road safety learning resources: teacher's manual

Grade 3

ICBC

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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 This material may be oversimplified, out of date, inapplicable, incomplete or incorrect.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. In particular, we acknowledge the work done by Sandy Hirtz (Writer) and Ted Couling (Illustrator).

table of contents

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 3 Applied Skills and Technology, Arts Education, English Language Arts, Science, Mathematics, Physical and Health Education, and Career Education. It consists of cross-curricular learning plans focusing on traffic safety and the importance of obeying traffic safety rules because they reduce the risk of injury.

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.

Resource Connections

Applied Design Skills and Technology

Big ideas: Skills can be developed through play. Designs grow out of natural curiosity.

Learning Standards

Curricular Competencies	Content
Students are expected to be able to do the following: **Applied Design** *Ideating* • Identify needs and opportunities for designing, through exploration • Generate ideas from their experiences and interests • Add to others' ideas • Choose an idea to pursue *Making* • Choose tools and materials • Make a product using known procedures or through modelling of others • Use trial and error to make changes, solve problems or incorporate new ideas from self or others	*Students are expected to use the learning standards for Curricular Competencies from Applied Design, Skills, and Technologies K–3 in combination with grade-level content from other areas of learning in cross-curricular activities to develop foundational mindsets and skills in design thinking and making.*

Career Education

Big ideas: Strong communities are the result of being connected to family and community and working together toward common goals. Everything we learn helps us to develop skills.

Learning Standards

Curricular Competencies	Content
Students are expected to be able to do the following: • Identify and appreciate their personal attributes, skills, interests and accomplishments • Recognize the importance of positive relationships in their lives • Share ideas, information, personal feelings and knowledge with others • Work respectfully and constructively with others to achieve common goals • Recognize the importance of learning in their lives and future careers • Set and achieve realistic learning goals for themselves • Identify and appreciate the roles and responsibilities of people in their schools, families and communities • Demonstrate effective work habits and organizational skills appropriate to their level of development • Recognize the basic skills required in a variety of jobs in the community	*Students are expected to know the following:* **Personal Development** • Goal-setting strategies • Risk-taking and its role in self-exploration **Connections to Community** • Cultural and social awareness • Roles and responsibilities at home, at school and in the local community • Jobs in the local community

Arts Education

Big ideas: The mind and body work together when creating works of art. Creative experiences involve an interplay between exploration, inquiry and purposeful choice.

Learning Standards

Curricular Competencies	Content
Students will be able to use creative processes for: **Exploring and creating** • Choose elements, processes, materials, movements, technologies, tools, techniques and environments of the arts • Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation and purposeful play • Explore identity, place, culture and belonging through arts experiences • Explore relationships among cultures, communities and the arts **Reasoning and reflecting** • Reflect on creative processes and make connections to personal experiences • Connect knowledge and skills from other areas of learning in planning, creating and interpreting works for art **Communicating and documenting** • Apply learned skills, understandings and processes in new contexts • Interpret and communicate ideas using symbolism in the arts • Express feelings, ideas and experiences in creative ways • Experience, document and share creative works in a variety of ways • Demonstrate increasingly sophisticated application and/or engagement of curricular content	*Students are expected to know the following:* • Elements in the arts, including but not limited to: – Visual arts: elements of design: line, shape, space, texture, colour, form; principles of design: pattern, repetition, rhythm, contrast, emphasis • Processes, materials, technologies, tools and techniques to support arts activities • A variety of dramatic forms • Symbolism as ways of creating and representing meaning • Personal and collective responsibility associated with creating, experiencing or sharing in a safe learning environment

English Language Arts

Big ideas: Stories and other texts help us learn about ourselves and our families. Stories and other texts can be shared through pictures and words. Through listening and speaking, we connect with others and share our world.

Learning Standards

Curricular Competencies	Content
Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to: **Comprehend and connect (reading, listening, viewing)** • Read fluently at grade level • Use sources of information and prior knowledge to create meaning • Make connections between ideas from a variety of sources and prior knowledge to build understanding • Use developmentally appropriate reading, listening and viewing strategies to create meaning • Recognize how different texts reflect different purposes • Engage actively as listeners, viewers and readers, as appropriate, to develop understanding of self, identity and community • Explain the role that story plays in personal, family and community identity • Use personal experience and knowledge to connect to text and make meaning • Recognize the structure and elements of story • Show awareness of how story in First Peoples' cultures connects people to family and community • Develop awareness of how story in First Peoples' cultures connects people to land	*Students are expected to know the following:* **Story/text** • Elements of story • Functions and genres of stories and other texts • Text features • literary elements and devices **Strategies and processes** • Reading strategies • Oral language strategies • Metacognitive strategies • Writing processes **Language features, structures and conventions** • Features of oral language • Word patterns, word families • Legible handwriting • Sentence structure • Conventions

Learning Standards (continued)

Curricular Competencies	Content
Create and communicate (writing, speaking, representing) • Exchange ideas and perspectives to build shared understanding • Create stories and other texts to deepen awareness of self, family and community • Plan and create a variety of communication forms for different purposes and audiences • Communicate using sentences and most conventions of Canadian spelling, grammar and punctuation • Develop and apply expanding word knowledge • Explore and appreciate aspects of First Peoples' oral traditions • Use oral storytelling processes	

Mathematics

Big ideas: The likelihood of possible outcomes can be examined, compared and interpreted. Standard units are used to describe, measure and compare attributes of objects' shapes.

Learning Standards

Curricular Competencies	Content
Students are expected to do the following: **Reasoning and analyzing** • Use reasoning to explore and make connections • Estimate reasonably • Develop mental math strategies and abilities to make sense of quantities • Use technology to explore mathematics • Model mathematics in contextualized experiences **Understanding and solving** • Develop, demonstrate and apply mathematical understanding through play, inquiry and problem-solving • Visualize to explore mathematical concepts • Develop and use multiple strategies to engage in problem-solving • Engage in problem-solving experiences that are connected to place, story, cultural practices and perspectives relevant to local First Peoples' communities, the local community and other cultures	*Students are expected to know the following:* • Number concepts to 1,000 • Fraction concepts • Addition and subtraction to 1,000 • Addition and subtraction facts to 20 (emerging computational fluency) • Multiplication and division concepts • Increasing and decreasing patterns • Pattern rules using words and numbers, based on concrete experiences • One-step addition and subtraction equations with an unknown number

Learning Standards (continued)

Curricular Competencies	Content
Students are expected to do the following: **Communicating and representing** • Communicate mathematical thinking in many ways • Use mathematical vocabulary and language to contribute to mathematical discussions • Explain and justify mathematical ideas and decisions • Represent mathematical ideas in concrete, pictorial and symbolic forms **Connecting and reflecting** • Reflect on mathematical thinking • Connect mathematical concepts to each other and to other areas and personal interests • Incorporate First Peoples' world views and perspectives to make connections to mathematical concepts	*Students are expected to know the following:* • Measurement, using standard units (linear, mass and capacity) • One-to-one correspondence with bar graphs, pictographs, charts and tables • Likelihood of simulated events, using comparative language

Physical and Health Education

Big ideas: Movement skills and strategies help us learn how to participate in different types of physical activity. Adopting healthy personal practices and safety strategies protects others and ourselves.

Learning Standards

Curricular Competencies	Content
Students are expected to be able to do the following: **Physical literacy** • Develop and apply a variety of fundamental movement skills in a variety of physical activities and environments • Apply a variety of movement concepts and strategies in different physical activities • Develop and demonstrate safety, fair play and leadership in physical activities **Social and community health** • Identify and describe avoidance or assertiveness strategies to use in unsafe and/or uncomfortable situations • Describe and apply strategies for developing and maintaining positive relationships • Explain how participation in outdoor activities supports connections with the community and environment **Mental well-being** • Identify and apply strategies that promote mental well-being • Describe factors that influence mental well-being and self-identity	*Students are expected to know the following:* • Proper technique for fundamental movement skills, including non-locomotor, locomotor and manipulative skills • Movement concepts and strategies • Strategies and skills to use in potentially hazardous, unsafe or abusive situations • Nature and consequences of bullying • Relationship between worries and fears • Factors that influence self-identity

Social Studies

Big ideas: People from diverse cultures and societies share some common experiences and aspects of life.

Learning Standards

Curricular Competencies	Content
Students are expected to be able to do the following: • Use Social Studies inquiry processes and skills to ask questions; gather, interpret and analyze ideas; and communicate findings and decisions • Explain why people, events or places are significant to various individuals and groups (significance) • Ask questions, make inferences and draw conclusions about the content and features of different types of sources (evidence) • Sequence objects, images or events, and explain why some aspects change and others stay the same (continuity and change) • Recognize causes and consequences of events, decisions or developments (cause and consequence) • Explain why people's beliefs, values, world views, experiences and roles give them different perspectives on people, places, issues or events (perspective) • Make value judgments about events, decisions or actions, and suggest lessons that can be learned (ethical judgment)	*Students are expected to know the following:* • Cultural characteristics and ways of life of local First Peoples and global Indigenous peoples • Aspects of life shared by and common to peoples and cultures • Oral history, traditional stories and artifacts as evidence about past First Peoples' cultures • Relationship between humans and their environment

unit 1
traffic safety

Determining prior knowledge

Time requirement

This learning plan will take one session to complete.

Inquiry question

What do I already know about hazards and potentially unsafe situations in relation to traffic safety? What do I know about being a safe in traffic? What do I know about taking risks?

Learning objectives

Students will:

- Determine what they already know about traffic safety
- Identify when and why they or someone they know has not followed a traffic safety rule
- Conduct a self-assessment/self-reflection

Reflect and connect

Ask students about what they know about traffic safety. Begin a short discussion about the following situations requiring different types of road safety awareness:

- On the sidewalk and when crossing the street

Ask the class what might be dangerous about the street as a pedestrian.

Discuss why signs, signals and laws are needed to keep pedestrians safe while they are walking:

- Brainstorm with the class traffic safety rules the students already know — ask if anyone remembers these skills differently (for example, look both ways versus look all ways)
- Ask students if they know the rationale (the "why") behind each safety practice

Ask students if they know which of these road safety rules are guidelines, and which are actual laws:

- Guidelines: walk with an adult, walk on the inside of the sidewalk, etc.
- Laws: cross at a crosswalk or corner, and so on

Self-assessment/self-reflection

Have students write a short reflective writing piece about an experience where they, or someone they know, were not safe in traffic.

