. If you're caught doing 20 kilometres/hour over the speed limit on a highway, you'll be ticketed \$138; do more than 40 kilometres/hour, and the ticket is \$368. In a school, playground or construction zone, the fines range from \$196 to \$483. ([Source: fines and points for B.C. traffic offences](#))

10. **Eating a big meal before drinking doesn't sober you up enough to drive safely.**

**True** While it's a good idea to eat while drinking alcoholic beverages, a full stomach won't prevent you from being impaired.

11. **The number of vehicle collisions in our province is declining.**

**False** The number of vehicle collisions in our province is at an all-time high, according to the latest numbers from [ICBC](#). In 2017, there were 350,000 collisions on B.C. roads — an average of 960 crashes a day.  
([Source: Global News](#))

12. **Males are more frequently killed in motor vehicle crashes than females.**

**True** In 2018, 314 British Columbians died in motor vehicle incidents. More than two-thirds of decedents (69%) were male. ([Source: BC Coroners Service](#))

13. **Distracted driving accounts for one-quarter of the crashes on B.C. roads.**

**True** Research evidence has shown that approximately one-quarter of crashes can be attributed to driver distraction — attention being diverted from driving tasks. ([Source: Government of B.C.](#))

14. **Young female drivers involved in crashes are distracted 10 times more than driving impaired.**

**True** Young female drivers are less often involved in crashes related to distracted driving, speed and impaired driving compared to young males. However, young female drivers involved in crashes were distracted nearly three times more than they sped and almost 10 times more than they drove impaired. ([Source: Collision Repair magazine](#))

## Activity 3 — Taking responsibility for reducing hazards

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### Time requirement

This activity will take two or three sessions to complete.

### Resources

- [Cree story — \*The Lily Root\*](#) (8:41 min.)
- Quechuan story — [Flight of the Hummingbird](#) (2:34 min.)
- [Personal pledge](#) activity sheet on page 33

### Reflect and connect

Ask the students to provide examples of situations where one friend talks another friend into doing something positive.

Then ask them to provide examples of situations where one friend talks another friend into doing something negative. Ensure students understand that peers are friends or classmates who are about the same age, and that peer pressure is when friends or classmates try to influence the decisions of others.

Explain that peers can influence others into making wise decisions (positive peer pressure) or poor decisions (negative peer pressure). Discuss with the class the desire most people have to be liked and accepted by their peers; however, at some point they may be faced with the responsibility of refusing to engage in an activity that they know to be wrong.

Explain to the class that a person who provides a positive influence for others is defined as a role model. A role model is an individual whose actions set a positive example for others, who has set admirable goals and has worked hard to achieve them, and who is admired for their positive qualities and contributions. Encourage the students to think of an individual who is or could be a role model in their lives. Explain that this person can be a celebrity, a fictitious character or somebody the students know personally (such as a family member, an older friend, a coach or a teacher).



## activity 3 — taking responsibility for reducing hazards

### learning plan 1

Positive role models are important because they set examples for people. Anyone can be role model — a teacher, a parent, a friend, an athlete, a relative — but what characteristics or qualities constitute a good role model?

Write the following question on the board: “What qualities do you think a positive role model should possess?” Ask students to brainstorm a list of qualities or characteristics that positive role models possess.

Create a word cloud on the board with these personality adjectives or characteristics. These could include:

- courage
- generosity
- honesty
- patience
- loyalty
- talent
- trustworthiness
- dependability
- determination
- kindness
- fairness
- perseverance
- compassion
- responsibility
- thoughtfulness

Ask the students if they know of some Canadian heroes and role models. A few examples include:

**Rick Hansen.** When he was 15, he was thrown from the back of a pickup truck he was riding in on his way home from a fishing trip. He injured his spinal cord and became paralyzed from the waist down. Rick Hansen didn’t let his disability interfere with his love of sports. He won 19 wheelchair marathons and three world titles, as well as 15 medals: 6 at the Paralympic Games and 9 at the Pan Am Games. He was Canada’s Disabled Athlete of the Year in 1979, 1980 and 1982. But he is best known as the “man in motion” for his journey around the globe to prove the potential of people with disabilities and to raise awareness for accessibility. The tour raised over \$26 million. His strong will and genuine care for others makes him a true hero.

**Shannen Koostachin.** She was a youth education advocate from Attawapiskat First Nation, and worked tirelessly to try to convince the federal government to give First Nations children a proper education. Unfortunately, she passed away in a car accident at the age of 15 before her dream could come true. But it did. On June 22, 2012 — the day Shannen would have graduated — construction started for a new school in Attawapiskat. The [new school opened in August 2014](#) (Source: CBC).

**Jocelyn Lovell.** Jocelyn Lovell was a big hero in Canadian cycling on both the track and the road. He started bicycle racing when he was 13. He competed in three Olympic games and won numerous medals in the Commonwealth Games (including 4 gold medals), Pan American Games (2 gold medals) and World Championships (a silver medal). In 1983, while out for a training ride, he was tragically hit and dragged by a



## activity 3 — taking responsibility for reducing hazards

### learning plan 1

dump truck. The resulting spinal cord injury left him a quadriplegic. He became a major advocate for spinal cord research, but continued to suffer complications from his accident. He died in 2016.

Have the students think about what they want to achieve, who they want to be. For example, **Julie Payette**, the Governor General of Canada, wanted to be an astronaut. Her career as an astronaut began in 1992, when she was chosen from a pool of 5,330 applicants to become one of four astronauts selected to join the [Canadian Space Agency](#). She worked on an advanced robotics system for Canada and was contributing to the International Space Station before preparing for space, a process that involved getting her pilot's licence, military captaincy and deep-sea diver certification. On May 27, 1999, she blasted into space for the first time on Space Shuttle Discovery as a mission specialist. She made her second trip in June 2009 on the Space Shuttle Endeavour after a seven-year stint as Canada's chief astronaut. When she isn't busy orbiting the earth, Payette enjoys running, skiing, racquet sports and scuba diving. She is an accomplished pianist and has a commercial pilot's licence. She is a strong advocate for discovery and ingenuity, and a beacon for women in STEM — science, technology, engineering and math.

What qualities do you think Julie Payette had that made her realize her dreams and be a good role model? What does endeavour mean? (Answer: try hard to do or achieve something.) What must students endeavour to do to succeed in their goals and be a positive role model? How does making good choices and being a positive role model fit with realizing one's goals?

Ask the students if they know who Clara Hughes is. Clara Hughes is a Canadian cyclist and speed skater and a six-time Olympic medalist. She is the only athlete in history to win multiple medals at both the summer and winter Olympic Games. Did you know she started speed skating at 16 and cycling at 17? She has pursued her dreams through the world of sport, yet her ultimate goal has always been to motivate youth and inspire hope in others through her actions. She is involved with Right To Play, an athlete-driven international humanitarian organization that uses sports to encourage the development of youth in disadvantaged areas, and with Take a Hike, a Vancouver inner city school program that uses adventure-based learning for at-risk youth. She is also known for sharing her struggles with depression to help break down the stigma associated with mental illness.

Ask the students if they can think of other Canadian heroes — Canadians who are famous for their work to unselfishly make a difference

### Explore, research, collaborate

- Group the students into teams of three; have them consider the list of qualities that Julie Payette, Rick Hansen, Jocelyn Lovell, Shannen Koostachin and Clara Hughes have
- Explain to the students that role models are humans, but because society has an obsession with perfection, sometimes these role models are given hero and even superhero status — role models and heroes don't have to be celebrities
- Rick Hansen says that "Everyone has a chance to have heroes or role models in life, and you don't need to go to TV or books. They're in everyday lives, in our families, communities."
- Have the students identify a role model they admire, whom they find inspirational and who they aspire to be like
- Have them research that person and what characteristics they possess. How are they an example of a good role model?
  - Name of role model
  - Identify their major life events
  - What are/were their goals?
  - List their achievements
  - List their key characteristics
  - Identify their positive contributions (directly or indirectly) to the community

### Collaborate, plan and present

Have the groups present the information they gathered in any creative way they wish (essay, poem, presentation, song, play, collage, etc.)

### Storytelling

Explain to the students how Elders are role models and are shown a special kind of respect because of their knowledge, wisdom and life experiences. The stories they tell bring life from the past to the present in a way that not only tells, but also teaches. A story that teaches or that conveys an important message is called a parable. One of the most well-known parables for children is the story of the boy who cried wolf. It is a message to children about the dangers of lying.

Ask the student to listen carefully to the Cree story, the Lily Root, and identify the message it is telling.

You may read the story to students, play the audio version or tell it from memory. Should you decide to tell the story, read it over a few times to get a general sense of the plot. Try a practice run of telling it out loud. The actual words of the story are not as important as the general concepts and characters.



## activity 3 — taking responsibility for reducing hazards

### learning plan 1

### Watch and Listen

[Cree story — \*The Lily Root\*](#) (8:41 min.)

(Resource: [The Learning Circle: Classroom Activities on First Nations in Canada — Ages 8 to 11](#))

Emily Muskrat was 10 years old. She lived with her family on a reserve in Manitoba, north of Lake Winnipeg. Emily had a younger sister named Hattie whom she often looked after.

Emily's father worked for a First Peoples' organization as a community health worker. He visited First Peoples' communities to help develop local health programs. Emily's mother was a teacher's aide at the local school. Emily took care of Hattie on Saturday afternoons when her parents went to town to shop for food.

One Saturday, Emily was playing cat's cradle. Hattie watched her weave the tiny string between her two hands. As Emily continued to create designs, Hattie said, "Show me how to do that." Hattie pointed to the cradle between her sister's hands.

Emily replied, "Spread your hands and fingers." Emily wrapped the string around Hattie's thumbs. "Move your fingers like this," she said as she showed Hattie how to wind the string between her fingers and hands. It was not easy for Hattie to make a cat's cradle.

While Hattie struggled to make a cradle, Peter Crane rode his old bicycle past the girls. Emily made a face at Hattie when they saw Peter because Peter often wore old and worn-out jeans when he played and rode his bicycle. Neither girl spoke to Peter as he went by.

As the two sisters were playing, Old John walked along the path by their home. He saw the two girls playing cat's cradle. Hattie showed Old John her first cat's cradle. Old John smiled and waved the girls over to him. Old John spoke softly to the girls. "I'm going to tell you a story," he said. "It is about the lily root." He motioned to the two girls to sit beside him on the small bench.

Old John began his story. "One day, Shomis (used in certain Ojibway-speaking communities to mean 'old man' or 'grandfather') and his grandson were walking in the bush. They came upon a small river with a big pond. Shomis saw some water lilies in the pond. He asked his grandson to get him a lily root. Lily roots were important to Shomis. When he dried the root and ground it into powder, it became medicine. Shomis would use this medicine to keep healthy.



## activity 3 — taking responsibility for reducing hazards

### learning plan 1

His grandson removed his boots and socks. Then, he rolled up his pant legs. When he stepped into the pond, he felt the mud ooze between his toes. Shomis stood on shore and pointed to the lily plant he wanted.

When the boy reached the lily plant, his pants and legs were wet and muddy. The oozing muck from the bottom of the pond was smelly and dirty. He reached into the water quickly to pull out the root.

“Be careful,” Shomis told him. “You must not break the root when you pull it up. The medicine will be spoiled if it is taken from a broken root.”

When his fingers were around the root, his grandson gave a hard yank. Nothing happened. He put his other hand around it.

“Be careful, now,” instructed Shomis.

When he yanked the second time, the boy’s shirt became wet with the muddy water. But the root still did not move. The boy could hear his grandfather on the shore. “Reach deeper with both hands,” said Shomis.

Very slowly, the boy bent over the beautiful white lily flower. He reached with both hands for a better grip around the root. His shirt sleeves were soaked. He pulled hard. The root refused to budge.

Finally, he realized he would have to get all wet with the muddy water. It still smelled. He held his breath. Quickly, his face went under water. He bent right over the plant with both hands deep around the stubborn root. He pulled and pulled. When the root came free he almost fell over in the water.

He walked back to shore to Shomis. He was wet from head to toe. His skin was itchy. Mud covered his feet, his pants and his shirt. He carried the lily in his muddied hands. At one end of the plant was the beautiful white flower. At the other end was the muddy root.

As Shomis cleaned the mud from the lily root, he hummed softly. Then he cut off the flower.

He looked at his grandson who stood beside him. He was wet and muddy. His clothes smelled like the muddy pond. His toes and feet were still slippery with mud. Shomis laughed at the sight of his grandson.

Shomis held the lily root very gently. “This will make me feel strong and healthy,” he said to the boy. Next to Shomis, the beautiful white flower lay discarded on the ground. “The root is more important than the flower,” he said. “Many people are interested only in the pretty flower,” he said. “Remember the lily root.”



## activity 3 — taking responsibility for reducing hazards

### learning plan 1

Hattie and Emily sat quietly next to Old John. They listened carefully to everything Old John told them. The story was over. Old John stood up. He patted Hattie on the head and walked away. Emily and Hattie walked to their house. They, too, would remember the lily root.

### Inquiry

After telling the students the story “The Lily Root”, ask the students to identify some of the themes of the story. Questions you may want to ask the students are:

- Why did Shomis ask his grandson to get the lily root?
- In the story the girls ignored Peter as he rode by. Why?
- What effect did Emily’s behaviour have on her little sister Hattie?
- What kind of role model is Emily? What could Emily have done differently?
- What was the grandson’s reaction when he had to go into the muddy water?
- Shomis told him that the root was more important than the flower. Can you think of any time when you judged someone by how they looked instead of who they are?
- Do you think Hattie and Emily learned something? What did they learn? Why do you think Old John told the girls the story?
- What did the grandson learn about the muddy pond? The lily root?
- What is the moral message in the story?
- Who is the better role model in the story? Old John or Emily?