- Summarize the experience
- Why were they not safe?
- How did the experience make them feel?
- What were the possible consequences?
- What would they do differently next time?

Grandma on the Move

Award-winning children's entertainers Will Stroet and Charlotte Diamond wrote the *Grandma on the Move* song to inspire safe, courteous and mindful road behaviour.

- Available on Spotify (4:19 min.)
- Download the colouring and activity book PDF file (6.7 MB)

Word wall

Time requirement

This learning plan will take one session to complete.

Inquiry question

How can I develop my traffic sense vocabulary and use it in reflective writing?

Learning objectives

Students will:

- Use the words on the word wall to compose a reflective writing piece
- Recognize words on the word wall
- Participate in games to develop traffic safety vocabulary
- See patterns and relationship in words, thus building phonics and spelling skills
- Conduct a self-assessment/self-reflection

Materials and resources

- *Traffic sign words and images* on page 18
- Cards to write words for the word wall

Explore

To encourage vocabulary development and reinforce language skills, have students help you create a word wall with pictures and names of traffic signs. The word wall can be as simple or as complex as you want. For the simplest word wall, use a sentence strip pocket chart where you can cut the words to size and slip them into the pockets. If there is no board space or wall space available, hang a clothesline across the room and clothespin the words to the line.

Experience

Brainstorm words to add to the wall. Example words: pedestrian, children, road, safety, middle, driver, eye contact, sidewalk. As you place the words on the word wall, discuss:

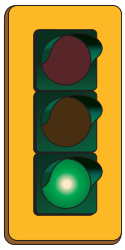
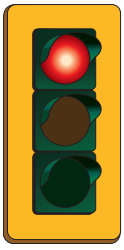
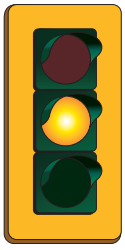
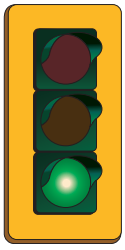
- Is each sign the same colour?
- Is each sign the same shape?
- Think of other signs in the neighbourhood that could go on the word wall

Read the word wall with the class.

- Use the word bank vocabulary in a spelling quiz or charades game
- Play the game "I'm thinking of a word that starts with 't'..." — "Who can find the word?"

Self-assessment/self-reflection

Have the students compose a reflective writing piece using words from the word wall about an experience where they did not feel safe in traffic.

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

Signs and signals

Time requirement

This learning plan will take one session to complete.

Inquiry question

What do the signs and signals on the road mean? Why is knowing their meaning important to me?

Learning objectives

Students will:

- Identify the three ways to read a sign: shape, colour, message
- Choose the correct colour for the signs
- Identify the meaning behind various colours and shapes of signs
- Explain the difference between a regulation and a warning

Materials and resources

- *Signs and signals* colour version on page 23
- For each student:
  - *Signs and signals* activity sheet (black and white) on page 22
  - Glue or tape and scissors
  - *Signs and signals' blank template* activity sheet on page 21

Explore, reflect and connect

Discuss the signals on the worksheet. Add the signals to the word wall.

- Ask students to describe what the signals mean, and the appropriate action for each signal
- Ask the question: When does green not mean "go"? (Answer: Pedestrians should not begin walking when the wait signal appears — even if the traffic light shows green.)

- Discuss the responsibilities that they have in obeying these traffic and pedestrian signals. What are the consequences of not following them?
- Do these signals represent something that they have to do, or something that they should do?
- Explain that many of the signs they see are of two categories:
  - A regulation — this is a mandatory condition that must be met
  - A warning — this is something that is recommended but does not have to be done
- Are any of the signals new to them? Identify the railway traffic signal.
- Review the traffic safety rules around railway tracks:
  - Obey all warning signs
  - Anytime is train time. (Be careful at any time of day or night.)
  - Stop before the train tracks
  - Look both ways for a train
  - Listen for a train whistle
  - If a train is coming, wait until it passes
  - When safe to do so, cross quickly and watch where you walk so you do not fall
  - (Train tracks may be uneven, slippery and hazardous)

Experience

- Distribute the *Signs and signals* activity sheet (black and white) on page 22, and have the students cut up the page to separate the signs
- While working at their desks or in small groups, ask students to arrange their signs according to categories or patterns that they see
- Show students the colour version of the *Signs and signals* on page 23 and discuss what each sign means; explain that there are three ways to read a sign — by its shape, by its colour and by its message
- Have students colour in their signs — does this new information make them want to alter their groupings?
- Ask students to discuss how they chose to group the signs
- Distribute the blank 'Signs and signals' activity sheet and have the students glue the signs on the page and circle their groupings
- Add the new images to the word wall

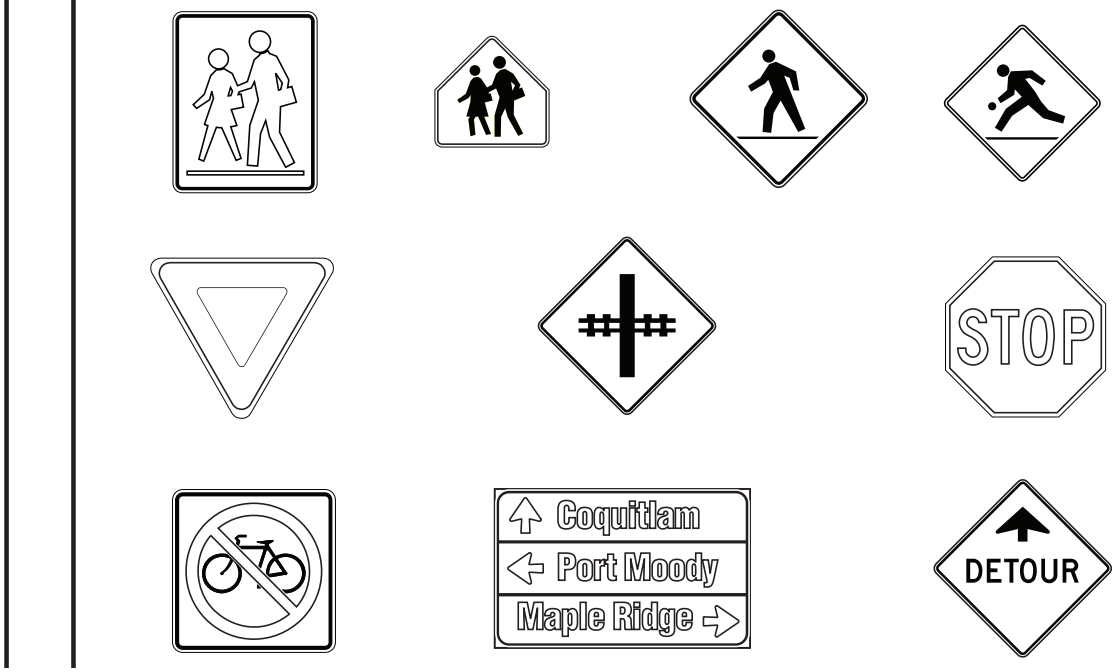
Activity sheet

NAME _____ DATE _____

Activity sheet

NAME _____ DATE _____

signs and signals



Activity sheet

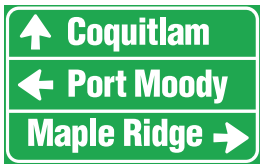
NAME _____ DATE _____

signs and signals







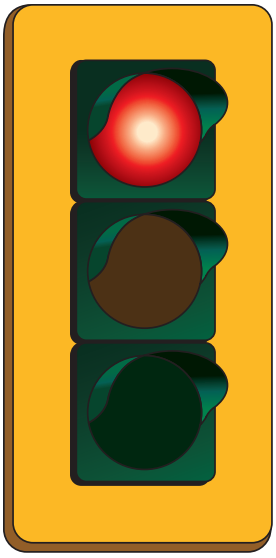



Recognize shapes and patterns, reflect and connect

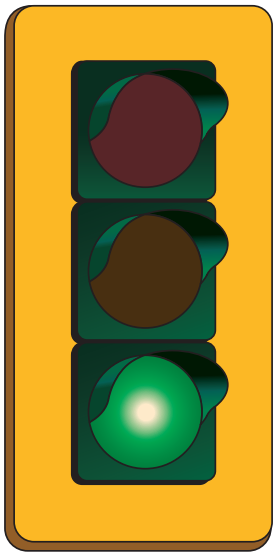
- Ask students to describe the patterns that they recognize in the signs on their sheets
- Can they describe what a rectangle sign means? A diamond sign, an orange sign, a neon yellow sign, a yellow/goldenrod sign?

Play Simon Says

- Use the *traffic signs* on page 25 to play Simon Says — students begin at the back of the classroom and take the appropriate action when the signs are displayed




STOP




30 km/h
8 AM - 5 PM
SCHOOL DAYS

Traffic survey

Time requirement

This learning plan will take two sessions to complete.

Inquiry question

Are vehicles more busy/less busy at different times of the day?
Do vehicles go fast or slow near their home and the school?

Learning objectives

Students will:

- Ask questions and make predictions and share observations orally
- Make and record predictions and observations
- Compare experiment results and share with others
- Conclude and illustrate and write experiment results
- Write a reflection on what they learned

Materials and resources

- *Traffic survey* activity sheet on page 28
- Whiteboard or flip chart

Explore

Ask students what vehicles they often see near their home and near the school. Do they go fast or slow? Ask students if they think that traffic is more heavy/less heavy at different times of the day? What vehicle type do they think is the most common? Record their predictions. Explain to your students that graphs help us to understand and learn from data. We can use graphs to answer questions. On the board, write: 1. Collect data, 2. Organize data, 3. Interpret data.

Experiment

1. Collect data.
   - Go into the schoolyard to a safe area to watch traffic go by; using a traffic survey worksheet, students are to use tally marks to record the traffic they see
   - Do this activity twice — once in the middle of the day and once at the end of the day
2. Organize data.
   - Compare the results with the predictions. Was the traffic more busy/less busy or the same at different times of the day? Which vehicle did they see the most of?
   - Use a graph to chart/visually represent the number of vehicles they saw at the different times of day
3. Interpret data.

Self-assessment/self-reflection

Have the students compose a reflective writing piece using words from the word wall about what they learned about traffic near their home and near the school.

Activity sheet — Traffic survey

Use tally marks to record the traffic you see driving on the road.

 Cars	
 Buses	
 Trucks	
 Vans	
 Bicycles	
 Motorcycles	

Wheels and axles

Time requirement

This learning plan will take two sessions to complete.

Inquiry question

How do the wheel and axle work as a simple machine?

Learning objectives

Students will be able to:

- Explain how the wheel and axle work as a simple machine
- Identify objects that use the wheel and axle

Materials and resources

- Doorknob
- Playdough
- Rolling pin
- Toy car
- Pinwheel instructions

Vocabulary for the word wall

- Simple machine
- Wheel
- Axle
- Pinwheel

Inquiry

Introduce the topic by telling your class that a simple machine is a device that can change the direction or strength of force. There are six simple machines that people can use to move objects.

Reflect and connect

In ancient Greece, a scientist named Archimedes came up with the idea that there are simple machines which can be used to make work easier. These machines could change the direction of movement and could lessen the amount of work needed for moving things. Later, scientists and artists like Galileo and da Vinci advanced this idea and came up with the six simple machines we have today: pulley, screw, wheel and axle, lever, wedge and inclined plane. Almost all modern machines use one or more of these six simple machines.

Explore

- Activate students' prior knowledge with a question about items with wheels. For example, ask: What do a bicycle, skateboard, stroller, wheelchair, and car have in common?
- After the class points out that all of these machines have wheels, ask questions about how wheels work. For example: How do the wheels cause movement? Explain that wheels help things move by rolling.

Demonstration

- Distribute small toy cars that have wheels joined by axles to groups of students. Start a discussion with some questions about the toy car mechanics, such as: How do these toy cars move? How are the wheels on each side of the car joined to each other?
- Have a student point to the rod that holds the two wheels together — explain that the bar that joins two wheels is called an axle
- Tell students that they will be learning about wheels and axles
- Hold up the doorknob, explaining that it is an everyday example of a wheel and axle
- Challenge the students to help you identify the wheel and axle in the doorknob — listen as different students call out their guesses
- Tell students that the knob that turns is the wheel; the inner rod that is attached to the knob is the axle
- Demonstrate how the wheel and axle works by turning the knob (wheel) — that turns the inner rod (axle) and moves the latch, to open the door

Guided practice

- Set up activity stations with playdough and a rolling pin
- Let students practise flattening the dough with the pin
- Guide them to express these understandings: The rolling pin is a wheel and axle. When you push on the handles (the axle) the wheel turns and flattens out the dough.
- Challenge students to think of other common machines that have one wheel like the rolling pin; great examples include a wheelbarrow, a top, and a playground merry-go-round

Question, investigate, explore and experiment

A wheel and axle is a simple machine made up of a wheel attached to a bar or rod called an axle. By turning one, the other also turns. A wheel and axle is used to move things, or change the power, speed or direction of movement.

- Have students draw at least three things that use a wheel and axle system to move (e.g., bicycles, skateboards, scooters, inline skates)
- Have students make a pinwheel — blow on it to make the wheel turn

Make a pin-wheel: https://www.wikihow.com/Make-a-Pinwheel

Slow down!

Time requirement

This learning plan will take two sessions to complete.

Inquiry question

Why does speed mean danger, danger, danger?

Learning objectives

Students will:

- Be able to travel at slow, medium and fast speeds while moving to a rhythm or beat
- Identify speed limit traffic signs
- Explain the importance of limiting speed in school zones, near playgrounds and in town
- Identify signs and signals and their meaning
- Review signs and signals
- Write a self-reflection

Materials and resources

- Small hoop or rings (anything that can be a steering wheel)
- Cones or markers
- Music that alternates between a very slow tempo, a medium tempo and a very fast tempo
- Images of school zone speed limit, in-town speed limit and highway speed limit on page 33
- Bingo card


MAXIMUM
50
km/h


MAXIMUM
70
km/h


30 km/h
8 AM - 5 PM
SCHOOL DAYS


MAXIMUM
30
km/h

Reflect and connect

Lead a discussion about traffic on the road, moving slow versus fast, which side of the road is used for passing, and spacing between vehicles. Review the concepts of fast, medium and slow speeds. When do vehicles go fast and when do they go slow?

In Canada, we measure speed on the road in kilometres per hour. Ask if anyone knows the speed limits for vehicles. What is the speed limit for trains? (Answer: 100 kilometres/hour.) Are vehicles allowed to go the same speed on every road? Explain that vehicles are to go slow (30 kilometres/hour) in school zones, and can go fast (100 kilometres/hour) on the highway and medium-fast (50 kilometres/hour) in town.

- Show the speed limit signs and add them to the word wall

Questions

- How fast is 100 kilometres/hour? It takes about 36 seconds for a train or vehicle to go 1 kilometre; 1 kilometre is 10 football fields or roughly the distance you can walk in 15 minutes.
- How far is it from the school to home? How long does it take you to walk/drive?
- How far do you think a train travelling at 100 kilometres/hour will travel before it stops? Answer: More than 1 kilometre!
- Explain that children are sometimes injured by trains and vehicles — people don't expect the train or vehicle to come that quickly, or they think they can cross the road or tracks before the train or vehicle comes

Explore

- Have the students estimate how far it is from their home to the school. How long does it take them to walk/drive to school?

Experiment with Speed

Physical Education — Danger Zone Game

In this game, students will listen to the music. If the music is slow (school zone) the students will move slow. If the music speeds up (highway) the students can move fast.

- Place the cones or markers in each of the four corners in the gymnasium. Divide the students into teams of four and have them go to one of the cones in the corner. This will be their driveway. Give them a hoop or ring to be a steering wheel.
- When the music starts, everyone pulls out of their driveway (cone area) and drives slowly (walks)

- As the song goes faster, the students can too! If they want to pass anyone, do so on the left. This is just like you are passing on the highway.
- When the music is very fast, the students will be running as fast as they can; the teacher continues to give feedback to students on safe spacing and moving
- Students return their "steering wheels" to their "driveways"

Explore

- Discuss and review the concepts of slow versus fast
- When they were speeding, did they have the same control they had when walking?
- Why is it important for vehicles to go slow in a school zone?
- Why do they think that police officers monitor speed and give speeding tickets to drivers going too fast?
- Why do they think that speed bumps are placed in zones where vehicles should go slow?
- Why is it dangerous for pedestrians if vehicles are speeding?

Physical Education Activity — Train Tag

Designate and identify four train engineers (people who are "it"). Once the train whistle has sounded, the engineers try to gather cars for their train by tagging other. Once tagged, the cars join the train and hold onto the shoulders or hips of the car in front of them. Only the engineer can tag others. All cars must stay connected at all times. Continue until everyone is part of an engineer's train.

Physical Education Activity — In the gymnasium or on the playground, play Runaway Train

Have the class lying on the floor or playground, shoulder to shoulder (on back), forming a railroad track. Two students (one on each side of the tracks) roll the ball over the students. The object of the game is to continually have a "train track" (students) available for the "train" (ball). In order for this to happen, students must get up and go to end of line as soon as ball the ball passes over their body.

Challenge: As the students jump up and run to the end of the line, have them follow the lines on the gym floor using their super force

Self-reflection

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 traffic safety. 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.

Unit review

Time requirement

This learning plan will take two sessions to complete.

Inquiry question

What have I learned about traffic safety and my responsibility to myself and others?

Learning objectives

Students will:

- Review what they learned about traffic safety
- Participate in a talking circle
- Conduct a self-assessment/self-reflection

Connect and reflect (you will need a beach ball and strips of paper)

Brainstorm with the class what they learned in this unit and have them turn what they have learned into questions. Write all the questions they brainstorm on pieces of paper and give each student one or two.

Have the students form a large circle. Grab a beach ball and toss it to one of the students. Ask the student one of the brainstormed questions. The student answers the question and then tosses the ball to another student and asks one of the prepared questions. Continue this process as time allows.

Possible questions:

- What is one thing you learned in this unit?
- Why should ….

Activity — Bingo

Use all the signs on the word wall to play bingo. Give students a worksheet with all the road signs used in the unit and a blank bingo card.

- Review the traffic signs and their meanings
- Have students randomly cut 14 signs and signals and place them in the bingo squares
- The teacher will need a complete set of the 14 cut and placed in a container
- To start the game, pull a sign from the container, and call and show the sign
- Have students use a bingo chip to cover the sign if they have it
- Have students call out bingo when they have either a complete horizontal, vertical or diagonal row

Activity sheet

	FREE SPACE	

Talking Circle — Speaking to Communicate

Have students sit in a circle and ask them to identify circles. Wheels are circles, for example. Explain to students that some First People use a "talking circle" to make sure that each person has a turn to share ideas and opinions with the rest of the group. A circle represents completeness. Explain the rules:

- Place an object in the middle of the circle — it is the talking object
- When a person has the talking object, it is their turn to share thoughts, without interruption, and others have the responsibility to listen
- The talking object is then passed to the next person in a clockwise direction
- If someone does not want to speak, they pass the talking object to the next person

Talking circle topic: What is one important thing you learned about being safe in traffic? Why is it important to be aware of traffic?

Self-assessment/self-reflection

Have students write a short reflective writing piece about what they learned about traffic safety and what they learned about their responsibility to keep themselves and others safe from traffic.

Campaign for traffic safety

Time requirement

This learning plan will take two sessions to complete.

Inquiry question

What have I learned about traffic safety and my responsibility to myself and others?

Learning objectives

Students will:

- Write, paint, draw, film or design advertisements that demonstrate an understanding of traffic safety

Reflect and connect

- Discuss and review the concepts of slow versus fast
- What did they learn about speeding in the Beep Beep game? Did they have the same control as they had when walking?
- Why is it important for vehicles to go slow in town and even slower in a school zone and playground zone?
- Why do they think that police officers monitor speed and give speeding tickets to drivers going too fast?

Design, develop, present

Have students write, paint, draw, film or design advertisements about the importance of driving slowly and safely when kids are about. Make a road safety display in the school reception area for parents or create online versions and share them through the school website, email newsletter or social media. You could also invite parents to a special assembly and present your advertisements. You could display the posters in the community.

Extensions

- Invite a police officer to come and talk to the class about speeding
- Go for a short walk around the neighbourhood to record how many signs students can find. Look for signs on school property. Do they follow the same guidelines as the ones in the handouts?
- Note: Signage on school property might be independent of municipal or provincial traffic standards

Feedback and suggestions?

ICBC welcomes your questions, suggestions, and feedback at learningresourcefeedback@icbc.com.

unit 2
pedestrian safety

Determining prior knowledge

Time requirement

This learning plan will take one session to complete.

Inquiry question

What do I already know about hazards and potentially unsafe situations in relation to pedestrian safety? What do I know about being a safe pedestrian? What do I know about taking risks?