### Reflect, connect

Have the students make a list of things they can do specifically to be a good role model. Remember that children like to imitate and copy older people. List five things they can do so that children around them learn good road safety habits (for example, coaching them to use a crosswalk; wearing a helmet when skateboarding). Explain that taking action is a form of “volunteering”.



### Watch and listen

Quechuan story — [Flight of the Hummingbird](#) (2:34 min.)

The hummingbird parable, with origins in the Quechuan people of South America, has become a talisman for environmentalists and activists who are committed to making meaningful change in the world. The determined hummingbird does everything it can to put out a raging fire that threatens the forest. The hummingbird, a symbol of wisdom and courage, demonstrates that doing something is better than doing nothing at all.

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*“One person can make a difference; in fact it’s the only thing that ever has.”*  
*Margaret Mead, anthropologist*

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### Speaking to communicate

Explain to students that a talking circle is used with some First Peoples to create a safe environment in which participants can share their point of view with others. It is an opportunity to learn to listen and respect the views of others. The intention is to open hearts to understand and connect with one another.

Have the students sit in a circle. The circle represents completeness. Place an object (e.g. feather, rock, stick) in the middle of the circle. Explain the rules:

- Everyone’s contribution is equally important
- State what you feel or believe starting with ‘I statements’, e.g., ‘I feel ...’
- All comments must be addressed directly to the question or the issue, not to comments that another person has made
- When a person has the talking object, it is their turn to share thoughts, without interruption, and others have the responsibility to listen
- The object is then passed to the next person in a clockwise direction
- If someone does not want to speak, they pass the object to the next person

Explain to the students that they have the ability to take action, volunteer and make a difference in a variety of areas in the community. Give the stick to a student who is comfortable speaking to a group. Ask that student to think of a volunteer — this could be someone who serves as volunteers at school, in extracurricular activities, in a religious setting or elsewhere in the community. How do they feel about the service this volunteer performs? What difference does it make? Share experiences from any volunteer work they may have done. What volunteer activities could they undertake? When the first student finishes sharing, pass the object to the student on the right.



## activity 3 — taking responsibility for reducing hazards

### learning plan 1

Tell students that anyone who doesn't want to speak can simply pass the object to the next person. Students should continue passing the object until each person has had a chance to speak.

### **Personal pledge**

Explain to the class that a personal promise is a pledge. It is an agreement with yourself to accomplish something in which you believe strongly. Have students create their own personal promise or pledge to endeavour to be a positive role model and to take action — to volunteer — in their community.



# activity 3 — taking responsibility for reducing hazards

## learning plan 1

### 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 4 — Responsible passenger, responsible driver

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### Time requirement

This activity will take two sessions to complete.

Ask the students what 'responsible passenger, responsible driver' means. A passenger has the important role of keeping the driver of the vehicle focused, not distracted. Think about how you can do your part to reduce the chances of becoming involved in a crash.

Brainstorm ways to be a responsible passenger. These might include but not be limited to:

1. Buckle up and set a good example.
2. Remind the driver and other passengers to wear seatbelts.
3. Be a good 'co-pilot'. Tell the driver that you will answer their phone, send texts for them, navigate, change the radio station, etc.
4. Never let someone drive if they are upset.
5. Help keep passengers quiet and calm.
6. Don't be a 'back-seat driver' — you can give the driver helpful information but refrain from being negative or giving a critical or 'witty' commentary on how they are driving, particularly if they are inexperienced.
7. Keep an eye on the road.
8. Suggest that the driver stop to rest if you notice they are sleepy.
9. If the weather conditions aren't safe, insist that the driver pull over.
10. Never get into a car or let others ride with a driver who has been drinking or under the influence of drugs.

### Bumper Sticker Campaign

A bumper sticker is an adhesive label or sticker with a message, intended to be attached to the bumper of an automobile and to be read by the occupants of other vehicles.

Ask students to name some bumper stickers they remember seeing on cars. Have students discuss what makes these bumper stickers memorable. Discuss the purpose of bumper stickers. List the characteristics of "successful" bumper stickers.



## activity 4 — responsible passenger, responsible driver

### learning plan 1

Have students design bumper stickers to remind drivers (and passengers) not to take chances while driving. Their bumper sticker should focus on making good decisions and avoiding risky behaviour (put your cellphone away, for example). The purpose of the activity is to create awareness.

Consider what phrases, images and ideas might be attention getting. Be clever, be funny, be serious. Use statistics. It should be bold and easy to read from 1 metre away.

Create the bumper sticker on one PowerPoint slide. On the notes section under the slide, write a descriptive paragraph about the message, explaining the theme expressed on the bumper sticker. Provide one statistic that supports the message and cite sources of information.

For ideas, visit [Slogans Hub](#) for 50 creative road safety messages.

### I used to think... But now, I think...

This thinking routine helps students reflect on *how and why* their thinking about a topic has changed. To begin, ask students to consider what “I used to think...” to explain their initial opinions and/or beliefs about

‘safe passenger, safe driver’ and their responsibility to keep themselves and others safe on the roads. How can they recognize and avoid peer pressure in situations that might be hazardous (for example, your driver says it is OK to ride in the back of the pickup truck just this once, or says “I have only a couple of drinks”)? How can they be a positive role model? How can they avoid negative peer pressure?

Then prompt students to share how their thinking has shifted, starting with “But now, I think...” Ask students to elaborate on why their thinking has changed.

### Go beyond

- Invite a police officer or first responder to speak to the class
- Try the [Heads Up](#) distracted driving simulator that makes it easy to see why texting and driving can be so dangerous

## Activity 5 — Learn to drive smart

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### Time requirement

This activity will take two or three sessions to complete.

### Introduction

Many people lose their lives or are seriously injured due to teens driving recklessly, driving while fatigued and/or distracted, driving under the influence of alcohol or drugs, or simply not having enough experience. That's why it's so vital to know the rules and obey them carefully.

### Getting your Class 7L Driver's Licence

If you are 16 years of age or older, you can take the Class 7L computerized knowledge test at any ICBC Driver Services Centre. To get your L, you'll need to get 40 out of 50 questions right on a multiple-choice knowledge test that includes road sign questions. Passing it ensures you understand the rules of the road. It also means you've started thinking about safe driving behaviours.

While driving on your Class 7L licence, you must observe the following restrictions and rules:

- A supervisor who is 25 years of age or older with a valid Class 1–5 driver's licence must accompany you when you drive
- You must wait a minimum of 12 months to attempt the Road Test
- You may have a maximum of two passengers in your vehicle, including the supervisor
- No hand-held or hands-free electronic devices
- You cannot drive between midnight and 5:00 a.m.
- You must have 0% drugs and blood alcohol content
- You must display the "L" sign on the rear of your vehicle



## activity 5 — learn to drive smart

### learning plan 1

#### Completing an ICBC-Approved Graduate Licensing Program (GLP) Course

Any 7L driver who completes an approved (GLP) driver training course may receive a 6-month Novice stage time reduction reward if they successfully complete the course within one year, and provided that they stay violation and at fault crash free during the first 18 months of the Novice stage. In addition to the 6-month Novice stage reduction, high school students who successfully complete a [GLP course](#) are also eligible to receive 2 credits towards graduation.

#### Getting your Class N (Novice) Driver's Licence

Having an N means you are now a Novice driver and are allowed to drive on your own.

It's important to follow the restrictions of graduated licensing when you get your N. If you violate these restrictions or get any other tickets or prohibitions, you must pay graduated licensing penalties.

While driving on your Class N (Novice) licence, you must observe the following restrictions and rules:

- You may have a maximum of two passengers in your vehicle, including the supervisor
- No hand-held or hands-free electronic devices
- You must have 0% drugs and blood alcohol content
- One passenger only (immediate family exempt) unless with supervisor age 25+ with a valid Class 1, 2, 3, 4 or 5 licence
- You must display the "N" sign on the rear of your vehicle

#### Learn to Drive Smart

[Learn to Drive Smart](#) is like a textbook for your knowledge test. It has all of the info you need. You can read it online, on the ICBC app, print out chapters or pick up a copy at any driver licensing office.

After you've read and studied Learn to Drive Smart, you're ready to take the practice knowledge test. It's based on the real test, but the questions are a little different.

If you're a Mac user, download the free [Learn to Drive Smart app](#) from the app store. Take the practice test and challenge your friends and family.



## activity 5 – learn to drive smart

### learning plan 1

#### Go beyond

Try the [DriveWise driving simulator](#). Using the simulator gives drivers realistic visual scenarios, and allows them to physically experience wheel resistance and the feel of braking. The simulator imitates what a dangerous driving situation feels like and shows drivers how to safely deal with these situations.

#### Know your signs

Take the road signs practice test. ICBC has put every single one of them on their [road signs practice test](#). By knowing your signs, you can have a better chance of passing the real test. Take the practice test and challenge your friends and family.

**Just for fun:** Try the [Heads Up](#) distracted driving simulator that makes it easy to see why texting and driving can be so dangerous.





## activity 5 — learn to drive smart

### learning plan 1

#### 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 5 — learn to drive smart

### learning plan 1

#### Answers: Trivia Quiz — Drive Smart

1. How old must you be to get your Learner's licence in British Columbia? **16.**
2. Sometimes passengers put their shoulder strap behind their back because it is bothersome to their neck. Is this dangerous? **Yes.**
3. The gas coming out of the back of a car is called exhaust. What dangerous gas does exhaust have in it? **Carbon monoxide.**
4. Very small babies are supposed to have their car seats facing backwards. **True.**
5. Driving when you are sleepy can be as dangerous as driving when you are drunk. **True.**
6. If your car has an airbag, you don't need to wear a seatbelt. **False.**
7. Never buckle a child safety seat into the front seat of a car that has an airbag. **True.**
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. **True.**
9. If your car doesn't have an airbag, your children can ride safely in the front seat. **False.**
10. It's OK to check and send messages while waiting at a traffic light. **False.**
11. It's OK for an L driver to have two friends in the back seat. **False.**
12. A passenger should check to make sure everyone has seatbelts on. **True.**
13. It's OK to get into a vehicle with a driver who has been drinking alcohol. **False.**
14. Driving is primarily a social task. **False. It is a thinking and concentrating task.**
15. Making driving judgments involves measuring, comparing and evaluating a traffic situation. **True.**



## activity 5 — learn to drive smart

### learning plan 1

#### Activity — Playing the rules & creating a board game

In [Sierra Leone, playing a board game](#) is a mandatory precursor to getting a learner's class driving licence. Described as a cross between *Monopoly*, *Snakes and Ladders* and *Scrabble*, the game features trivia questions that quiz potential drivers on everything from what signage means to basic driving etiquette.

The game, *Driver's Way*, targets everyone above the age of 10 years, including all road users, all those who intend to acquire a driver's licence, those who want to drive more safely, and those who already have a driver's licence who want to refresh themselves on road signs and highway codes they might have forgotten.

The game is played by two to six players, one of whom can be the banker and referee, or they may have an independent person to play that role. The aim is to drive a car from a starting point to home with a car selected from among six cars after the player throws a dice that has three colours: red, amber and green, representing the traffic light. When he or she throws green, the player picks up a car from the parking lot and places it on the starting point and continues to move one or two spaces on the board, depending on whether the green side has one or two dots. As the player moves, he or she will come across shaded areas for vehicle check, traffic check, gas check, etc. He or she will pick up a card that the banker will read; the player has to comply with the card, including paying fines for traffic infraction or failing to do something required of a good driver. Before the player finally gets home, they will have to answer a number of highway code questions and a road sign; if the answers are accepted by the banker, the player wins.

Is this a good way to encourage drivers to take the time to learn how to become safe motorists?



## activity 5 – learn to drive smart

### learning plan 1

#### Create the board game

You are a board game manufacturer, and you have been assigned the task of creating a board game that will help players Learn to Drive Smart in a fun and interesting way. Using a file folder, coloured paper, coloured pencils and markers, create a game board. Put the name of your game on the tab of the folder and decorate the inside so that it is a game board. Make it neat, colourful, interesting and creative. Use a minimum of 25 questions gathered from the [Learn to Drive Smart](#) textbook and [road signs practice test](#). Include questions about impaired and distracted driving and making good choices. You must provide instructions, cards with the questions, a game board with the steps, path, etc. — everything that a regular board game would have. Write directions for your game that would make it perfectly clear how to play the game. Type the directions and glue them to the back cover of the file folder.

A rubric is included for this project that outlines specific areas of the assignment.

#### Playing for real

Take the game home and play it with family members. Help them learn, relearn and review the rules of the road. Buddy with a younger class and play the board game with them. Explain the 'rules of the road' as you play.



# activity 5 – learn to drive smart

## learning plan 1

### Activity sheet — Board game rubric

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

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

Self assessment

Peer assessment

Teacher assessment

CATEGORY	Extending	Proficient	Developing	Emerging
<b>Design and creativity</b>	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.
<b>Rules</b>	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.
<b>Accuracy of content</b>	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.
<b>Knowledge gained</b>	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.

# learning plan 2

# Numbers don't lie

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## Inquiry question

What is risk-taking behaviour? How can statistical information be used to convey a message?

## Assessment

Students will be able to:

- Use websites to gather information about the consequences of risk-taking behaviour and reference sources
- Identify different types of risk-taking behaviour that affects students, and present that information graphically in a variety of formats
- Research using appropriate sources
- Conduct a peer review of information
- Create a project that displays statistical information on risk-taking behaviour
- Write a summary statement based on research findings
- Determine that risk-taking behaviour affects individuals of all ages and genders
- Assess the possible negative consequences of risk-taking behaviour
- Explain that crashes happen to people of all ages, but making smart decisions can reduce or prevent vehicle crashes
- Explain that risk-taking behaviour has potential negative consequences
- Explain that statistics are kept by different organizations and can be used to promote an awareness of potential risks that could impact students
- Collaboratively design a parody ad
- Analyze statistics related to impaired driving

# Activity 1 — Hazards of the road

## Time requirement

This activity will take one session to complete. Each optional activity will also take one session to complete.