Learning objectives

Students will:

- Determine what they already know about pedestrian safety
- Identify when and why they or someone they know has not followed a pedestrian safety rule
- Conduct a self-assessment/self-reflection

Materials and resources

- Whiteboard or flip chart

Explore

- Write the word pedestrian on the flip chart or board; ask students what a pedestrian is
- Write the word safety on the flip chart or board; ask students what safety means
- Ask students to list some of the pedestrian safety rules they are familiar with — record them on a board or flip chart
- What personal connections/experiences can the students relate to pedestrian safety?
- Talk about actions and consequences, for example, "If we don't cross at a crosswalk we could be injured by an oncoming vehicle"
- Explain that you'll be covering a lot of information about pedestrian safety

Reflect and connect

- Ask students to draw a picture of at least one pedestrian safety rule that they already know — have them write the rule

Self-assessment/self-reflection

Have students write a short reflective writing piece about an experience where they, or someone they know, were not a safe pedestrian.

- Summarize the experience
- Why were they not safe?
- How did the experience make them feel?
- What were the possible consequences?
- What would they do differently next time?

Word wall

Time requirement

This learning plan will take one session to complete.

Inquiry question

How can I develop my pedestrian sense vocabulary and use it in reflective writing?

Learning objectives

Students will:

- Use the words on the word wall to compose a reflective writing piece
- Recognize words on the word wall
- Participate in games to develop pedestrian safety vocabulary
- See patterns and relationship in words, thus building phonics and spelling skills
- Conduct a self-assessment/self-reflection

Materials and resources

- Cards to write words for the word wall

Explore

To encourage vocabulary development and reinforce language skill, have students help you create a word wall with road sense words. The word wall can be as simple or as complex as you want. For the simplest word wall, use a sentence strip pocket chart where you can cut the words to size and slip them into the pockets. If there is no board space or wall space available, hang a clothesline across the room and clothespin the words to the line.

Experience

Brainstorm words to add to the wall. Example words: pedestrian, children, road, safety, middle, driver, eye contact, sidewalk.

- Read the word wall with the class
- Use the word bank vocabulary in a spelling quiz or charades game

Self-assessment/self-reflection

Have the students compose a reflective writing piece using words from the word wall about an experience where they as pedestrians did not feel safe.

Sidewalk safety

Time requirement

This learning plan will take one session to complete.

Inquiry question

What super powers do I have that will help me be a safe pedestrian?

Learning objectives

Students will:

- Engage actively as listeners and viewers to develop an understanding of sidewalk and railroad track safety
- Communicate an understanding of the dangers associated with walking on sidewalks, railroad tracks and roads without sidewalks
- Depict an understanding of sidewalk safety skills
- Dramatize sidewalk safety skills
- Actively demonstrate an understanding of boundaries and safe zones through game play

Materials and resources

- *Sidewalk safety* video (3:16 min.)
- *Sidewalk safety* activity sheet on page 51
- *Sharks and adventurers* game sketch on page 53

Watch and listen

Watch the *Sidewalk safety* video (3:16 min.) and discuss the main points that are developed in these scenes.

Synopsis: Tiara introduces three young children to their amazing super powers. In a voice-over, we see two children walk, stop, look and listen, and then safely cross a laneway, as Tiara explains that their super feet can stop wherever there might be danger, their super ears can listen for cars and trucks, and their super eyes can look to see when the way is clear. Put your super powers together, she asks, and what do you have? Stop, look, listen and listen again. Children model safe practices when they are near a curb, crossing the street at a crosswalk and walking where there are no sidewalks. Tiara tells children to imagine that the curb has a super force and invites them to think of curbs as imaginary stop signs. This video shows what to do when children run towards a curb to catch a ball or are called to cross the street between parked cars.

Reflect and connect

Where should you walk on the sidewalk and why?

- Walk with a buddy or a grown-up
- Walk in the middle of the sidewalk — well away from the curb
- Wear bright clothes and reflective tape on jackets or backpacks so that you're visible to drivers; this is especially important at night or on rainy days
- When walking with friends, don't push and shove — spread out so you can all walk safely
- Be courteous to other pedestrians, especially those with walkers, canes, wheelchairs, strollers or younger children
- Be aware of others around you, people on skateboards, on scooters or walking with dogs
- Stay safely away from trucks because truck drivers have limited visibility. They often make wide turns at intersections because they need extra room to turn. Step back from the corner or the curb to leave them room to manoeuvre.

Why should you think of the curb as an imaginary stop sign?

- Think of it as having a secret force and stop
- Never run into the road to chase a ball or a friend — especially between parked cars — as drivers don't expect you to be in the street and won't see you until it may be too late to stop
- Never cross mid-block even if a friend calls to you to cross over; tell your friend you'll meet them at the corner or at a crosswalk
- Think for yourself and make safe choices

What do you do if you're walking where there are no sidewalks?

- Walk on the left-hand side of the road facing traffic so you see oncoming cars and trucks and they see you
- Walk a safe distance from the road away from the traffic
- If you're walking with friends, walk single file — don't fool around or shove each other
- Be aware of ditches and other hazards that might be dangerous

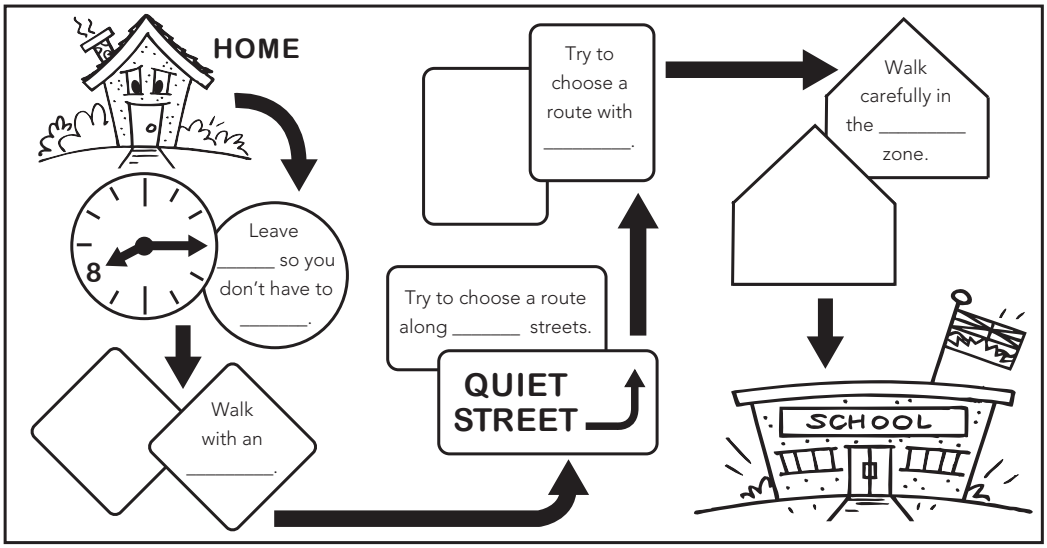
Experience and identify

- Choose five of the road safety rules learned from the video and divide the students into five groups — give each group one rule
- Ask each group to demonstrate their understanding of one of these skills by:
  - Acting out the correct behaviour when following this safety rule
  - Describing a possible consequence if the rule is not followed
  - Writing two or three keywords that relate to this rule and then restating the rule without using these words
- On the *sidewalk safety* activity sheet on page 51, have students identify which of the components is not a sign (for example, the clock is not a sign, but it represents leaving on time so that you don't have to rush)
- Have them choose the correct colour for each sign (the clock can be any colour)

Activity sheet

NAME _____ DATE _____

pedestrian safety



word key:

school	quiet
crosswalks	early
rush	adult

In the gymnasium or on the playground, play Sharks and Adventurers

Create a playing area with three zones: the main playing zone (Ocean), an end zone on one edge of the playing zone (the Beach), and a smaller, square-shaped zone within the playing zone (the Treasure Cave). Place a box somewhere on the Beach (the Treasure Box) and place beanbags inside the Treasure Cave (Treasure pieces).

Explore the Ocean. Have all the students stand inside the Beach. These students are Adventurers. Have the Adventurers explore the Ocean by 'swimming' about the gymnasium. When the teacher shouts "sharks", all the Adventures must run back to the beach (safe zone).

Select two students who will start off as Sharks. Give each Shark a shortened pool noodle to tag adventurers with.

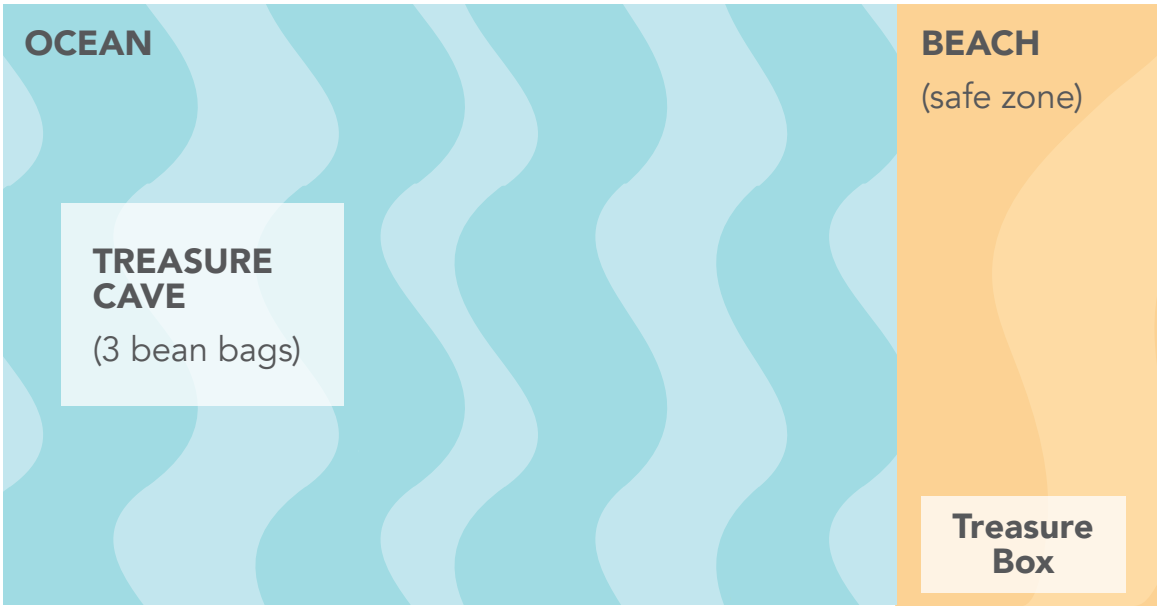
On the teacher's signal, play begins. Adventurers attempt to make their way to the Treasure Cave, take one piece of Treasure, bring it back to the Beach and place it in the Treasure Box. They keep doing so until there is no more Treasure within the Treasure Cave.