## Inquiry question

What are the hazards pedestrians/cyclists and passengers face and how can they be prevented? How can I protect myself and others from potentially hazardous situations?

## Passenger hazards

Review the [ICBC statistics](#) for 2013–2017 by age group. What age group has the highest number of injuries? According to [MADD](#), road crashes continue to be leading cause of death among teenagers. Why do you think this is? Why do you think infant passengers are the second highest group? What age group has the highest number of injuries? Why do you think this is?

### Injured Victims by Age Category by Role (year 2013–2017 combined)

Age category	Pedestrian	Cyclist	Driver	Passenger	Other	Total
0–4	120	25	18	3,800	1,200	5,200
5–6	67	16	3	1,700	560	2,400
7–9	97	38	8	3,000	900	4,000
10–12	160	98	5	3,000	930	4,200
13–15	350	210	7	3,400	1,000	5,000
16–18	580	290	7,600	4,700	2,100	15,000
Other	11,000	7,600	280,000	53,000	54,000	410,000
<b>Total</b>	<b>13,000</b>	<b>8,200</b>	<b>290,000</b>	<b>73,000</b>	<b>61,000</b>	<b>440,000</b>





# activity 1 — hazards of the road

## learning plan 2

### Pedestrian hazards

In B.C.'s Lower Mainland, traffic incidents in which at least one pedestrian was involved rose from 2,300 in 2013 to 3,000 in 2017 (the last year for which numbers are available from [ICBC](#)). That is a 33% increase. Why do you think the numbers are rising?

#### Crashes where at least one pedestrian was involved in B.C.

	2013	2014	2015	2016	2017	5-year average
Incidents	2,300	2,800	3,000	3,100	3,000	2,900
Injured pedestrians	2,400	2,700	2,600	2,700	2,300	2,500
Fatal pedestrians	52	55	66	65	42	56

#### [ICBC data statistics](#)

Toddlers (ages 1–2) are most likely to be injured in driveways, where drivers moving backward are unable to see them. Children between ages 4 through 12 are injured most by entering into the middle of the street and are struck by moving vehicles, or at intersections and where they enter the street quickly, without thought, to chase a person, toy or pet, or to meet someone or something on the other side of the street. Adolescents are at risk due to walking at night with poor visibility, walking while intoxicated, walking while distracted by phones, etc. What other reasons might account for the high number of injuries among 13- to 18-year-olds?

Did you know that, under the *Motor Vehicle Act*:

- A pedestrian must not leave a curb or other place of safety and walk or run into the path of a vehicle that is so close it is impracticable for the driver to yield the right-of-way
- When a pedestrian is crossing a highway at a point not in a crosswalk, the pedestrian must yield the right-of-way to a vehicle
- If there is a sidewalk that is reasonably passable on either or both sides of a highway, a pedestrian must not walk on a roadway
- If there is no sidewalk, a pedestrian walking along or on a highway must walk only on the extreme left side of the roadway or the shoulder of the highway, facing traffic approaching from the opposite direction
- A person must not be on a roadway to solicit a ride, employment or business from an occupant of a vehicle. Except for a person who solicits a ride in an emergency situation, a person who contravenes this section commits an offence.

### Cyclists hazards

According to latest [ICBC data](#), there are, on average, nine cyclists killed on the roads in B.C. each year and 1,600 injured.

Cyclists, like pedestrians, are vulnerable to significant injuries or death in crashes with cars. While the top contributing factors attributed to crashes with cyclists are driver distraction and failure to yield, cyclists have responsibility for staying safe.

	2013	2014	2015	2016	2017	5-year average
Incidents	1,500	2,000	2,200	2,100	2,000	2,000
Injured cyclists	1,600	1,700	1,800	1,700	1,400	1,600
Fatal cyclists	13	6	12	10	3	9

(Source: [ICBC statistics](#))

Did you know that each year, [an average of 1,600 people are injured in bicycle crashes](#), with head injuries accounting for more than 60% of these injuries? An effective way to prevent head injuries from these crashes is to use bicycle helmets.

And did you know that, under the *Motor Vehicle Act*, a person operating a bicycle:

- Must not ride on a sidewalk unless authorized by a bylaw made under section 124 or unless otherwise directed by a sign
- Must not, for the purpose of crossing a highway, ride on a crosswalk unless authorized to do so by a bylaw made under section 124 or unless otherwise directed by a sign
- Must ride as near as practicable to the right side of the highway
- Must not ride abreast of another person operating a cycle on the roadway
- Must keep at least one hand on the handlebars
- Must not ride other than on or astride a regular seat of the cycle
- Must not use the cycle to carry more persons at one time than the number for which it is designed and equipped
- A person must not ride a cycle, skateboard, roller skates, inline roller skates, sled, play vehicle or other similar means of conveyance when it is attached by the arm and hand of the rider or otherwise to a vehicle on a highway
- A person commits an offence if that person operates or rides as a passenger on a cycle on a highway and is not properly wearing a bicycle safety helmet



## activity 1 — hazards of the road

### learning plan 2

- A bicycle operated on a highway between 1/2 hour after sunset and 1/2 hour before sunrise must have the following equipment:
  - A lighted lamp mounted on the front and under normal atmospheric conditions capable of displaying a white light visible at least 150 metres in the direction the cycle is pointed
  - A red reflector of a make or design approved by the Insurance Corporation of British Columbia for the purposes of this section
  - A lighted lamp, mounted and visible to the rear, displaying a red light

### Activity: Community research

Choose a category to research (pedestrian, cyclist, passenger, driver, other).

Use [ICBC statistics](#) to determine:

- How many crashes in the category occurred in your community in 2018?
- Choose three B.C. cities and compare the number of crashes in the category — create a graph of the results

### Explore — Vehicle collisions in B.C.

The number of vehicle collisions in our province is at an all-time high (Source: [ICBC](#)). There were 350,000 collisions on B.C. roads in 2017, an average of 960 crashes a day.

ICBC has an interactive [crash map](#) that shows how many crashes are happening at and between intersections in B.C. You can view the mapped crash data from any one of the past five years, or all the years combined. You can choose to see just casualty crashes, or only the ones that caused property damage.

Use the ICBC crash map to identify a high crash location in your community. Why has it been identified as a high crash location? If possible, walk to the location, or view it on Google maps. What do you think the problem with the intersection is that makes it crash-prone? Analyze the area. Are there traffic lights? Walk signals? A bicycle lane? Are trees or other objects obstructing vision?

- [Lower Mainland](#)
- [Vancouver Island](#)
- [Southern Interior](#)
- [North Central](#)

Design a poster with an improvement to the location to reduce the number of crashes. Consider the environment and nature.

### 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 1 — hazards of the road

## learning plan 2

### Activity — Momentum

(adapted from [Teach Engineering](#))

#### Resources

Each group needs:

- Two skateboards
- Weights (textbooks work well)
- Metre sticks or yardsticks to create a “runway” for the boards
- Scale (optional, but beneficial)

Have you ever seen a video of a space ship docking with a space station? Have you ever seen a car crash? Have you ever bumped into someone in the hall? All of these experiences are collisions. In a collision, momentum is transferred between objects. It is important for engineers to understand about momentum so they can design safer cars, plan space missions, learn about joints and muscles, and all sorts of other things!

By observing what happens when skateboards bump into each other, we can learn more about collisions and momentum. When one skateboard collides with another, several things can happen. Imagine a skateboard sitting still and another skateboard rolls into it. What happens if the first skateboard is heavier? What if the second one is heavier? What happens if they are the same weight? Each case is determined by momentum. Momentum is what engineers and scientists call the mass of an object multiplied by the velocity at which it is moving.

In collisions, momentum is always conserved. The mass times the velocity of the objects before bumping into each other is the same as the mass times the velocity of all the objects after bumping into each other.

This relates directly to Newton’s Third Law of Physics, which states that for every reaction, there is an equal and opposite reaction. That is, in collisions, energy is conserved. If you push against a wall, the wall is pushing against you with the same force.



## activity 1 — hazards of the road

### learning plan 2

#### Experiment:

Ask students to record their observations during the activity. Instruct them to record anything that seems important.

- Begin with two skateboards that weigh the same. Have a student roll a skateboard into another skateboard so that they bump nose to nose. Observe what happens. Do both skateboards move, or does the first one stop? Are the skateboards moving faster than the first skateboard or slower? (If the first stops, the second should move away at the same speed; since they have the same weight, and since momentum is conserved, the second skateboard must have the same velocity. If they are both moving, they should be moving at a slower speed; since momentum is conserved for the whole system, and since the moving mass is greater — now both skateboards — the total velocity must be lower.)
- Ask students to draw the forces acting within the system. For example, draw the two skateboards at the moment of collision (just touching). If you call one skateboard A, and the other skateboard B, tell students that there will be a force AB (skateboard A acting on skateboard B) and a force BA. The magnitudes of these two forces are the same.
- Add weight to the stationary skateboard. For precision, and if time allows, have the students weigh the skateboard and double its weight exactly. Repeat the collision experiment and observations. (This time, if the first skateboard stops, the second should move away at half the original speed; since the second object has twice as much mass, it must have half the velocity to have the same momentum. If they are both moving, they should be moving at a much slower speed.)
- Move the weights from the stationary skateboard to the moving skateboard. Perform the collision experiment and observations once again. (This time, if the first skateboard stops, the second should move away at twice the original speed; since the second object has half as much mass, it must have twice the velocity to have the same momentum. If they are both moving, the second skateboard should still be moving more quickly than the first skateboard, since it has less mass.)



## activity 1 — hazards of the road

### learning plan 2

#### Pre-Activity Assessment

*Discussion Question:* Solicit, integrate and summarize student responses.

- What happens if a child skater loses control and collides into an adult skater? Discuss various skater collision situations in which the people involved are of different weights and moving at different speeds.
- If your skateboard runs into a wall at a very fast speed, how is it that the skateboard can get damaged? If the skateboard is moving, why doesn't all the energy just go into the wall? (This is an example of Newton's Third Law, illustrating that the wall provides an equal and opposite force on the skateboard to the skateboard's force applied when it hits the wall.)

#### Activity Embedded Assessment

*Observations:* Have students record their observations of the activity — an activity performed by scientists, researchers and engineers. Have student share their observations with the class, e.g., which skateboard had more momentum?

#### Post-Activity Assessment




*Problem-solving:* Ask the students and discuss as a class:

- Which has more momentum, a 2,000-kilogram car travelling at 10 metres per second or a 4,000-kilogram car travelling at 5 metres per second? (Answer: They have an equal amount of momentum.)
- Why is it that when someone runs into a wall, they can get hurt, but the wall is fine? Is it because the person and the wall experience different amounts of force? (Answer: No, the same force is experienced by each, but the wall is much more capable of withstanding forces without being damaged, due to its composition.)

### Activity — Problem-solving

In B.C.'s Lower Mainland, traffic incidents in which at least one pedestrian/cyclist was involved rose from 1,700 in 2012 to 2,300 in 2016. That's a 35% increase. (Source: [The Times Colonist](#).)

What factors contributed to the fatalities? How might they have been prevented? Arrange the students in small groups. Give each group a real-life pedestrian crash scenario. Ask each group to demonstrate their problem-solving skills by using a problem-solving traffic light to:

 <p><b>PROBLEM</b></p>	<p><b>RED:</b> Stop and identify the problem. (What happened) What factors may have contributed to the crash – consider the pedestrian, the driver, the environment and the vehicle.</p>
 <p><b>ANALYSIS</b></p>	<p><b>YELLOW:</b> Wait and think. Look at all the choices and their consequences (why did the crash happen) – consider the pedestrian, the driver, the environment and the vehicle.</p>
 <p><b>SOLUTION</b></p>	<p><b>GREEN:</b> Go! Make a decision and a plan (what could have prevented the tragedy).</p>

Have teams present their scenarios and solutions to the class.