Meanwhile, Sharks attempt to tag any Adventurer who steps onto Treasure Island. Sharks cannot tag players who are on the Beach or in the Treasure Cave. If an Adventurer is tagged, they must remain frozen on place. If they were holding onto a piece of Treasure when they were tagged, they must give it to the Shark who tagged them (who will return it to the Treasure Cave).

Frozen players become unfrozen if a fellow Adventurer takes them by the hand and brings them to the Beach. When an Adventurer is being brought to the Beach, both the rescuer and the rescuee cannot be tagged by Sharks.

Play continues until there is no Treasure left in the Treasure Cave or until all of the Adventurers are frozen.

Discuss how the game with safe zones relates to pedestrians on the road. Explain that the beach and cave are safe zones like playgrounds and sidewalks, and the ocean is like the road with all kinds of dangers.


OCEAN
BEACH
(safe zone)
TREASURE CAVE
(3 bean bags)
Treasure Box

Crossing safety

Time requirement

This learning plan will take one session to complete.

Inquiry question

What are the key points to remember when I am crossing a laneway, street corner or crosswalk?

Learning objectives

Students will:

- Participate in discussions about crossing safety
- Identify behaviours that are not safe when crossing the road
- Explore the importance of being visible
- Describe safe practices for leaving a vehicle
- Conduct a self-assessment/self-reflection

Materials and resources

- *Crossing the Street* video (2:44 min.)
- *Crossing safety* activity sheet on page 59
- Will Stroet's *Walk 'n' Roll* song (1:49 in.)
- Wax paper

Watch and listen

Watch *Crossing the Street* video (2:44 min.)

Synopsis: In a series of settings, Tiara, Dante and other children show safe ways to cross the street in a variety of situations — pedestrian-controlled crosswalks, crosswalks with crossing guards, more dangerous multi-lane streets and traffic circles. Information is repeated to reinforce learning.

Discuss the main points of the video. Ask what the children in the video did to ensure that they were using their road safety skills even when they were crossing with a crossing guard. They followed the guard's lead and remained alert and continued thinking for themselves and looked left, looked right, and looked left again

Reflect and connect

What are the key points to remember when you're crossing a laneway, street corner or crosswalk?

- Always stop, look, listen and look again before crossing a laneway or street
- Cross a road where there's a traffic light or a crosswalk, it's safest
- Always cross and hold hands with an adult or an older friend — point out that adults are more familiar with the road rules and can also decide when a situation may be dangerous
- Make eye contact with drivers and cyclists; don't assume that because you can see them, they can see you
- Watch all traffic signals, and wait until all the cars, trucks and bikes have stopped
- While crossing, keep looking left, right and then left again to double-check that oncoming cars and bicycles have seen you and have stopped
- Watch out for cars turning a corner, or entering and exiting a laneway
- Always walk in a straight line, and never run across a street

What do you do at an intersection that has a crossing guard?

- Stop and take a giant step back from the curb, away from traffic
- Look left, right and left again so that you see what the guard sees
- Wait until the crossing guard tells you it's safe to cross
- Watch all traffic signals, and make sure cars have stopped
- Remove headphones and put cellphone away

How do you cross the street that has a pedestrian-controlled crossing?

- At a corner with a traffic light, wait a giant step back from the curb
- Push the button to change the light and wait, but don't assume that a walk signal or green light means that the cars have stopped — you still need to check left, right and then left again
- Before crossing look left, right, and left over your shoulder to check traffic beside and behind you to see if cars coming around the corner have stopped

- Make eye contact with drivers so they see you and you know they've stopped
- Don't walk until all traffic in both directions has stopped — and make eye contact with drivers in each lane to make sure that they've seen you
- Remove headphones and put cellphone away

How do you cross a street with more than one traffic lane going in the same direction?

- Make eye contact and check that drivers in every lane see you and have stopped before you walk
- Always cross and hold hands with an adult or an older friend
- While you're crossing, stop in front of the vehicle in the first lane and check again that approaching vehicles in the second lane see you and have stopped before you walk into that lane
- Don't assume all drivers are paying attention or can see you — just because one driver has stopped, that doesn't mean other drivers will stop too

How do you cross an intersection with a traffic circle?

- Never take shortcuts across a traffic circle — in other words, don't walk diagonally across the intersection
- If you need to get to the furthest corner at a traffic circle, you'll need to walk across both streets — use the same rules for crossing both times

Explore

Write the word "prevent" on the board. Ask students if they know what the word means (add the word to the word wall).

Reflect and connect

- What can you do to try to prevent injuries while walking?
- How can you prevent getting hit by a car when you are crossing the street? (Answer: Look all ways.)
- Why is it important to look all ways?
- What are you looking for?
- What can happen if you're not careful or not looking?
- How do drivers sometimes break the rules and put people in danger? (Answers are likely to include driving too fast, being distracted, drink driving.)
- Does anyone know the speed limit outside our school? Do we think drivers stick to that limit? Are there any signs or road markings that remind drivers the school is here, and that they should drive carefully?

- Does anyone have ideas about how we can encourage drivers to drive more safely in the area? What about persuading parents to drive more safely? (Answers are likely to include posters, ads, letters to parents, talking to our parents.)
- Review: So, we look all ways because…

Explain that these ways to try to prevent incidents are actually road safety skills, and children need to obey these rules because they reduce the risk of injury.

Reflect and connect

Tell students that many times drivers do not see pedestrians. In fact pedestrians are especially difficult to see at night, dawn, dusk and in bad weather. It's important to be visible! Add the word "visible" to the word wall.

Experience

Distribute strips of wax paper and have the students hold them up over their eyes. Have the students pretend that the wax paper is fog or rain, and explain that neither drivers nor pedestrians can see well in bad weather. Ask students to note: Which things are most easily seen through the wax paper? Examples: Light from the window, bright/light colours, etc. Have several students wearing dark and light clothing stand on opposite sides of the classroom. Ask students to look at the students on the opposite sides of the classroom through the wax paper and identify which ones they see more easily.

Explore

- Dooring — getting in and out of a vehicle on the traffic side is extremely dangerous, as drivers are often given no warning that the door is being opened and the child is stepping out into oncoming traffic
- 'Safety door' refers to the rear passenger door closest to the curb and/or away from the flow of traffic

Reflect and connect

- What should (student name) do before opening the door to get in? (Answer: Passengers should check for vehicles coming into the parking spot next to the car on their side, and vehicles next to the car reversing out of the parking spot.)
- What might happen if (student name) opened the door to get out without checking?
- Why don't drivers always see passengers getting in and out of a car? (Answer: A driver will be concentrating on manoeuvring the car into or out of the parking spot.)

Explore

- Distribute "How I use my road safety skills while riding in a car" workbook sheet c7
- Ask students which door the child has entered from (curbside or roadside door)
- Ask students to discuss which is the safer choice and why
- Ask students why it's a good idea to make sure that they have the driver's permission before they unfasten their seatbelt and exit a vehicle
- Have students arrange the steps in the correct order
- Remind students that, if they need to cross the street after getting out of a car, they should walk to the nearest crosswalk or corner, never cross mid-block

Explore

Play the *Walk 'n' Roll* (1:49 min.) song and perform the actions.

Self-reflection

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 traffic safety. 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.

Self-assessment

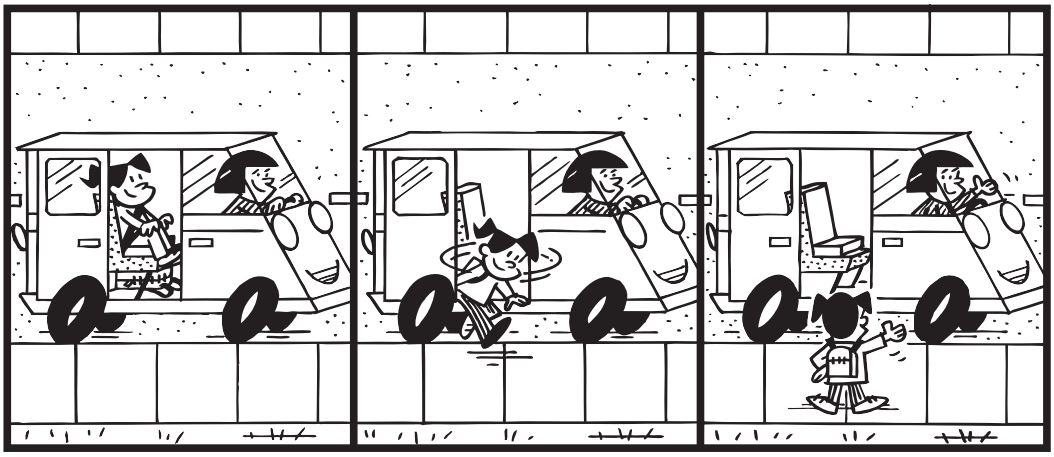
Have the students compose a reflective writing piece using words from the word wall about what they learned about pedestrian safety, pedestrian safety skills and how they can reduce the possibility of injury.

Activity sheet

NAME _____ DATE _____

safely exiting a vehicle

Number the six steps below in the correct order. Parents/caregivers, use the check boxes to see how many of the six steps your child uses when safely exiting your vehicle.



Guidelines for using your vehicle smarts:

- ☐ _____ Check to make sure the coast is clear (pedestrians, skateboarders, or vehicles, if in a parking lot).
- ☐ _____ Check with the driver for permission to get out.
- ☐ _____ Wait for an adult for instructions before walking away.
- ☐ _____ Wait until the vehicle has stopped (and is in Park).
- ☐ _____ Unfasten your seatbelt and make sure it returns to its proper place.
- ☐ _____ Exit the vehicle on the side away from traffic — onto the sidewalk or road's edge.

Activity — *Walk 'n' Roll* (1:49 min.)