# activity 1 — hazards of the road

## learning plan 2

### Activity sheet — Problem-solving worksheet

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

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

### Problem-solving scenarios

*December. An elderly man has been struck and killed by a city bus. It happened just after 6 p.m. on Sunday. Witnesses say the victim was not in a marked crosswalk. It's not yet known if speed or weather played a factor in the crash, but it was dark and raining heavily at the time of the accident.*

*A 10-year-old girl has died after she was hit by a car in front of her home on Tuesday. Officers said the incident happened around 3:25 p.m. and that the driver of the vehicle was a woman. The girl was taken to hospital, where she died. Police said the girl darted onto the road to grab a soccer ball. Alcohol and speed are not considered reasons for the crash.*

*A 12-year-old boy died after he was struck by a minivan while walking home from school around 3:00 p.m. on Wednesday. Police and paramedics attempted life-saving measures, but the boy succumbed to his injuries in hospital. Police said that a group of children were chasing each other on the sidewalk and the boy was pushed unintentionally onto the road.*

*A man was killed Saturday night when he was struck by a bus while he was trying to cross the road. The accident happened just before 6:30 p.m. "The bus was travelling eastbound, and it was raining and dark at the time of the crash," police said in a news release. Police say the pedestrian, a man in his 40s, was pronounced dead at the scene. Police are also urging pedestrians to wear reflective clothing or lights while walking at night. "Drivers need to be aware that now that days are shorter, and often gloomy, that pedestrians can be hard to spot, particularly if they are wearing dark clothing," police said. Police are also urging pedestrians to wear reflective clothing or lights while walking at night.*

*A 5-year-old girl was killed in January by an empty car that rolled into her in a school drop-off zone.*

*An 11-year-old boy was killed near his school on Tuesday afternoon. Police say it appears the child was hit outside an intersection and was not in a crosswalk. The driver of the minivan involved was a 75-year-old man; no charges have been laid.*

*An 8-year-old boy has been killed in a collision with a pickup truck while riding his bicycle. B.C. police say the accident happened just before noon Sunday when the boy rode out of a driveway. Emergency first aid was administered by good Samaritans and police say the child received quick medical care from hospital staff, but he couldn't be saved. Police say the boy was wearing a bike helmet; he was with a sibling when he rode out of the driveway.*

*A 15-year-old cyclist has died after being hit by a van over the weekend. The teenager was struck at the intersection of Dunbar Street and 10 Avenue around 6:20 p.m. PT on Friday, November 09. RCMP said he suffered serious injuries and later died in hospital. The driver of the vehicle stayed on scene and is co-operating with police.*

*The family of a cyclist who died after being “car-doored” by a taxi has backed a campaign to stop others from suffering the same fate. The cyclist, a teacher, was knocked into the path of a moving van by a door opened by a passenger in a taxi. He died on his 26th birthday. Both the taxi driver and the passenger were fined for their actions. His father said that a Dutch safety technique that prevents “dooring” should be taught to children. The Dutch Reach, which forces drivers and passengers to look behind them when opening a car door, should also be part of the driving test. He said, “If you teach children to do that, it will become an automatic thing. Then, as they learn to drive, it is there. It would stop cyclists being car-doored,” he said.*

*A cyclist died early Sunday afternoon after being struck by a truck. The cyclist, a 55-year-old man, was travelling west in a bike lane at around 1:45 p.m. on the 100 block of West Esplanade when he collided with another cyclist, swerved into traffic and into the path of a dump truck headed in the same direction. RCMP say the man died at the scene.*

*A 3-year-old boy has been struck and killed by an SUV while riding his bicycle in an apartment complex parking lot. Police say the boy was initially riding on the sidewalk, but at some point went into the parking lot at about 2:45 p.m. Sunday. He was struck by the front end of an SUV pulling out of a parking spot. The driver of the SUV brought the boy and his father to the hospital, where the child died.*

*A 2-year-old boy was the sole survivor of a car crash in B.C. that killed both the passenger and driver on Monday. The toddler was in the vehicle with a male driver, 22, and a 21-year-old passenger when the driver lost control heading down a hill on a gravel service road. The 1993 Chevrolet SUV — when turning a corner — lost control on a steep downhill section, rolled over onto its roof and ejected both the passenger and driver. The passenger was found dead at the scene, having been pinned under the car in a ditch. The driver was thrown about 6 metres and he died about an hour later. The boy was securely fastened into his car seat and was found uninjured by first responders.*

*A woman has been charged with murder for not putting her daughter in a car seat before a fatal car crash on a winding mountain road. She and her baby were riding in a Porsche that the baby’s father was driving. The car plowed through a barrier and careened 200 feet down a cliff. Both parents were wearing seatbelts. The infant was flung from the vehicle and killed. The father was arrested and charged with murder within a week of the crash.*

### Activity — Planning for oral history

Have the students use interview techniques to obtain information about their neighbourhood. In teams, they will interview an Elder in the neighbourhood. Elders are deeply committed to share their knowledge, provide guidance, teach others to respect the natural world, to learn to listen and feel the rhythms of the elements and seasons.

Discuss the value of first-hand (primary) sources. What are the benefits of personal stories in creating a history or picture of an area?

To prepare for the interview, prepare a list of questions regarding the history of the neighbourhood. Discuss the difference between open and closed questions and have students prepare questions that will draw the most information from the interviewee. Ensure the students ask if it's OK to interview the Elder.

Sample questions:

1. How long have you lived here?
2. Why did you decide to move here?
3. How has the neighbourhood changed over the time you have lived there?
4. What's the history of your home? Who lived here before you did?
5. Do you know your neighbours?
6. Do you often walk around your block?
7. Do you often walk or bicycle in the neighbourhood?
8. What improvements have been made for pedestrian and cyclist safety?
9. Have trees been planted or parks been built to enjoy nature and provide homes for birds?
10. Are there benches and flowers in your neighbourhood?
11. How clean is the neighbourhood?
12. Do you recycle or compost?
13. What improvements does the neighbourhood need to make it safer for pedestrians and cyclists?
14. If you were to be moving again, would you choose this location?



## activity 1 — hazards of the road

### learning plan 2

#### Presentation

- Take good notes as you record the Elder’s responses to your questions. To ensure that you remember the responses accurately, you might ask the Elder if you can tape record or videotape the conversation
- When you prepare your presentation in the Elder’s persona, try to recreate as accurately as possible the language, expressions and idioms the individual used
- When creating your presentation, stay true to the information you gathered in the interview
- Present information in a logical order
- Include as many vivid details as possible in your presentation



# activity 1 — hazards of the road

## learning plan 2

### 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 2 — Distracted driving

### Time requirement

This activity will take two sessions spread over a one-week period to complete.

### Investigate, analyze, reflect and connect

Sadly, each year in B.C., 77 people die in crashes involving distracted driving. Refer to the [ICBC statistics](#). What do you notice about the total fatalities each year? Use a graphing tool to graph the results.

#### Fatal victims where distraction\* was a contributing factor, by region and in B.C.

Region	2013	2014	2015	2016	2017	5-year average
Lower Mainland	26	23	30	31	25	27
Vancouver Island	10	8	8	9	11	10
Southern Interior	20	24	42	28	24	28
North Central	21	11	8	12	13	13
Unknown	0	0	1	0	0	1
<b>British Columbia (total)</b>	<b>77</b>	<b>66</b>	<b>89</b>	<b>80</b>	<b>73</b>	<b>77</b>

\*Distraction: Includes use of communication/video equipment, driver inattentive and driver internal/external distraction.

(Source: [ICBC statistics](#))

[Distracted driving](#) is a serious problem. It is estimated that over 9,500 drivers are using a hand-held device while driving at any given time in B.C., with 40% of those drivers texting behind the wheel. In B.C., the fine for a distracted driving violation ticket is \$368, along with 4 penalty points that will be applied to a driver's record. On a first infraction, these points will also result in a driver paying a further \$210 ICBC Driver Penalty Point premium, for a total of \$578 for a first infraction. Drivers with two or more convictions could pay \$2,400.

According to data from ICBC., between 2010 and 2016, police handed out more than 300,000 tickets for distracted driving.

[Know the risks](#)



## activity 2 – distracted driving

### learning plan 2

#### Question, predict and investigate

- Brainstorm and record all the things that might distract a driver
  - 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 or drinking beverages
  - Hands-free calling
  - Turning around to talk to someone
  - Passengers
  - Drug or alcohol use
- Are there environmental factors that might distract a driver?
  - Searching for a parking spot
  - Weather conditions
- Are there personal driver-related factors that might distract a driver?
  - Stress
  - Anger or sadness
  - Alcohol, drugs, medication
  - Overtired
  - Not well
  - Hungry
  - Driving too fast
- Are there vehicle-related factors that might distract a driver?
  - Cracked windshield
  - Engine trouble
  - No headlights





## activity 2 — distracted driving

### learning plan 2

#### Survey

Explain that all distractions are impairments — they impair the driver from concentrating and focusing,

- Using the brainstormed list, have each student create a tally sheet to take home. Have them record incidences of distracted driving for one week
- Predict what might be the most common distraction

#### Analyze

- At the end of the week, tally the instances. How many instances of distracted driving did the students see? Which was the most common?
- Graph the results of the survey on large poster paper and hang the poster on a bulletin board

#### Research

Look up the [amount of a fine](#) for a traffic or driving offence in British Columbia

- What is the fine for speeding in a school zone?
- What is the fine for speeding in a playground zone?
- What is the fine for excessive speed?
- What is the fine for distracted driving?
- What is the fine for not wearing a seatbelt?
- What is the fine for impaired driving?

#### Fun with numbers

Based on the information on fines, compute the following:

- How many distracted driving violation tickets would the class have handed out in one day? One week?
- How much money in fines is that in one day? One week?
- Graph the number of distractions each day of the week. Compare the results



## activity 2 – distracted driving

### learning plan 2

#### 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 3 — Distracted walking

### Time requirement

This activity will take two sessions to complete.

### Resources

- Pedestrian safety quiz and answer sheet
- Case study — Ashley’s walk

### Introduction

Drivers are not the only ones distracted. More and more accidents occur as a result of pedestrian inattentiveness. Refer to the statistics in the chart below.

#### Crashes where at least one pedestrian was involved in B.C.

	2013	2014	2015	2016	2017	5-year average
Incidents	2,300	2,800	3,000	3,100	3,000	2,900
Injured pedestrians	2,400	2,700	2,600	2,700	2,300	2,500
Fatal pedestrians	52	55	66	65	42	56

(Source: [ICBC statistics](#))

### Pedestrian traffic incidents on the rise

In B.C.’s Lower Mainland, traffic incidents in which at least one pedestrian was involved rose from 2,300 in 2013 to 3,000 in 2017 (the last year for which numbers are available from [ICBC](#)). That is a 33% increase. Why do you think the numbers are rising?

Toddlers (ages 1—2) are most likely to be injured in driveways, where drivers moving backward are unable to see them. Children between ages 4 through 12 are injured most by entering into the middle of the street and are struck by moving vehicles, or at intersections and where they enter the street quickly, without thought, to chase a person, toy or pet, or to meet someone or something on the other side of the street. Adolescents are at risk due to walking at night with poor visibility, walking while intoxicated, walking while distracted by phones, etc. What other reasons might account for the high number of injuries among 13-to 18-year-olds?



## activity 3 – distracted walking

### learning plan 2

When pedestrians are using a cellphone, texting, looking down or listening to music, distracted attention may increase their risk of accidents.

For pedestrians, most of the information at a crosswalk is obtained visually by watching traffic, seeing the markings and signage and observing the signs that indicate when it's safe to walk. Pedestrians who attempt to multi-task while talking on a cellphone have a reduced cognitive capacity to devote to potentially dangerous activities such as crossing streets. Research studies indicate that young people who talk on a cellphone while crossing streets are 43% more likely to be hit by a car than when their phones are turned off.

By making the choice not to engage in distractive activities while crossing the street, pedestrians can make intersections and crosswalks safer for themselves. Regardless of the safety technologies available at a given crosswalk, one clear way to reduce potential accidents due to inattention is to have both pedestrians and drivers choose not to engage in activities that may distract them.

### **Distractions to pedestrians walking in traffic**

Have the students brainstorm possible distractions to pedestrians walking in traffic:

- Cellphone conversations
- Texting
- Listening to music (iPod)
- Looking at something other than the direction of travel
- Waving away an insect
- Conversations with friends
- Eating on the run
- Looking at one's watch
- Attempting to find something in a backpack or luggage
- Reading a book or newspaper
- Being late
- Being lost in thought

It's important to note that looking isn't always seeing, and that distraction caused by any of the above activities could result in pedestrians either failing to look or looking but failing to see. The looked-but-failed-to-see phenomenon isn't new and is not limited to pedestrians.



## activity 3 – distracted walking

### learning plan 2

#### How safe are you?

**Purpose:** To help students make authentic connections between road-related risks and personal responsibility. Of importance is that students can't control every situation, but can make informed choices about responding to potential risks

Ask students to complete the **Pedestrian safety quiz: How safe are you?** Emphasize that walking is only one mode of transportation to be considered. Once the quiz is completed, provide the answers to students, ask them to assess their own level of safety and awareness as a pedestrian.



## activity 3 — distracted walking

### learning plan 2

#### 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 3 — distracted walking

### learning plan 2

#### Activity sheet:

#### Pedestrian safety quiz — How safe are you?, continued

11. Remove \_\_\_\_\_ of your portable music player before crossing the street; you need to be able to hear any signs of danger.
12. 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 3 — distracted walking

### learning plan 2

#### Answer key: Pedestrian safety quiz — How safe are you?

Information presented here has been adapted with permission from Pedestrian Safety, Hub for Action on School. (Source: Transportation Emissions [Haste]. Retrieved March 15, 2010, from [hastebc.org](http://hastebc.org).)

1. Walk on the **inside edge** of the sidewalk, away from the curb or roadway so you're less exposed to vehicles.
2. Where there are no sidewalks, walk facing traffic so that oncoming vehicles are visible.
3. Stay away from the road edge or curb while **waiting at an intersection** 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.
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 **left, right and left** again before crossing.
5. If traffic is heavy, **extend an arm** to indicate the desire to cross and wait for cars to stop (they may stop even before an arm is extended). Once you have ensured that all vehicles have stopped, look left, right and left again before stepping into the intersection.
6. Always make **eye contact** with a vehicle driver and ensure that the vehicle is stopped before stepping off the curb to cross a road. Look left, right and left again before you cross.
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 stopped**. Look left, right and left again to confirm that traffic is stopped before stepping off the curb, into the street.
8. Never assume a driver has seen you, particularly in poor weather. **Heavy rain, fog or snow** make it much harder for a driver to notice pedestrians and bicyclists. Make eye contact with the driver and ensure the vehicle is stopped before crossing in front of it.
9. Wear **bright clothes** 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 **reflective**. Fluorescent colours are suitable for daytime conditions, but ineffective at night. They're also less visible than white fabrics. Under low-light conditions, **reflective** materials are necessary to ensure safety.
11. Remove **at least one earpiece** of your portable music player before crossing the street — you need to be able to hear any signs of danger.
12. Never cross a street **mid-block**. Cross only at corners or crosswalks.





## activity 3 — distracted walking

### learning plan 2

#### Case study — Ashley's walk

##### Ashley's walk

Organize the students into groups. Distribute copies of part 1 of the case study narratives to each group.

When the students have finished reading the first part of the case study, distribute the part 1 discussion questions. Give students about 15 to 20 minutes to work their way through the questions. Let them know them to take brief notes detailing the points brought up in their discussion, as they'll want to refer to them later.

Hand out part 2 of the case study narratives to each group, and give them a few minutes to read through

them. When the students have finished reading, distribute the part 2 discussion questions, and give the students another 15 to 20 minutes to discuss those questions.

After the groups have finished discussing the issues raised in the case study, break them up to form new groups. Students should refer to their notes as a memory aid for this part. You may wish to direct them to specifically address the following topics:

- What characteristics of personal autonomy do the characters display? Do they use their autonomy wisely? Identify points where characters could have asserted their personal autonomy in a positive way, but did not.
- What influence did friends and other people have on the character's attitude and behaviour? Was this influence used in a positive or negative way?
- How is the emotional health and well-being of the characters affected by the events in the case study?
- What strategies could the character have used to avoid the situation they experienced?

Bring everyone together again and wind up with a teacher-facilitated class discussion about the issues raised by the lesson as a whole.

#### Case study — Ashley’s walk (Part 1)

Several weeks ago, Ashley agreed to babysit for the Snows on Friday night. They have two cute little boys that Ashley had been babysitting for a couple of years. The family was always generous — they paid her well and left money so she could order pizza for her and the boys. She really liked the boys, but they could be a handful; they demanded her full attention playing trucks, Rescue Heroes and crashing around the house. By the end of a night of babysitting, she was usually exhausted. She had no problem playing with them, they were fun, but tonight she was a little distracted. She was thinking about the party that all of her friends were at, the party she was on her way to after she was done babysitting.

On Wednesday, her friends told her about a big party at Dawson’s house planned for Friday night. “This party is going to be awesome,” her best friend Michele told her about the party. “Everyone, I mean *everyone*, is going.”

“I can’t go. I’m babysitting this Friday.” She liked the Snow boys and having the extra babysitting money was great, but she really wanted to go to the party.

“You can’t miss this party. It’s going to be so much fun. Why don’t you sleep over at my house Friday night? You can just meet us at the party when you’re done.”

Michele’s parents always let her stay out later, so Michele and Ashley would have lots of time at the party after Ashley was done at the Snows. Ashley checked with her parents and they agreed, but they didn’t want her walking at night over to Michele’s. Ashley told her parents that Michele would babysit with her and they would walk home together.

#### Discussion questions

- How do Ashley’s priorities change over the course of the week? Are those changes realistic? What would you do in a similar situation?
- What are three errors in judgment that Ashley makes? What are some of the potential problems that Ashley may encounter as a result of her choices?



## activity 3 — distracted walking

### learning plan 2

#### Case Study — Ashley's walk (Part 2)

On Friday night, the Snows said they would be home around 9:00 p.m., which meant she could still get to the party in lots of time and it wouldn't be too dark yet to walk. Mr. and Mrs. Snow usually gave her a ride home after babysitting, but she didn't want to ask them to drop her off at the party. It was only about a 20-minute walk between Dawson's place and the Snows, so she thought she could get there quick enough on her own, plus she didn't want the Snows to tell her parents about the party.

Her best friend Michele had been sending her texts for the past hour, updating her on what was going on at the party. It sounded like everyone was having a great time. She couldn't wait to get there.

Ashley finally got the boys to bed just before 9:00 p.m., rushed around the house to put the toys away and the dishes into the dishwasher. She quickly checked her hair and touched up her makeup to get ready. She was wearing her new black shirt and dark jeans, and managed to keep both clean despite the boys being covered with greasy pizza.

The Snows got home at 9:15 p.m. She told them she was just going over to her friend Michele's house. Her parents thought the same thing, which wasn't a complete lie. Eventually she was going over to Michele's house — she was just going over to the party first. The Snows offered her a ride but she said she could walk, it was no big deal.

She walked out the door, looking back and waving. Once she was a few doors down, she pulled out her iPod and put the earbuds in for the walk and took out her phone to check her messages.

"r@?"

"OMW," Ashley replied. "mtu n 10 mins"

"k"

As Sarah texted her message, she stepped out between the parked cars to cross the road. An oncoming car hit her before she ever heard it coming. As it was getting dark, the car didn't see Ashley. With her iPod blaring and, her head down as she texted Michele, she didn't see or hear the car.



## activity 3 – distracted walking

### learning plan 2

#### Discussion questions

- What were some of the factors that contributed to Ashley's accident? What should she have done differently?
- People frequently listen to iPods or music players while walking, running, riding bikes and so on. When and how this could be an acceptable practice that doesn't put your personal safety at risk?
- In today's society, there are many factors that distract people. Is it possible that our focus has become spread too thin?

## Activity 4 — Under the Influence

### Time requirement

This learning plan will take two sessions to complete.

### Investigate, analyze, reflect and connect

Sadly, each year in B.C., 68 people die in crashes involving impaired driving. Refer to the [ICBC statistics](#) in the graph below. What do you notice about the total fatalities each year? Why do you think the numbers are increasing? Use a graphing tool to graph the results.

**Fatal victims where impairment by alcohol, drugs or medication\* was a contributing factor, by region and in B.C.**

Region	2013	2014	2015	2016	2017	5-year average
Lower Mainland	16	14	17	16	21	17
Vancouver Island	12	7	9	9	10	10
Southern Interior	21	22	22	23	24	23
North Central	15	22	23	19	15	19
Unknown	0	0	1	0	0	1
<b>British Columbia (total)</b>	<b>64</b>	<b>65</b>	<b>72</b>	<b>67</b>	<b>70</b>	<b>68</b>

\*Impairment: Includes alcohol involvement, ability impaired by alcohol, alcohol suspected, drugs illegal, ability impaired by drugs, drugs suspected and ability impaired medication.

(Source: [ICBC statistics](#))

### Impaired driving in B.C.

According to data from the Uniform Crime Reporting (UCR) survey, police reported 90,277 impaired driving incidents in Canada in 2011, about 3,000 more than in 2010. ([Learn the facts](#) behind impaired driving in B.C.) Under the new drunk-driving laws, breath tests cannot be refused.

### Drinking and driving

Drinking and driving is a deadly combination. One drink can reduce your ability to concentrate and react to things that happen suddenly while you're driving. The more alcohol in your blood, the more difficulty you have judging distances and reacting to sudden hazards on the road. To make matters even worse, your vision may become blurred. Canada's revised laws on [impaired driving](#) enable police to demand breath samples from people driving, or from people in bars or restaurants.

### Drugs and driving

Any drug that changes your mood, or the way you see and feel, will affect the way you drive. This isn't only true for illegal drugs. There are prescription drugs and some over-the-counter drugs that can also impair your driving ability. The police will soon be using roadside devices to test saliva for drug impairment.

### Tips to remember

- If someone is planning on drinking, they should plan not to drive
- Do not accept a ride from someone who has been drinking
- Individuals should ask their doctor about the side effects of prescription medication or allergy shots
- Individuals should read the information on the package of any over-the-counter medicine, including allergy and cold remedies
- Drugs and alcohol together can combine to impair driving even more drastically

### Impaired driving counter attack

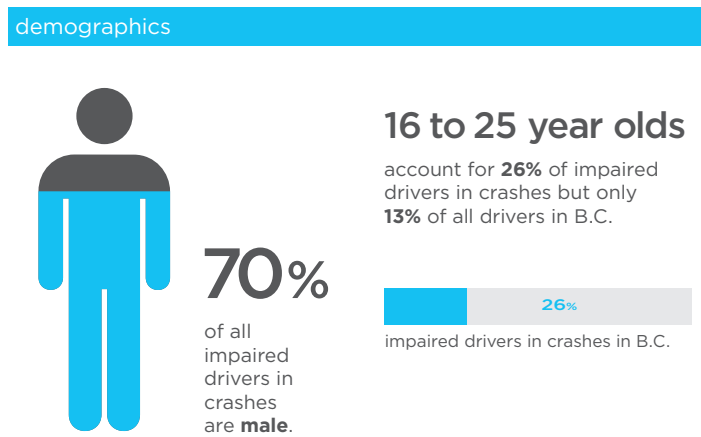
B.C. has the toughest drinking and driving laws in Canada. If someone is caught driving impaired (over .05 blood alcohol concentration), they could lose their driver's licence and vehicle from 24 hours to 90 days, pay fines from \$600 to \$4,060, do jail time, and face mandatory rehabilitation and even [the installation of an ignition interlock in their vehicle](#).

### How much is too much?

Impaired is considered over .05% blood alcohol concentration (BAC) — this means that there are 50 milligrams of alcohol in 100 millilitres of blood. Roughly one drink in one hour will keep a 68-kilograms adult under .05%.

### Zero tolerance for young drivers

B.C. has a graduated licensing program, requiring new drivers of all ages to pass through a 12-month learner stage and a 24-month Novice stage before getting a regular class driver’s licence. New (or Novice) and learner drivers must have no alcohol in their bloodstream while driving. If caught with a blood alcohol content (BAC) higher than 0, new drivers must start over at the beginning of their 24-month (N) licensing period and may also [face other penalties](#).



#### [ICBC infographic](#)

New drivers are the group with the highest rate of vehicle crashes. Youth and young adults may look fully grown, but their brains are not fully developed until at least age 25. Young males in particular are more likely to take risks on the road with alcohol and other substances. The “zero BAC” rule for new drivers is a step toward safer communities, as it instills a practice of never mixing alcohol with driving. Impaired driving is a serious problem that affects road safety for everyone.

### Alcohol myths

Tell the students that they will be on looking at some of the myths about drinking alcohol that are found in advertising. Indicate that they will be given a chance to show the truth behind the ads by making their own ads.

The alcohol industry spends millions of dollars advertising alcohol and pairing playing and watching sports with alcohol. Have the students view the [best alcohol advertising campaigns](#) of beer, wine, liquor and other alcohols. What are the ads telling the viewers? What myths are found in the advertising?

### Mythbusters!

*It is safe to drive after a drink or two.*

- **Truth:** Traffic accidents are the leading cause of death for teens, and roughly one-third of these accidents involve alcohol or another substance. It is never safe to drive after a drink or two. There is zero tolerance for alcohol in the Graduation Licensing Program.

*Alcohol makes you happy.*

- **Truth:** Alcohol is a depressant that slows your ability to think, speak and move. Your perception, co-ordination and judgment will be affected before you notice any physical signs of impairment.

*Alcohol makes you sexy.*

- **Truth:** Alcohol may make you less inhibited, but physiologically, it reduces your performance. You may end up engaging in something you hadn't planned on, including unprotected sex. Not sexy at all.

*Beer makes you less drunk than other types of alcohol.*

- **Truth:** The alcohol content of a drink is what makes you drunk. A beer, a large glass of wine and a double vodka all have nearly three units of alcohol each. Whatever you consume, in large enough quantities, it's going to make you drunk.

*You can "sober up" with a pot of coffee or a cold shower.*

- **Truth:** Time is the only thing that will make you sober again. Your body has to process the alcohol. It typically takes about an hour to process one unit (12 fluid ounces of beer, 8 fluid ounces of malt liquor, 5 fluid ounces of wine, 2 fluid ounces of liqueur, 1.5 fluid ounces of brandy, a 1.5-fluid-ounce shot of distilled spirits).

*You'll get more drunk if you drink several types of alcohol.*

- **Truth:** Mixing things up with a glass of wine, then a beer, then a shot does not affect how drunk you get. (The order of the drinks doesn't matter either.) Your blood alcohol content determines how drunk you are. This is affected by how much alcohol content you drink, not how much variety you drink. (But throwing down a mix of different drinks could make you a lot more nauseous.)

*If you eat a big meal before you drink, you won't get drunk.*

- **Truth:** Food does not prevent alcohol from affecting your body. The alcohol still gets in your system. It may be delayed a bit by the food, which will slow the rate of absorption, but if you drink heavily, you still get drunk.





## activity 4 — under the influence

### learning plan 2

*A drink before bed helps you sleep.*

- **Truth:** Alcohol can actually make you lose sleep. Alcohol may help you fall asleep, but it interferes with the quality of sleep and cuts down on the amount of restful sleep you get.

*It is safe to drive while high.*

- **Truth:** The [percentage](#) of Canadian drivers killed in vehicle crashes who test positive for drugs (40%) exceeds the numbers who test positive for alcohol (33%).

[Don't drive high!](#)

### Activity: Collaborate, engage, design — design a poster or parody ad

Brainstorm other myths. Then, in groups of two or three, have the students design a poster/video/radio ad/skit that shows some of the negative consequences of alcohol/drug misuse.

View some ads/campaigns to get ideas:

- [Don't drive high!](#)
- [Learn the facts about alcohol impaired driving in B.C.](#)
- [MADD \(Mothers Against Drunk Drivers\) ads](#)

### Go beyond

- Invite a police officer or first responder to speak to the class
- Invite a representative from Mothers Against Drunk Drivers (MADD) to speak to the class

### 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 5 — Informed decision-making

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### Time requirement

This activity will take approximately three sessions to complete.

**Purpose:** To provide students with credible sources of information relevant to the types of risk-taking behaviour young people engage in. It's critically important that students rely on accurate information to inform decision-making. Based on research gathered in this learning plan, students will have an evidence-based foundation to draw from in making personal connections required later.

### What is risk-taking behaviour?

As a class or in small groups discuss what risk-taking behaviour is and create a definition of risk-taking behaviour. Possible examples to generate discussion include:

- Stealing a vehicle or being a passenger in a stolen vehicle
- Not wearing a seatbelt in a vehicle
- Getting into a vehicle where the driver has been drinking
- Biking without the proper gear (i.e., helmet)
- Listening to music while inline skating, skateboarding, biking
- Crossing the street without looking for oncoming traffic
- Playing near active railroad tracks

A definition of risk-taking behaviour could include “any avoidable behaviour that puts the individual or other individuals at an increased risk of being injured or killed as a direct result of that behaviour”.