Play the Walk 'n' Roll song. Have the children sing and perform the actions

Walk 'n' Roll (1:47)	Accompaning actions
Chorus: Walk the talk, talk the walk Talk the talk, and walk the walk	*Marching on the spot*
Wear something bright	*Same as above*
Look left and look right	*STOP marching* *look left, look right*
Wait for the light	*Raise hand in front (for example, halt)*
Make sure you're in the driver's eyesight	*Hands overtop eyebrows* *(for example, peering into distance)*
Chorus	*Marching on the spot*
Please don't jaywalk	*Both arms outstretched (for example, to hold back your neighbour from stepping forward)*
Go to a crosswalk	*Same as above*
Hold my hand tight	*Reach out a hand (for example, as if you were holding your parent's hand)*
We'll wait for the crossing light	*Same as above*
Left, right Left, right and Left and right	*Look left, look right (repeat)*
Listen to my song You might think it's rock 'n' roll But it ain't rock 'n' roll Baby this is walk 'n' roll	*Play air guitar*
Chorus	*Marching on the spot*
Tell me what do you see	*Hands overtop eyebrows* *(for example, peering into distance)*
And what do you hear	*Both hands cupped over ears*
Use your common sense	*Tap forehead and nod*
Make sure that the coast is clear	*Look left, look right*
Chorus	*Marching on the spot*
Wear something bright	*Look left, look right*
Look left and look right	*Same as above* *(add marching on the spot, if you wish)*
Wait for the light	*STOP marching* *raise hands in front (for example, halt)*
Make sure you're in the driver's eyesight	*Hands overtop eyebrows* *(for example, peering into distance)*

Safe route to school

Time requirement

This learning plan will take three sessions to complete.

Inquiry question

How can I use planning to reduce risk?

Learning objectives

Students will:

- Plan a journey to school as a means of reducing risk
- Identify cardinal points (north, south, east and west) and use them on a map
- Engage in problem-solving to help find the best route from home to school
- Identify key locations in the neighbourhood
- Create a map of the neighbourhood

Materials and resources

- Whiteboard or flip chart
- *Safe route to school — no sidewalks* activity sheet on page 63
- *Safe route to school — railway safety* activity sheet on page 64
- *Safe route to school* activity sheet on page 66

Reflect and connect

Discuss walking along roads without sidewalks. Consider beginning with student pairs sharing their ideas before discussing as a class:

- Young children should be with an adult
- Wear bright and/or reflective clothing and be especially careful in foggy, rainy, snowy or dark conditions
- Don't walk on the roadway

- Walk on the left-hand side of the road to see and be seen by, drivers
- Walk in single file — don't fool around or shove
- Stay far away from trucks and stand well back when waiting to cross at a corner or crosswalk
- Be aware of ditches and other hazards

Explore

Distribute *Safe route to school — no sidewalks* activity sheet on page 63

- Have students draw themselves into the picture following the guidelines listed above
- Can they identify one regulation and one warning in this scenario?

Discuss safety near railway tracks and crossings:

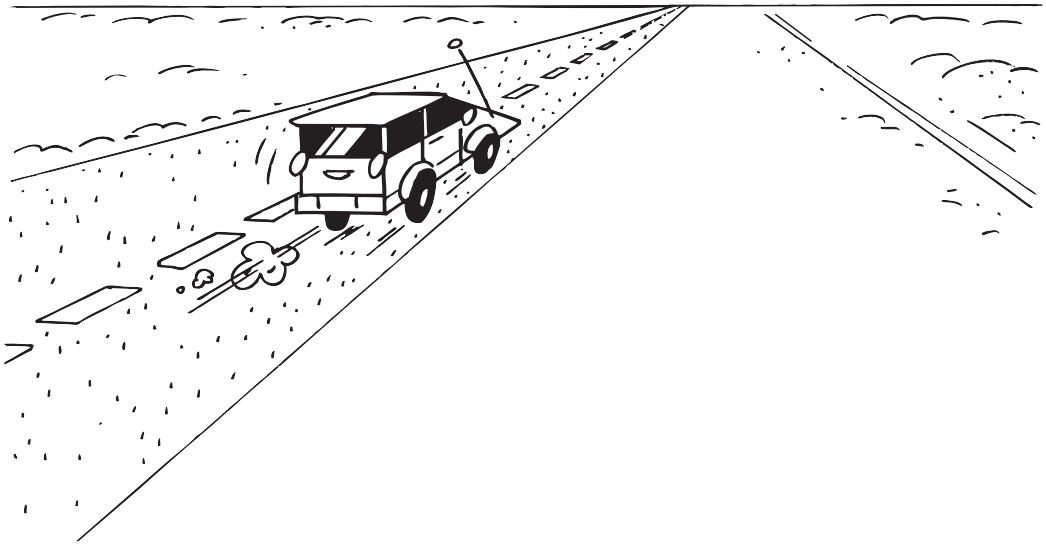
- Young children should be with an adult when crossing railway tracks and crossings
- STOP, LOOK, LISTEN and LOOK AGAIN!
- Don't cross the tracks if you can hear or see a train coming
- Be careful when stepping over the rails; always walk a bike across railway tracks
- Don't play on, or near railway tracks

Distribute *Safe route to school — railway safety* activity sheet on page 64. Have students complete the riddle and identify one regulation and one warning in this scenario.

Activity sheet

NAME _____ DATE _____

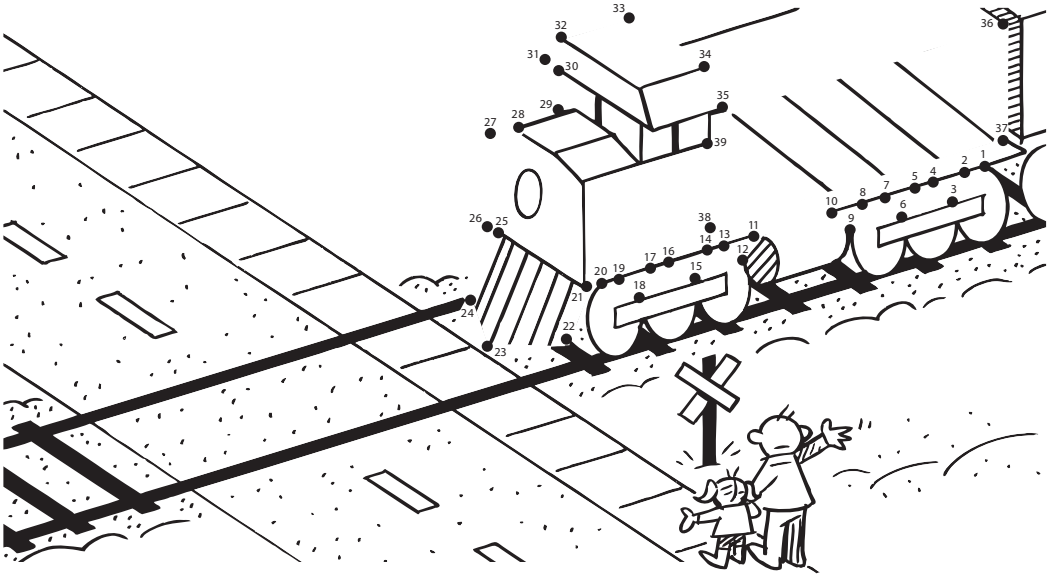
When there are no sidewalks, walk on the left side of the road — facing traffic.



Activity sheet

NAME _____ DATE _____

safely near railway tracks and crossings



Riddle — what is it?

It is a vehicle with boxcars linking in a CHAIN.
It often carries tons of GRAIN.
To keep safe, this rule is very PLAIN.
Don't ever cross in front of a moving _____

Experience

- Introduce students to cardinal points. Have an N, S, E and W placed appropriately on the walls of the classroom. To make sure all of the students comprehend correctly, have the students stand up and face north, south, east and west. Have students identify a mystery object in the classroom by using a series of directional clues to aid them. Next, divide students into pairs and have one student guide their partner to an object using the directional clues. For example, take four giant steps east, now take three tiny steps north.
- Play Simon Says using the terms north, south, east, and west (labels on the classroom walls will cue students)

Explore

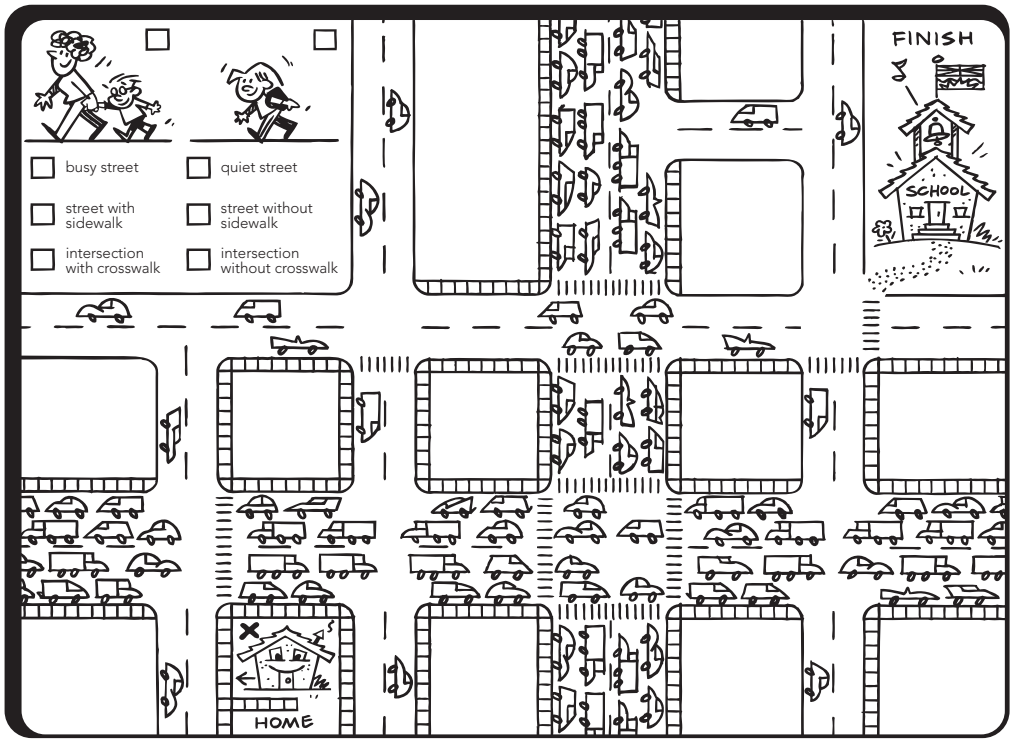
- Have the students estimate how far it is from their home to the school. How long does it take them to walk/drive to school?
- Discuss where key things are in their neighbourhood
- Revisit the *safe route to school* activity sheet on page 66. What does their home-to-school route look like? On the whiteboard or flip chart, map the school neighbourhood.