Provide students access to the internet or print out the relevant information for students to use.

- [ICBC Statistics](#)

This site contains statistics and interactive crash maps. Relevant sections include:

- [Crashes & casualty crashes](#)
- [Injured victims & fatal crashes](#)
- [Fatal victims](#)



## activity 5 — informed decision-making

### learning plan 2

- [Crashes involving](#): animals, cyclists, heavy vehicles, hit-and-run crashes, motorcycles, pedestrians, restraints and youth
- [Intersections](#)
- [Contributing factors](#)

### Using statistical information to identify risk-taking behaviour

Either individually or in a group students will create a display (poster, brochure, etc.) that uses the statistical information to identify risk-taking behaviour as it applies to students in Grade 9.

This assignment will allow students the opportunity to identify what risk-taking behaviour is and to understand the potential negative consequences of this behaviour by gathering statistical information from a variety of websites. It's designed primarily as a knowledge-based activity allowing students to select information gained through development of information literacy skills.

The activity is designed to be completed either individually or in a group. The finished assignment can be a brochure, a poster or any other display.

The statistical information display must include the following:

1. Title/resources/minimum of two websites used.
2. Definition of risky or reckless behaviour.
3. Information clearly presented in different formats (graphs, facts, statistics, percentages).
4. Summary statement — summarize findings into a statement or question.

The quality of each assignment will be assessed according to the descriptors on the **Risk-taking behaviour statistical information rubric**.

Time allotment:

Class 1 — explain the assignment and provide background information (included). The remainder of the class spent doing research. In the event internet access isn't available, the teacher can print selected information and provide hardcopies to students.

Class 2 — continue research and begin display

Class 3 — finish research and display.

Prior to class three, students should peer review another group's work to obtain feedback that will help them to improve their display.

Using the peer review of information have groups review each other's work.

### Risk-taking behaviour — statistical information display (student)

Did you know that, according to Transport Canada’s statistical information if you’re a passenger in a motor vehicle crash you’re more likely than the driver to be seriously injured or killed?

And that over half (67.4%) of fatal pedestrian collisions occurred at non-intersection locations.

The purpose of this assignment is to allow you the opportunity to gather statistical information and present this information to the class. Ideally, you want to select information that applies directly to your age group. The information that you present should be represented in a variety of forms. The statistics you gather establish a credible foundation of information. These numbers don’t lie. When faced with decisions involving road-related activities, your choices, as indicated by the statistics, can have serious and sometimes fatal consequences.

The following examples are from [ICBC](#).

- As a total number — of the 276 road users killed in B.C. in 2017, 36 were youth between the ages of 16 and 25
- Young male drivers aged 16 to 21 are involved in crashes more often than young female drivers, particularly when speed or impairment is involved

#### Presentation

The presentation of your information has the potential to bring your statistics to life for the reader. To get people to read the information, you must first get their attention.



### Example 1

Use colour, graphics and organization to get the reader’s attention. Suggestions include making fonts different sizes or colours, contrast colours in different sections and use background colours or designs to highlight key information.

<p>Of the 74 pedestrians killed in B.C. in 2007, 48 were male</p>	<p>OR</p>	<p>Of the 74 pedestrians killed in B.C. in 2007, <b>48 were male</b></p>
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### Example 2

Organize information by relevance or importance using bullets or numbers.

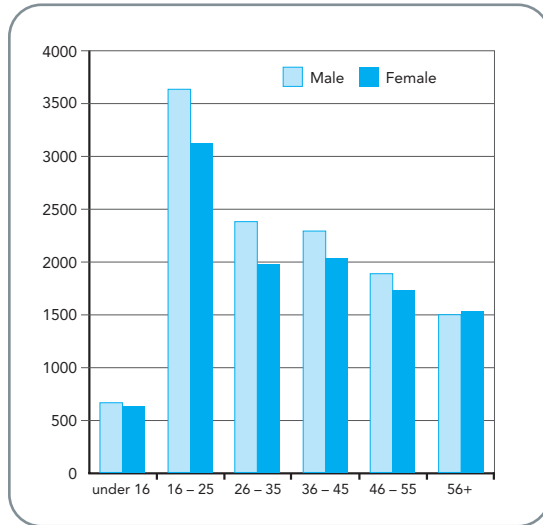
<p>And that over half (67.4 per cent) of fatal pedestrian collisions occurred at non-intersection locations</p>	
	<p>OR</p> <p>And that <b>over half</b> (67.4%) of <b>FATAL pedestrian collisions</b> occurred at non-intersection locations</p>

### Example 3

Use your title to get people’s attention.

Statistical Information display	<b>OR</b>	<div style="background-color: #4a697d; color: white; padding: 10px; border-radius: 15px;"> <p><i>The numbers don't lie:</i></p> <p><b>Helmets SAVE lives</b></p> </div>
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As a graph ...



Your assignment, completed either individually or in a group, is to create a display that uses statistical information that raises an awareness of crashes that involve individuals your age. You’re then to write a statement that summarizes your findings.

Two websites have been provided for you to use. You’re also encouraged to find information from additional sources. A detailed rubric has been included to help you complete the task.

This assignment is designed to be completed in three classes. The first class, you’ll receive the assignment and the assessment rubric, and will be given time to start your research. The second class, you’ll continue to go through the research and select information that you want to use in your display. The third and final class will allow you time to finish the display and present to the class.

### 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 5 – informed decision-making

### learning plan 2

#### Peer review of information

Based on the criteria in the rubric, provide feedback to your peers. Use the following tips for giving effective feedback:

1. Uses factual statements. People can't argue with facts. Use only what you see or hear. No motives. No assumptions.
2. Tells him/her what you think by using "I" messages.
3. Avoids beginning sentences with "You" or "Why". Otherwise, you might get a defensive reaction.
4. Determines the real issue. Most often, this is the consequence of the action/behaviour, not the action/behaviour itself (for example, failure to meet deadlines might lead to a lack of trust).
5. Summarize. Put it in writing. Gain agreement.
6. Is positive. Focus on the future. Both parties should leave feeling positive.

(Source: Adapted from [http://www.uoguelph.ca/learningmatters/downloads/goal\\_feedback.pdf](http://www.uoguelph.ca/learningmatters/downloads/goal_feedback.pdf).)



# activity 5 – informed decision-making

## learning plan 2

### Activity sheet — Peer review feedback

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



## activity 5 — informed decision-making

### learning plan 2

#### Activity sheet — Design questions:

How is it intriguing?

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How is there enough white space or breathing room?

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

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How are images effective? What do you notice?

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How does it provide value to the viewer?

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How does it tell the viewer what to do next?

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# learning plan 3

# Making the facts speak

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## Inquiry question

How does risk-taking behaviour impact others? What are possible consequences of risk-taking behaviour?

## Assessment

Students will be able to:

- Read a newspaper article, and identify the victim and risk-taking behaviour that led to the crash
- Write a newspaper article (students may decide to use statistical information from the previous assignment to generate their ideas)
- Understand that risk-taking behaviour has potential negative consequences, where victims are sometimes innocent bystanders
- Understand that risk-taking behaviour can lead to innocent people being affected
- Understand that risk-taking behaviour is a choice
- Understand that vehicle crashes happen to people of all ages, but making smart decisions can reduce or prevent crashes
- Participate in a group discussion
- Read a victim impact statement and reflect on the huge loss a family has to endure
- Write a victim impact statement
- Understand that risk-taking behaviour can be avoided
- Understand that risk-taking behaviour can impact an entire community
- Understand that risk-taking behaviour can have consequences that last a lifetime

# Activity 1 — The impact of risk-taking behaviours

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## Time requirement

This activity will take approximately three sessions to complete.

## Resources

- Newspaper article from the Vancouver Sun — Tuesday, May 23, 2000 — "[Girl dies in crash with car allegedly stolen by its 13-year-old driver](#)" on page 97
- Newspaper article from the Vancouver Sun — Tuesday, July 18, 2000 — "[Day of summer pleasure ends in death with stolen car](#)" on page 98
- Newspaper article from the Surrey North-Delta Leader — February 14, 1998 — "[Family wrestles with grief](#)" on page 100
- [Newspaper article analysis worksheet](#) on page 96

**Purpose:** To provide students with the opportunity to make honest connections to real-life situations. The intention is to help students recognize that any of these situations is possible in their own communities and perhaps even among their own peer group.

## Learning activities:

As a class, in small groups or individually read the newspaper articles that have been provided:

- Vancouver Sun — Tuesday, May 23, 2000 — "[Girl dies in crash with car allegedly stolen by its 13-year-old driver](#)" on page 97
- Vancouver Sun — Tuesday, July 18, 2000 — "[Day of summer pleasure ends in death with stolen car](#)" on page 98
- Surrey North-Delta Leader — February 14, 1998 — "[Family wrestles with grief](#)" on page 100

Students can also read additional newspaper articles if available.

Discuss the articles and using the [Newspaper article analysis worksheet](#) on page 96 identify the risk-taking behaviour which led to the tragedy — who, what, where, when, why and how.

Ask students to consider the following:

1. How do the victim’s families feel towards the underage driver whose actions took the lives of their loved ones?
2. What kind of backlash might such cases have against young people?
3. What are the incentives for engaging in auto crime — short term and long term?

### Activity — Newspaper article analysis

This assignment will allow students the opportunity to look at the impact risk-taking behaviour has on innocent individuals.

Students will write a fictitious newspaper story about a tragedy that was the result of risk-taking behaviour. In addition to addressing risk-taking, note potential negative consequences where victims are sometimes innocent bystanders. This activity is also designed to assess text interpretation and comprehension as well as the student’s writing. It is designed to be an individual piece of work.

The suggested length of the article is 250 to 300 words, but can be altered to meet the needs of students.

The article is to include the following information:

- Location and date of event
- Name, age and gender of the victim
- Identification of the risk-taking behaviour that led to the tragedy (this information can be obtained from the Learning plan 1, activity 2 assignment [Risk-taking behaviour](#))
- Police comment about the incident
- Witness comment
- Family/friend comment

Assessment of the newspaper article is based on the following criteria:

- Content
- Organization
- Language and how it is written

Suggested timeline:

- Class 1 — Read newspaper articles and class discussion
- Class 2 — Rough draft with editing, peer feedback (Students should be strongly encouraged to conduct a peer review of another person’s story using the [Peer review of newspaper article worksheet](#) on page 103)
- Class 3 — Final copy



## activity 1 — the impact of risk-taking behaviours

### learning plan 3

The website Media Awareness Network ([www.media-awareness.ca](http://www.media-awareness.ca)) provides useful suggestions for writing effective newspaper articles. In the search window, type “a well-written news article” for a handout that offers concrete tips. Students will write their own fictitious newspaper article which details a tragedy that resulted from risk-taking behaviour.

**Note:** students can use statistical research from the previous assignment to gather useful information (time of day of crash, location of crash, whether seatbelts were used, influence of drugs and/or alcohol, not wearing a bike helmet, etc.).





# activity 1 — the impact of risk-taking behaviours

## learning plan 3

### 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?	

### Newspaper article 1

*Vancouver Sun*  
Tuesday, May 23, 2000

#### *Girl dies in crash with car allegedly stolen by its 13-year-old driver*

A MAKESHIFT MEMORIAL marks the spot where Sarah Machado, a 16-year-old Kitsilano secondary school student, was killed early Monday in a crash allegedly caused by a 13-year-old boy driving a stolen vehicle.

The boy has been involved in other car thefts, police said.

Sarah's friends and classmates gathered at the corner of West 10th and Tolmie on Vancouver's west side Monday afternoon.

"Everybody loved her. She had a good aura and was never mean," said Jenny Barnes, 16.

"Everyone loved her laugh and how cheerful she was."

Sarah's father, Alex Machado, said: "She was nice, everybody liked her. She was a great free-spirit in the school."

Machado said that when Sarah wasn't in school she liked to hang around with her friends and go to the mall or the beach.

Sarah's twin brother Ken, who was in the passenger seat in front of Sarah, was in intensive care at Vancouver General Hospital on Monday.

Machado said his son suffered a broken collarbone and an injured spleen. Machado said he is still waiting to find out whether his son will require an operation although the injuries aren't life-threatening.

The driver of the car in which the Machado twins were riding was sent to hospital with minor injuries. The 13-year-old alleged to have been driving a stolen car was sent to Children's Hospital with a broken leg, police said.

Machado said he was in California, where he has been working for a few months, when his wife told him over the phone at 2 a.m. Monday that Sarah had died. Machado said he jumped on a plane and arrived in Vancouver at lunch time.

But the grieving father said he has lingering questions about his daughter's death and how police communicated the news to his wife in his absence.

Machado said that a constable picked up his wife at their home near UBC and dropped her at the Vancouver General Hospital. "He [the constable] never told her what condition they [her children] were in. He just referred her to a doctor and left."

### Newspaper article 2

*Vancouver Sun*  
Tuesday, July 18, 2000

## *Day of summer pleasure ends in death crash with stolen car*

### *Youth, 15, faces charges after 11-year-old girl dies in collision*

IT WAS THE END OF A HOT summer day of waterslides and picnicking, and 11-year-old Tina Burbank and her mother, brother and grandparents were heading to their Surrey home.

On an adjacent street, a stolen car allegedly driven by a boy too young to have a driver's licence ran through a stop sign, trying to outrun a police car in pursuit.

The two vehicles collided at 135th Street and 68th Avenue in Surrey, and Tina was thrown to her death Sunday night.

"Everything she did she excelled at: She had a third-degree brown belt in karate, skateboarding, skiing, BMXing — she had trophies everywhere," a weeping Ray Smith said of his niece, Tina. "She was a real little tomboy."

Smith questioned why police chase vehicles, noting it can often have tragic circumstances.

Surrey RCMP Corporal Janice Armstrong said the chase lasted just two and a half blocks, at 8:45 p.m. on a Sunday evening when there are fewer pedestrians and cars on the road.

She did not know at what speed the stolen Toyota Cressida was driving but said it was faster than the cruiser, which was travelling "not excessively over the speed limit" of 50 km/h.

A routine internal investigation will be held into the pursuit, Armstrong added.

The 15-year-old boy police say was at the wheel of the stolen car was charged Monday with criminal negligence causing death, theft over \$5,000, possession of stolen property, and breach of an undertaking.

They aren't the only car-theft charges facing the teenager, who cannot be named under the Young Offenders Act.

In May, he was charged with being a passenger in a stolen car, and in June he was charged with being the driver of a stolen car. The boy, who is from the Newton area of Surrey, was released on an undertaking on June 21 for the latter charge, with the condition he not be in a motor vehicle without the owner's consent.

Last August, when he was 14, he was charged with being a passenger in a stolen vehicle. That charge was stayed earlier this year, Armstrong said.

"We're looking at someone with no regard for the criminal justice system, or for the police," she said.

The 17-year-old who police say was a passenger, also from Newton, was charged on Monday with theft over \$5,000, possession of stolen property, breach of probation and breach of an undertaking.

He is also facing a charge from June of being a passenger in a stolen car, and has an extensive criminal record.

When arrested Sunday, the passenger was carrying some marijuana and a screwdriver, considered to be a break-and-enter tool, Armstrong said.

The Toyota was reported stolen to police at 8:07 p.m. Sunday in Newton, and 40 minutes later police spotted it driving erratically about a kilometre from the accident scene.

The RCMP pulled the Toyota over, but the driver took off as the officer approached the car. The officer switched on her sirens and followed the vehicle.

At the same time, Tina's mother, Christina Burbank, was driving her parents to their Newton home Sunday night after spending the day at Surrey's Bear Creek water park with her children, Tina and three-year-old Erik.

Burbank's Ford Expedition was heading west on 68 Avenue when the stolen white Toyota blew through the stop sign, southbound on 135 Street.

The truck smashed into a power pole, snapping it in two, and rolled onto the front yard of George Arial's home.

The top half of the pole — still attached to the hydro wires —

### Newspaper article 2 (continued)

[Day of summer, continued]

smashed down on the Toyota, trapping the two teenagers.

“The white car was really going fast. I knew he wasn’t going to stop at the stop sign,” said Ariel, who witnessed the crash.

Shortly before the accident, Tina had undone her seatbelt to pick up a golf ball Erik dropped on the floor, Armstrong said.

The outgoing young girl was thrown onto Ariel’s yard and, despite the efforts of emergency personnel, was pronounced dead at hospital.

Christina Burbank freed herself from the wreckage and, covered in cuts and bruises, ran to her daughter.

“She was screaming that somebody had to ruin their family day at the park. She was saying: ‘My daughter! My daughter,’ ” recalled Charlene Ariel, George’s daughter-in-law.

Once Erik was rescued from the truck, Charlene Ariel held the uninjured boy for an hour. She said he appeared to be in shock, and wanted only to talk about flashing lights on police, ambulance and fire vehicles.

“He knew something was happening. He said something about having glass in his eyes, but it was sand from being at the pool,” the crying woman said. “He was a brave little boy.”

Christina Burbank’s parents were cut from the truck. Fred Corrado, 78, who uses a wheelchair, was released from hospital Monday after being treated for cuts to his hands and head. His wife Josie, 65, remains in hospital with broken ribs and a punctured lung, Smith said.

Firefighters cut the two suspects from the mangled Toyota. The passenger is in custody, and the driver is in hospital with a broken pelvis.

Christina Burbank, 37, runs the family’s Surrey-based carpet-cleaning business, West Coast Extractions Systems, and her husband, Trent Burbank, was in Alaska on Sunday cleaning a cruise ship. He was on his way home Monday, Smith said.

Smith, who lost a 14-year-old son in a car accident two years ago on Vancouver Island, said the most recent tragedy is too much for the family.

“Christina is terrible. She is trying to be strong, but I did the same thing when my son passed away,” he said, looking at the flowers and candle left at the intersection for his niece.

In May, a 13-year-old boy was charged with driving a stolen car that smashed into another vehicle, killing Vancouver high school student Sarah Machado.

And last year in Surrey, a 19-year-old man was charged with rigging a stolen truck to drive by itself, sending it into a motorcycle and killing the driver and his six-year-old stepson.

Armstrong said the trend is frustrating.

“People are stealing vehicles for very specific reasons. They are stealing them to do break and enters, to commit robberies, to support drug habits ... It is not typically joy-riding.”

Newspaper article 3

# Family wrestles with grief

**Paul Dillon**  
STAFF REPORTER

Like a child's first steps, high school graduation or wedding, a son's prison sentencing date is one no mother should miss. But fate intruded Monday in the case of Shaymus Terry Moore.

While the 21-year-old Surrey man sat stone-faced in the prisoner's dock listening to a provincial court judge deliver a five-year sentence for the senseless motor vehicle death of Vida Coronado, his mother was fixing a flat tire.

"I can't believe I missed it, what happened?" Heaven Lei Moore

demanding of sheriff's deputies outside the courtroom, 10 minutes after her son was led away in handcuffs. "What did he get? Five

**"I pray every day to God for the strength to continue. My father told me to forgive but I'm not ready for that yet. I can say I do with my mouth, but I don't feel it in my heart. When I look at that man..."**

— Eric Coronado, brother of fatal accident victim Vida Coronado

years? That's great, we were thinking it would be six to eight like they were asking."

Huddled in small groups just feet away, Coronado's grieving

relatives and friends stared vacantly at Moore while she interrogated the court officers. Eric Coronado, whose poignant

victim impact statement referred to his sister in glowing terms, was the one police

contacted April 5 last year after a speeding, stolen car T-boned

Vida's vehicle at 140 Street and 88 Avenue.

Beneath a tranquil exterior, Vida's elder brother is fighting emotions that threaten to overrule his traditional Catholic upbringing.

"I pray every day to God for the strength to continue," he said, staring at his hands clenching and unclenching. "My father told me to forgive but I'm not ready for that yet. I can say I do with my mouth, but I don't feel it in my hear. When I look at that man..."

He trails off. Coronado, 31, who arrived in Canada from the Philippines in 1992 and held down several jobs at a time in



VIDA CORONADO

**Family wrestles with grief continued...**

order to help support her parents, was returning from a church meeting in Richmond the night she died.

According to an eyewitness Moore deliberately provoked police pursuits in his stolen Camaro.

"He obviously knew we were there and had plenty of chance to pull into a side street and avoid us," said Dwayne Mitchell, a cameraman riding with police that night to compile footage for a television show.

"He came up behind us so fast I thought he was going to hit us. I heard the roar of

the engine as he blew past."

Mitchell's camera captured Moore running the red light at 144 St. and 88 Ave. and plowing into Coronado at over 80 km/h.

She died at the scene.

The troubling video clearly shows Moore being hauled out of the driver's side window of the Camaro.

He has been in custody since that night. In December he pleaded guilty to criminal negligence causing death and possession of stolen property.

On Monday, Moore was sentenced to five years in prison on top of the 10 months he has spent in jail.

*Surrey North-Delta Leader  
February 14, 1998*



# activity 1 — the impact of risk-taking behaviours

## learning plan 3

### Activity — Fictitious newspaper article

If you engage in risk-taking behaviour and a crash occurs, innocent people can be severely injured or even killed. It is important to recognize that most crashes could have been prevented.

In this assignment, you'll be reading a number of newspaper articles that have a tragic ending. In all cases, the victims were innocent bystanders and their deaths could have been prevented. After identifying the risk-taking behaviour which led to the crash and reviewing what makes a good newspaper article, you'll be creating your own fictitious account of a crash.

The length of your newspaper article will be between 250 to 300 words and will answer the five Ws — who, what, where, when, why and how. Your newspaper article will include the following information:

- Location and date of event
- Name, age and gender of the victim
- Identification of the risk-taking behaviour that led to the tragedy (this information can be obtained from the Learning plan 1, activity 2 assignment [Risk-taking behaviour](#))
- Police comment about the incident
- Witness comment
- Family/friend comment

You may want to refer to the previous assignment to gather information on risk-taking behaviour. Once you've written your rough draft, it will need to be edited by yourself, a peer and/or your teacher. Then you'll be able to produce your final copy. A rubric has been included and you're encouraged to read and understand it so you can produce an excellent assignment.

The newspaper article you write will be assessed using the following criteria:

- Content
- Organization
- Language
- How you present the article



# activity 1 — the impact of risk-taking behaviours

## learning plan 3

The **Fictitious newspaper article rubric** provides detailed descriptors.

Suggested timeline

**Class 1:** Read through examples provided.

**Class 2:** Research: work on rough draft, peer review.

**Note:** You're encouraged to partner with a peer to review your draft. This process will help you to better assess the quality of your article and make improvements.

**Class 3:** Self, peer, teacher edit of rough draft — revisions made and final copy submitted.



# activity 1 — the impact of risk-taking behaviours

## learning plan 3

### 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 1 — the impact of risk-taking behaviours

## learning plan 3

### 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:**

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## Activity 2 — Putting yourself in someone's shoes

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### Time requirement

This activity will take approximately four sessions to complete.

### Resources

- Victim impact statement example
- Victim impact statement rubric

**Purpose:** To provide students with an opportunity to empathetically personalize the tragic impact of risk-taking behaviour.

**Note:** Because of the potentially personal nature of these statements, peer review activities have not been included. Identify and prepare students who may have recently been affected by the vehicle crash of a friend or loved one.

### Learning activities:

Read the victim impact statement that has been provided (Victim impact statement — made by the brother of Vida Coronado). In partners, use **Focused listing** to brainstorm key points.

**Focused listing** can be used as a brainstorming technique or as a technique to generate descriptions and definitions for concepts. **Focused listing** asks the students to generate words to define or describe something. Once students have completed this activity, you can use these lists to facilitate group and class discussion. Example: Ask students to list five to seven words or phrases that describe or define the impact that Vida's accident had on her family, friends and community. From there, ask students to get together in small groups to discuss the lists, or to select the one that they can all agree on.

Discuss the article and identify how the risk-taking behaviour has impacted an innocent family.



## activity 2 — putting yourself in someone’s shoes

### learning plan 3

**Note:** Mothers Against Drunk Driving (MADD) has produced a document entitled *Your Victim Impact Statement*. This document may be beneficial to students and teachers in providing relevant context.

MADD’s website: <http://www.madd.org/>

Students will write their own victim impact statement that details how their lives have been changed due to a risk-taking behaviour. The suggested length of the article is 250 to 300 words, but can be altered to meet the needs of students.

The **Victim’s impact statement** is to include the following information:

- Location and date of event
- Name, age and gender of the victim
- Identification of the risk-taking behaviour that led to the tragedy
- Explanation how you and your family have been impacted by this tragedy

Assessment of the **Victim impact statement** is based on the following criteria:

- Content
- Organization
- Language
- Structure

Detailed descriptors are included on the **Victim impact statement rubric**.

Suggested timeline:

- Class 1 — Read victim impact statement and class discussion
- Class 2 — Research additional examples if possible
- Class 3 — Rough draft with editing
- Class 4 — Final copy

**Note:** This assignment could also include an oral component if students choose to read their victim impact statement to the class.



## activity 2 — putting yourself in someone’s shoes

### learning plan 3

#### Activity — Victim impact statement

Victim impact statements are powerful, emotional, personal accounts presented by individuals who have been victims of a crime. The purpose of these statements is to communicate how an individual’s life has been impacted by tragic circumstances. The *Criminal Code of Canada* recognizes the victim’s right to make such a statement in a court of law and also considers the account in sentencing in cases of conviction. Most importantly, victim impact statements give voice to those who often have had little control over heartbreaking events. This assignment will provide you with the opportunity to look at the impact that risk-taking behaviour has on innocent individuals. You’ll also have the opportunity to personalize the tragic impact of risk-taking behaviour.

#### Assignment:

The length of the assignment is 250 to 300 words and is to include the following information:

- Location and date of event
- Name, age and gender of the victim
- Identification of the risk-taking behaviour that led to the tragedy
- Identify how this tragedy has impacted you and your family

#### Assessment:

Assessment of the **Victim impact statement** is based on content, organization, language and structure. Detailed descriptors are included in the **Victim impact statement rubric**.

#### Suggested timeline:

**Class 1** — Read through the **Victim impact statement** example. What are the key features? How does the author make his point? How do you connect with the impact that the event has had on the victim’s life?

**Class 2** — Research additional examples if possible

**Class 3** — Work on rough draft

**Class 4** — Revise and submit final copy



## activity 2 – putting yourself in someone’s shoes

### learning plan 3

#### Notes:

Janice Harris Lord (2003) and Mothers Against Drunk Driving (MADD) produced *Your victim impact statement* to support victims of drinking-related crashes. Lord offers the following advice in constructing a well-written victim impact statement:

- Write simply and descriptively. While no one can understand exactly what you’re feeling, you can help others identify with your loss by using words that evoke feeling. Your words will help others understand your experience.
- Write in short sentences and short paragraphs. Leave space between paragraphs.
- Ask someone to check your draft for spelling and grammar before you write your final statement
- Don’t vent your anger. The goal is to express hurt and pain, not to blame. Unsuitable language will diminish the effectiveness of your statement.
- Don’t write anything that’s not true

### Victim impact statement example

#### Victim Impact Statement

— made by the brother of Vina Coronado

January 25, 1998

I have to muster a great deal of courage before I can start to write this victim impact statement. The feeling of anger, depression and sorrow that I have been constantly trying to suppress from that tragic day Vida was taken away from us, have come to dominate my life once again. This man who stole life from our Vida. He sowed the seeds of bitterness and anger in our minds and hearts. He has devastated our lives.