Design, question and investigate

- Have the children create a map showing their home and the school and their route to school — have them add the signs they see along the route
- Have students depict their neighbourhood using paper and crayons or with plasticine/salt dough to make a 3-D picture of it. Mark the cardinal points on their maps. Help them make a legend that shows what each of these colours and shapes represent.
- Encourage students to be mindful of what the surroundings are and to show gratitude for the outdoors

Activity sheet

I can choose a best route to school.



Physical Education Activity — Train Tag

Designate and identify four train engineers (people who are "it"). Once the train whistle has sounded, the engineers try to gather cars for their train by tagging other. Once tagged, the cars join the train and hold onto the shoulders or hips of the car in front of them. Only the engineer can tag others. All cars must stay connected at all times. Continue until everyone is part of an engineer's train.

Physical Education Activity — In the gymnasium or on the playground, play Runaway Train

Have the class lying on the floor or playground, shoulder to shoulder (on back), forming a railroad track. Two students (one on each side of the tracks) roll the ball over the students. The object of the game is to continually have a "train track" (students) available for the "train" (ball). In order for this to happen, students must get up and go to end of line as soon as ball the ball passes over their body.

Challenge: as the students jump up and run to the end of the line, have them follow the lines on the gym floor using their super force.

Speaking to communicate

Time requirement

This learning plan will take one session to complete.

Inquiry question

How can storytelling be used to convey an important message? What is an important role of Elders in First Peoples' communities? Why is it important to follow rules? How can a talking stick be used to practise listening and communicating?

Learning objectives

Students will:

- Understand the rationale behind road safety rules
- Understand that storytelling can be used to teach a lesson
- Write a story that conveys an important message
- Conduct a personal assessment of how pedestrian safety is a part of their own experience.
- Participate in role play
- Make a talking stick and use it to practise listening and communicating
- Explain the possible consequences of not following a pedestrian safety rule
- Recognize causes and consequences of events, decisions, or developments (cause and consequence)
- Make value judgments about events, decisions, or actions, and suggest lessons that can be learned (ethical judgment)

Materials and resources

- *Cree Story: The Granddaughter who was Eaten by a Big Fish* (Resource: The Learning Circle: Classroom Activities on First Nations in Canada – Ages 8 to 11) (6:15 min.)
- Wooden dowel(s) for each student or teams, colourful ribbons, beads, feathers, leather cord
- *Story starter template* activity sheet on page 73
- *Speaking to communicate* activity sheet on page 75

Explore

Explain to the students that there are many safety rules to remember and follow. Ask them why they should follow the rules. What are the consequences if they do not follow them?

Discuss how adults/seniors in all societies play a role in passing along cultural stories and ideas. Then, explain that oral traditions are especially important among First Peoples in passing on their cultures.

Discuss the importance and purpose of oral traditions, including First Nations storytelling, which, for example, passes on important information about people and events, helps people remember the past and teaches important lessons. Explain how Elders are especially important in nurturing cultural, traditional and spiritual understanding, 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.

Watch and listen

Cree Story: The Granddaughter who was Eaten by a Big Fish (Resource: The Learning Circle: Classroom Activities on First Nations in Canada – Ages 8 to 11)
Download this story (MP3, 5.8 MB) (6:15 min.)

The Granddaughter who was Eaten by a Big Fish

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.

This is a story about Gookum (Cree word for "grandmother") and her mischievous granddaughter, Beulah. Beulah was a very curious little girl. She was always wandering off from the camp, looking for adventures. Gookum was always telling her to listen. One day, Gookum asked Beulah to get some water from the lake so she could make soup.

"Whatever you do, don't go swimming in the lake alone," said Gookum.

"Why not?" asked Beulah.

"Because there is a giant fish in that lake, and he will catch you and swallow you up if you swim too far."

"Eeeeeya, Gookum. I'm not afraid of a big fish."

So, Beulah went off to collect the water. Oh, it was a nice warm day. The sun shone brightly.

A squirrel chattered as she walked along the path.

"Go away, silly squirrel. I am busy."

A butterfly flew around the girl. She ran around in circles trying to catch the butterfly until it flew away. "I am really hot now," Beulah said to herself.

Finally, Beulah came to the lake. She went to the big rock where Gookum had showed her to stand to get water. She dipped her buckets in the lake. They filled up quickly. Those buckets were heavy now. She had to be very careful when she carried them to the shore, they were so heavy. With a cup, she scooped out the little sticks and leaves that floated on the top. She was ready to carry them back now.

Carrying the buckets made Beulah tired. She lay down next to the water, in a nice spot on a large flat rock. The sun shone on her. She was very hot, so she took off her shirt.

A blue jay landed in a tree next to the path.

The blue jay squawked at her.

"You noisy old bird. Stop disturbing me." The blue jay flew away.

Beulah decided to have a quick swim, just to cool off before she took the water back for Gookum. She removed all of her clothes and dived in.

The water was nice and cool. Beulah was a good swimmer. She decided she would swim out as far as she could. As she swam out, Beulah saw a huge silver flash in the water. It was a great big fish, and with one gulp, it swallowed her whole! Beulah found she was trapped in the stomach of the huge fish Gookum had warned her about.

"Oh no," she cried. "I should have listened to Gookum!"

Beulah had been gone a long time. Gookum thought that she had found an adventure and forgotten to get water. There was no point in worrying about her — there were chores to be done around camp. She cut wood and made dinner. When Beulah wasn't home by night, Gookum was worried, but she knew the little girl was able to take care of herself in the woods.

The next day, Beulah still was not back. Gookum needed food, so she gathered the fishing net and went down to the lake. She caught six fish. One was a huge creature that stretched as long as her arms and more. That big fish would feed a whole family for a week.

She started cutting up all the fish. When she finally got to the big fish, she slid the knife into the belly. Beulah jumped out, very much alive.

At first, Gookum was startled, but she quickly realized it was Beulah, who was covered head to toe in slimy, sticky fish innards.

She shook her head at Beulah, and began to laugh at her. "I told you, I told you not to swim in the lake." Beulah bowed her head and said nothing. She just went to the lake to clean off all the smelly fish slime.

Reflect and Connect

- Why didn't Gookum want her granddaughter to swim in the lake?
- What was Beulah's reaction when she was told not to swim in the lake? Do you think that was the right way to act?
- Why did Beulah disobey Gookum? Do you think there may have been other ways for her to cool off without swimming in the lake?
- How did Gookum react when she discovered Beulah in the big fish? How do you think she felt?
- Do you think Beulah learned something? What did she learn?
- What did you learn?

Engage

In the story, Beulah is visited by three animals on her trip to the lake: a squirrel, a butterfly and a blue jay. Remind the class about Beulah's encounters with these three animals, and how she treated them. Now have the class imagine that the animals were trying to remind the girl of what Gookum had said.

What would the animals be trying to tell Beulah? For example, the blue jay may say, "Squawwwk... Gookum told you not to swim."

Optional activity — Create a Talking Stick

Students can do this activity in pairs, groups or individually for use at home. Provide each student with a six-inch wooden dowel, colourful ribbons, beads, feathers and some leather cord. The students can wrap the ribbon around the dowel and use tape or glue to secure the ends. On one end of the dowel, tie the piece of leather cord, letting the ends hang down loose. Decorate the cord with beads and tie a knot to the end of the cord to keep the beads in place. Tape feathers to the ends of the leather cord, and to the other end of the talking stick. Keep finished talking sticks in an accessible spot to be used during class discussions and reading circles.

Experience — Talking circle

Explain to students that some First People use a "talking circle" to make sure that each person has a turn to share ideas and opinions with the rest of the group. A circle represents completeness. Explain the rules:

- Select a talking object — the stick, for example
- When a person has the stick or talking object, it is their turn to share thoughts, without interruption, and others have the responsibility to listen
- The talking object is then passed to the next person in a clockwise direction
- If someone does not want to speak, they pass the talking object to the next person

Have students sit in a circle and give the talking object to a student who is comfortable speaking to a group. Ask that student to share what one of the animals was trying to tell Beulah. When the first student finishes sharing, he or she passes the talking object to the student on the right. Tell students that anyone who doesn't want to speak can simply pass the talking object to the next person. Students should continue passing the talking object until each person has had a chance to speak.

Go beyond — role play

After the class has discussed what the animals might have been saying to Beulah, ask the students, in teams of four, to act out a skit exploring these encounters. Encourage the actors to take on characteristics of the animals they are portraying (granddaughter, squirrel, butterfly, blue jay).

Create a story to convey an important lesson

Use the story template to have students write a story that teaches an important lesson about following pedestrian safety rules. Pair and share stories. What lesson does their story convey?

Activity sheet

Beginning	Tell about the characters and the setting.
Middle	Tell about the rule(s) that should be followed. Character does not follow the rule and suffers the consequences.
End	Tell about a solution.

Reflect, analyze and connect

Explain that you will review road safety rules that they have learned. List the rules as a question and a reason why it should be followed.

- Brainstorm other rules and "because" statements
- List them all on a flip chart or board

Have students draw or write a "because" statement for using their road safety skills.

Activity sheet

At a crosswalk why STOP, LOOK, LISTEN and LOOK AGAIN?	because....
Why should young children walk with, and hold the hand of an adult?	because....
Why shouldn't you fool around or shove when walking on a sidewalk?	because....
	because....
	because....
	because....
	because....

Go beyond

Explore — *Make a paper fortune teller*

- Give each student a handout on how to make a paper fortune teller
- Students follow the instructions using a square piece of paper
- They colour each outside section a different colour and put numbers on the inside sections
- On the inside tabs, they write a why rule and a because answer from the list on the board
- Students can play their fortune teller game with each other and also take the paper fortune teller home to play with family members

Stop, think and go

Time requirement

This learning plan will take one session to complete.

Inquiry question

What are the risks pedestrians face and how can they be prevented? How can I protect myself and others from potentially unsafe situations?

Learning objectives

Students will:

- Demonstrate problem-solving skills
- Identify problems and make decisions
- Conduct a self-reflection

Materials, resources

- *Stop, think and go* activity sheet on page 80

Reflect and connect

Discuss with the students that problems can be solved by using a three-step decision-making process based on a traffic light.

- Red — Stop and identify the problem
- Yellow — Wait and think: Look at all the choices and their consequences
- Green — Go! Make a decision and a plan

Collaborate, explore, present

Have students form groups of about three.