Vida was killed because someone made several “Wrong Choices.” He chose to steal that black Pontiac Firebird. Then he chose to go through a chase with the police rather than stop. The last choice he made, that of going through a red light, altered our lives. The wrong choices he took made my mother, her children, her children’s children, our extended family and friends victims of a crime.

Allow me to tell you something about my sister. Vida is the youngest of four children. She is our only sister, the beauty among the beasts. In 1989, my wife and I decided to give Vida an opportunity to come to this beautiful country as an immigrant. We sponsored my Mom and Dad and little Vida. They arrived in June of 1992.

My sister was a very devoted daughter. She took the responsibility of taking care of Mom and Dad. In early 1993, she joined the staff of the Hotel Georgia. She worked for housekeeping as a laundry person, a server for the banquets department and a bus person at the restaurant. She made a lot of friends at the Georgia. In August of 1994, Vida joined our team at Sheraton Wall Centre Hotel. We worked together in the accounting department. We would car pool to work every day. Just like at the Georgia, she touched the hearts and lives of so many people at the Wall Centre. The whole hotel literally mourns for her. I wish she knew how many people loved her.

The death of my sister left a feeling of emptiness in my heart, in many people’s hearts. I miss her so much. I often daydream that she is still with us. Sometimes I find myself staring out my window at 7 o’clock in the morning while drinking my first cup of coffee in the hope that I will see her in her car waiting for me.

At work people freely talk about her as though she is still there. It does comfort me, but every time I see her desk, and she is no longer there, it pains me. Every time I feel this pain, it brings about a feeling of hate for this person who killed my sister. Every time I see a Pontiac Firebird on the street, I see

this person’s face flash in front of me. Whenever I can, I always avoid passing through the intersection where my sister was killed. Every time I pass there I see the person’s face in my mind. Then I see myself ramming him with the vehicle I am driving. I know I am not capable of doing the things that go on in my mind. I often ask myself what I will do if I bump into this person on the street. To this day I don’t know the answer and I pray I don’t bump into this guy ever...

No amount of jail sentence can bring my sister back, therefore no amount of jail sentence can be good enough. This person took away the life of another person. I do not know what the justifiable sentence is. Today we can set a precedent. Your Honour, we pray that you will be enlightened and prompted to do what is right and that you will be given the courage to change what you can change. Thank you.



# activity 2 — putting yourself in someone’s shoes

## learning plan 3

### 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.

# learning plan 4



## Assertive communication

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### Inquiry question

What can you do to take responsibility for yourself? How can you assertively protect yourself?

### Assessment

Students will be able to:

- Use refusal skills in the context of the role-play scenario
- Participate in role play
- Conduct a reflective consideration of role-play scenario
- Participate in group discussions
- Participate in a talking circle
- Demonstrate active listening

## Activity 1 — Making positive decisions

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### Time requirement

This activity will take approximately three sessions to complete.

**Purpose:** To allow students to engage their ability to think creatively through role play. By doing so, it's the intent that students will be able to establish stronger connections to the personal impact of their decisions relating to road safety. Students also have an opportunity to practise skills that will aid them in making positive decisions.

### The right of refusal

Review the [Refusal skills handout](#) on pages 120 and 121. Ask students to generate other plausible techniques.

Divide students into six groups, two for each of the three role-play scenarios provided. The size of each group should be determined by the number of characters required to act out the role play. For the scenarios in which there are only two or three characters, it will help to have more members in the group than there are characters in the scene. This will allow those groups to have one or more members exclusively devoted to the tasks of directing or scripting. In the scenarios calling for a larger cast, one of the minor characters can perform these functions.

Give each group a scenario that's appropriate to the size of their group. Ask group members to use this to develop a role play lasting no more than four minutes. Explain that groups are to develop their presentation using the situation and the character motivations provided. Encourage only minimal use of props (for example, chairs). Challenge students to refrain in their presentations from telling their audience what motivations underlie the actions they take. They should rather remain "in character", using words and actions to communicate the situation/motivations as faithfully and realistically as possible. Provide time for students to work up their presentations (either in the class, or as homework).



## activity 1 — making positive decisions

### learning plan 4

Have students present their scenes for the rest of the class. When students present their role plays, consider the extent to which they:

- Provide a plausible interpretation of their scene
- Create an interaction that bears an evident relationship to the motivations they have been given for their individual characters
- Demonstrate an awareness of the importance and nature of assertive communication, either by demonstrating it or by showing what happens when it isn't applied
- Communicate effectively with their classmates who are their audience

When students discuss the role plays, consider the extent to which they:

- Can clearly characterize the conflict in the situation they have witnessed
- Demonstrate insight into the motivations of characters in the situation
- Can identify specific behaviours or words that exacerbate (or contribute to resolving) conflict in the situations
- Are able to suggest constructive alternatives or resolutions to the conflicts

**Note:** No formal assessment has been included for the role play. The intent here is to allow students an opportunity to consider what they have learned and use the performance as a tool for critical reflection prior to completing the **Final reflection** assignment.

Ask students to complete the Final reflection. Encourage them to review the **One-minute** papers from Learning Plan 1 to evaluate what they knew versus what they now know.



## activity 1 — making positive decisions

### learning plan 4

#### Role-play scenario #1

Two young people are being given a ride home by an adult (an older cousin of one of the students). The driver speeds; the cousin's friend wants out.

#### Character motivations

Driver:

- Wants to impress the younger kids, and show what his “performance” car can do

Younger cousin:

- Wants to avoid conflict; wants to get home without waiting for a bus or without walking; wants to remain friends with the friend

Cousin's friend:

- Is afraid of the unsafe behaviour of the driver; has been advised not to walk home alone; sometimes gets motion sickness

#### Points to consider

- What conflicting goals do each of these characters have?
- Is your dialogue realistic?
- Is there a better way for the conflicts to be resolved than the way your characters dealt with this situation?
- How can a 14-year-old respectfully communicate personal refusal to an older person?
- Are there any policies in your school that would have helped solve this problem? Should there be?



## activity 1 — making positive decisions

### learning plan 4

#### Role-play scenario #2

After hanging out at a friend's house, the parent who has just gotten home offers a ride home. Once in the vehicle, the young people notice several empty beer cans on the floor of the car and the strong smell of alcohol.

#### Character motivations

Parent:

- Wants to help out by giving a ride home but has been drinking. He or she insists that he or she has only had a few and is able to drive

Son/daughter:

- Is embarrassed and unsure of what to do

Friend:

- Wants to get out of the car but doesn't want to offend anyone

#### Points to consider

- What conflicting goals do each of these characters have?
- Is your dialogue realistic?
- Is there a better way for the conflicts to be resolved than the way your characters dealt with this situation?
- How can a 14-year-old respectfully communicate personal refusal to an adult?
- Are there any policies in your school that would have helped solve this problem? Should there be?

### Role-play scenario #3

During a school dance, two 14-year-old friends in a washroom are discussing the offer of a ride home that one of them has received from an older acquaintance, who enters into the washroom and joins in the conversation at some point.

#### Character motivations

Friend who received offer:

- Likes the driver and wants to accept; enjoys the prestige of having been asked; is suspicious of friend's motives for trying to dissuade him or her from accepting the offer

Other friend:

- Is concerned about the safety of the friend; believes the older "friend" might not be a safe companion (especially because of possible driving and drinking/ consumption of drugs); has a drinking parent

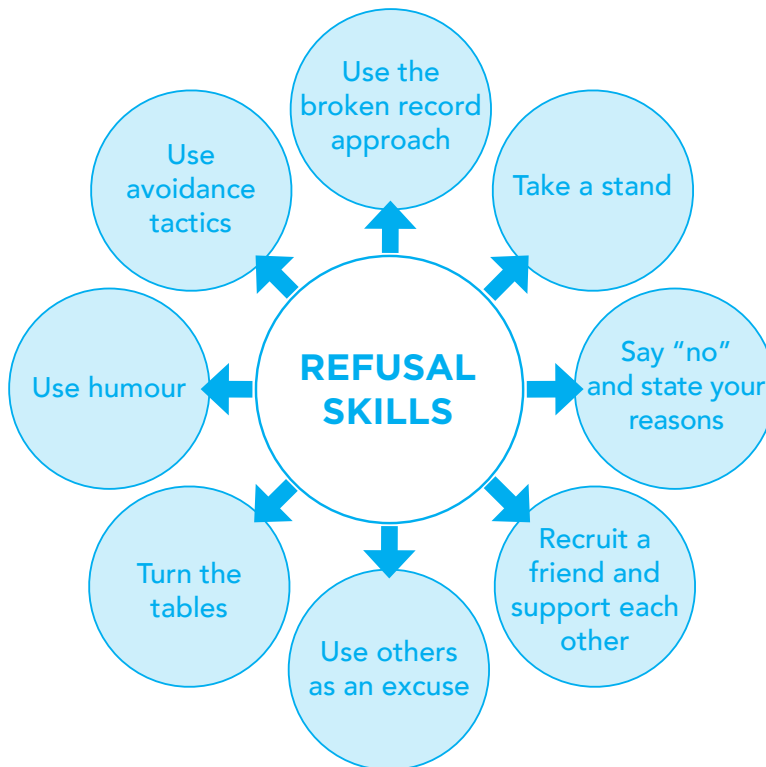
Older acquaintance:

- Wants to impress the younger students; wants to be included with some friends
- Has been drinking or doing drugs, but has consumed what he or she thinks to be a small amount, and therefore assumes it's safe to drive

#### Points to consider

- What conflicting goals do each of these characters have?
- Is your dialogue realistic?
- Is there a better way for the conflicts to be resolved than the way your characters dealt with this situation?
- How can a 14-year-old respectfully communicate personal refusal to an older acquaintance?
- Are there any policies in your school that would have helped solve this problem? Should there be?

### Refusal skills



- **Use the broken record approach:** Simply say "no" or "no way" in a strong, assertive manner and repeat several times if necessary. You don't owe anyone an explanation.
- State your position and **take a stand** (for example, "I've made a decision and have a right to my opinion")
- **Say "no" and state your reasons** (for example, "I don't like the feeling"). Make sure your excuse is accurate if it applies to health risks (for example, "I'm allergic to that" or "I'm on medication that doesn't mix with it").
- **Say "no" and add reasons** why the other person shouldn't do it either (for example, "You know it's not good for you"). Sometimes the best defence is a good offence.
- **Recruit a friend and support each other** in not giving in to negative peer pressure. "No, Ravi and I have both agreed (or have a bet) not to drink tonight."
- **Use others as an excuse** (for example, "I promised my boyfriend I wouldn't smoke", "My mom can always tell when I've been smoking")
- **Turn the tables** and ask, "Why are you pressuring me?"



## activity 1 — making positive decisions

### learning plan 4

- **Agree with the person who's calling you names** (for example, "Yeah, I am a chicken and I'm not risking my health to smoke", or "Sure, I'm a wimp — too wimpy to want to get killed in a drunken car crash")
- **Use humour** to defuse the situation (for example, "No way, I turn into a werewolf if I drink")
- **Suggest other alternatives** for the use of time and money (for example, "Rather than go to that party, let's catch that movie we've been wanting to see")
- **Use avoidance tactics.** Either delay your decision (for example, "Not now, maybe later" and then leave the situation or change the subject)
- **Identify and correct false arguments** (for example, "That's not true, I know that smoking causes pollution and I'm an environmentalist")



## Activity 2 — Speaking to communicate

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### Time requirement

This activity will take approximately one session to complete.

### Reflect, connect

From Learning Plan 1, have the students revisit their personal pledge and list of things they cited that they could do specifically to be a good role model, to take action, to volunteer.

### Experience — Speaking to communicate

Explain to students that a talking circle is used with some First Peoples to create a safe environment in which participants can share their point of view with others. It is an opportunity to learn to listen and respect the views of others. The intention is to open hearts to understand and connect with one another.

Have the students sit in a circle. The circle represents completeness. Place an object (e.g. feather, stick, rock) in the middle of the circle. Explain the rules:

- Everyone's contribution is equally important
- State what you feel or believe starting with 'I statements', e.g., 'I feel ...'
- All comments must be addressed directly to the question or the issue, not to comments that another person has made
- When a person has the talking object, it is their turn to share thoughts, without interruption, and others have the responsibility to listen
- The object is then passed to the next person in a clockwise direction
- If someone does not want to speak, they pass the object to the next person

Explain that the unit has been about identifying hazards, being aware and taking responsibility for their own road safety and for the safety of others. To begin, ask students to consider what "I used to think..." to explain their initial opinions and/or beliefs about road safety. Then, prompt students to think about how their thinking has shifted, starting with "But now, I think..."



## activity 2 – speaking to communicate

### learning plan 4

Give the object to a student who is comfortable speaking to a group. Ask that student to share experiences about what they learned about road hazards and their responsibility to minimize risks. Do they have an experience to share? Have the student share “I used to think, but now I think” and elaborate on why their thinking has changed. Anyone who doesn’t want to speak can simply pass the object to the next person. Students should continue passing the object until each person has had a chance to speak.

## Activity 3 — Final reflection

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### Time requirement

This activity will take approximately one session to complete.

### Reflective writing

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.

Guiding questions: In light of what you've learned, respond to the following questions:

1. What is responsibility?
2. Why choose to be responsible?
3. What are your legal, social and community responsibilities relating to road safety?
4. What are the possible legal, social and community implications of your actions relating to road safety?
5. What were some of the most important/beneficial aspect of this unit? How can you apply what you learned?
6. What are two to three things you could do differently to improve?

### Personal Pledge

Revisit the personal pledge from Learning Plan 1 and update it.



# activity 3 – final reflection

## learning plan 4

### 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.