- Give each group a number of scenarios and traffic light scenario sheet for each scenario
- Ask each group to demonstrate their problem-solving skills by using the problem-solving traffic light to:
  - Red — Stop and identify the problem
  - Yellow — Wait and think: Look at all the choices and their consequences
  - Green — Go! Make a decision and a plan

RED:	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.
YELLOW:	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.
GREEN:	Go! Make a decision and a plan (what could have prevented the tragedy).

- Have groups write the scenarios in the red circle, the choices in the yellow circle and the decision in the green circle
- Have teams present their scenarios and solutions to the class
- As a class, discuss each of the problem scenarios and their solutions. Post the traffic lights on a bulletin board in the classroom or hallway. For each one, ask if students agree or disagree.

Problem-solving scenarios (example)

1. You are on your way to the field to play baseball. Your friends start tossing and catching the ball on the sidewalk as they walk. Should you join in too?
2. Your friend's parent says you can share a seatbelt because she doesn't have enough seatbelts for everyone. Should you share a seatbelt?
3. You are at your friend's place and you want to go for a bike ride. You can borrow a bike and helmet that is too big for you. Should you go for a ride?
4. You are supposed to walk home from school with your older brother. He has to stay late after school. Should you walk home alone without him?
5. You are driving in a vehicle and the driver is not wearing a seatbelt. Should you take yours off too?
6. You are riding your scooter and you see your friends on the other side of the road. Should you cross the road quickly to catch up with them?
7. Etc.

Activity sheet

Self-reflection

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 traffic safety. 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.

Unit review

Time requirement

This learning plan will take one session to complete.

Inquiry question

What have I learned about pedestrian safety and my responsibility to myself and others?

Learning objectives

Students will:

- Review what they learned about pedestrian safety
- Conduct a self-assessment/self-reflection

Reflect and Connect (you will need a beach ball and strips of paper)

Brainstorm with the class what they learned in this unit and have them turn what they have learned into questions. Write all the questions they brainstorm on pieces of paper and give each student one or two.

Have the students form a large circle. Grab a beach ball and toss it to one of the students. Ask the student one of the brainstormed questions. The student answers the question and then tosses the ball to another student and asks one of the prepared questions. Continue this process as time allows.

Possible questions:

- What is one thing you learned in this unit?
- Why should pedestrians wear reflective clothing?
- What can you do to try to prevent injuries while walking?
- How can you prevent getting hit by a car when you are crossing the street? (Answer: Look all ways.)
- Why is it important to look all ways? What are you looking for?

- What can happen if you're not careful or not looking?
- How do drivers sometimes break the rules and put people in danger? (Answers are likely to include driving too fast, being distracted, drink driving.)
- Does anyone know the speed limit outside our school? Do we think drivers stick to that limit? Are there any signs or road markings that remind drivers the school is here, and that they should drive carefully?
- Does anyone have ideas about how we can encourage drivers to drive more safely in the area? What about persuading parents to drive more safely? (Answers are likely to include posters, ads, letters to parents, talking to our parents.)
- So, we look all ways because…

Self-assessment/self-reflection

Have students write a short reflective writing piece about what they learned in this unit about being a safe pedestrian, about the hazards pedestrians face and about making safe choices.

Campaign for pedestrian safety

Time requirement

This learning plan will take two sessions to complete.

Inquiry question

What have I learned about pedestrian safety and my responsibility to myself and others?

Learning objectives

Students will:

- Design road safety advertisements that demonstrate an understanding of pedestrian safety

Design, develop, present

Have students write, paint, draw, film or design road safety advertisements about the importance of driving slowly and safely when kids are about. Make a road safety display in the school reception area for parents, or create online versions and share them through the school website, email newsletter or social media. You could also invite parents to a special assembly and present your advertisements. You could display the posters in the community.

Extensions

- Plan a walk-to-school day for your class or have it be a school-wide event. Walk-to-school day builds community awareness and parent support for safer routes to school. Co-ordinate with community members.
- Invite a police officer to talk to the students about railway and sidewalk safety
- Invite older students to discuss their best routes to school on a large map
- Plan a day for families to meet up about 15 minutes before class at a safe and convenient location a few blocks from the school — walk to school together along a best route that the students have helped to plan

- Ask students about other sidewalk users (for example, joggers, dog-walkers, strollers, wheelchairs) — how do the students change their behaviour when they encounter these other sidewalk users?
- Ask students how the road safety rules relate to rules they know in other games
- Ask students if they can identify some games that have potential for unsafe behaviour near the street (for example, games that involve potentially running out into the road: soccer, tag, playing catch)
- As part of a field trip, visit a nearby road that has no sidewalks and/or a railway crossing
- Organize school-wide walking school buses or bike trains — parents, grandparents, or high school student volunteers share responsibility to lead scheduled 'walking buses' to pick up students along set routes to and from school

unit 3
passenger safety

Determining prior knowledge

Time requirement

This learning plan will take one session to complete.

Inquiry question

What do I already know about hazards and potentially unsafe situations in relation to passenger safety?

Learning objectives

Students will:

- Depict, share, discuss at least one rule about passenger safety
- Identify when and why they or someone they know has not followed a passenger safety rule
- Conduct a self-assessment/self-reflection

Materials and resources

- Whiteboard or flip chart
- Picture of a child in a booster seat

Suggested procedure

Group discussion

- Ask students what they know about being safe in a vehicle
- Ask students to list some passenger safety rules; record these ideas in a chart or on a whiteboard
- Ask students if they know which of these passenger safety rules are guidelines, and which are actual laws:
  - Guidelines: walk with an adult, walk on the inside of the sidewalk, etc.
  - Law: Child passengers who have outgrown a child car seat (over 18 kilograms/40 pounds) are required by law to use a booster seat with a seatbelt (both a lap belt and shoulder strap) until they are 9 years old or 145 centimetres (4'9") tall

Self-assessment/self-reflection

Have students write a short reflective writing piece about an experience where they or someone else did not follow a passenger safety rule.

- Summarize the experience
- Why was the passenger safety rule not followed?
- How did the experience make them feel?
- What were the possible consequences?
- What could they do differently next time?

Buckle up

Time requirement

This learning plan will take two sessions to complete.

Inquiry question

Why is it a rule to buckle up? What are the possible consequences if I do not buckle up?

Learning objectives

Students will:

- Participate in discussions about the importance of seatbelts for all vehicle riders
- Identify reasons why passengers need to use a seatbelt
- Collect, organize and interpret data
- Ask questions and make predictions and share observations orally
- Make and record predictions and observations
- Collect, organize and interpret data
- Compare experiment results and share with others
- Conclude and illustrate and write experiment results

Materials and resources:

For each group of students

- Two golf balls
- Marker
- Egg cartons cut into three (four egg slots each)
- Tape
- *Buckle up* activity sheet on page 92

Explore

- Discuss seatbelts
- What does a seatbelt do? (Answer: Keeps you securely fastened in your seat.)

Experiment

Explain that students are going to conduct an experiment to see what happens when an egg carton containing golf balls without seatbelts stops suddenly, changes direction and crashes into an object. Then they will compare the results when an egg carton containing golf balls with seatbelts stops suddenly, changes direction and crashes into an object. Explain to your students that graphs help us to understand and learn from data. We can use graphs to answer questions. On the board, write: 1. Collect data, 2. Organize data, 3. Interpret data.

Organize the students into groups of three. Have them make predictions and record them on a prediction chart.

Collect data

Have the groups place the two golf balls in the egg carton and then push the carton along the floor to determine:

- What happens to the golf balls when the egg carton with untaped (no seatbelt) balls suddenly stops/changes directions/crashes

Tape the golf balls into the box and repeat the experiment to determine:

- What happens to the golf balls when the egg carton with taped (with a seatbelt) balls stops suddenly/changes directions/crashes

Organize data

As a class, discuss:

- What happened to the golf balls when the egg carton with untaped (no seatbelt) balls suddenly stopped/changed directions/crashed
- What happened to the golf balls when the egg carton with taped (with a seatbelt) balls stopped suddenly/changed directions/crashed

Interpret data

- What does this experiment tell us about passenger safety?

Have the students write and illustrate what they learned about the importance of being buckled up from the experiment conducted.

Self-reflection

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 traffic safety. 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.

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

Boost me up

Time requirement

This learning plan will take one session to complete.

Inquiry question

Why do I need a booster seat? How long do I need it for?

Learning objectives

Students will:

- Measure heights using a metre ruler
- Compare heights using a graph chart
- Identify the need for a booster seat
- Identify the difference between their height and 145 centimetres
- Conduct a self-reflection

Materials and resources:

- *Boost Me Up* song (1:57 min.) and lyrics displayed on an overhead
- Length of string equal to 145 centimetres (4'9")
- *Boost me up* activity sheet on page 95

Reflect and connect

- Do the students use a seatbelt or a booster seat? Or both?
- Do their parents sit in a booster seat? Why not? (Answer: Because seatbelts are designed to fit adults.)
- Why do seatbelts not fit Grade 3 students?
- Do they have older sisters or brothers who have grown out of booster seats? How did the family know that it was time for them to stop using a booster seat?
- Ask the students what are some good things about using a booster seat — record their responses
- Do they know when they will no longer need a booster seat? Answer: When they're 9 years old, unless they have reached the height of 145 centimetres (4'9").

Explore — Measuring 145 centimetres

- Reinforce the height rule for booster seats by having children measure to find out who or what needs a booster seat
- Use the string to check the height of each child as well as classroom objects such as chairs, tables and toys — whatever children want to compare
- Use two pieces of chart paper to record the findings. On one sheet, list people and objects that are shorter than the string and would need a booster seat. On the other, list those that are the same height or taller and would not need a booster seat. Be sure to reinforce that booster seats are not babyish — it's OK if you aren't 145 centimetres (4'9") tall yet! You can see very cool things from your booster seat and, most importantly, your booster seat keeps you safe.
- Make a height wall graph. Tape the 145-centimetre string to the wall and mark 145 centimetres. Have students work in pairs to measure each other with string. Put each child's string on the height wall with their name. Ask questions like: Who is the tallest? Shortest? Are there any students the same height? Use a string to measure how much taller each student has to be before they no longer need a booster seat. Cut the string and measure it.

Inquiry

- How many centimetres they must grow before they no longer need a booster seat?
- Have the students paste the cut string on a piece of paper and draw a picture of themselves in a booster seat. Write a sentence explaining how many centimetres they must grow before they no longer need a booster seat.

Reflect, connect, depict

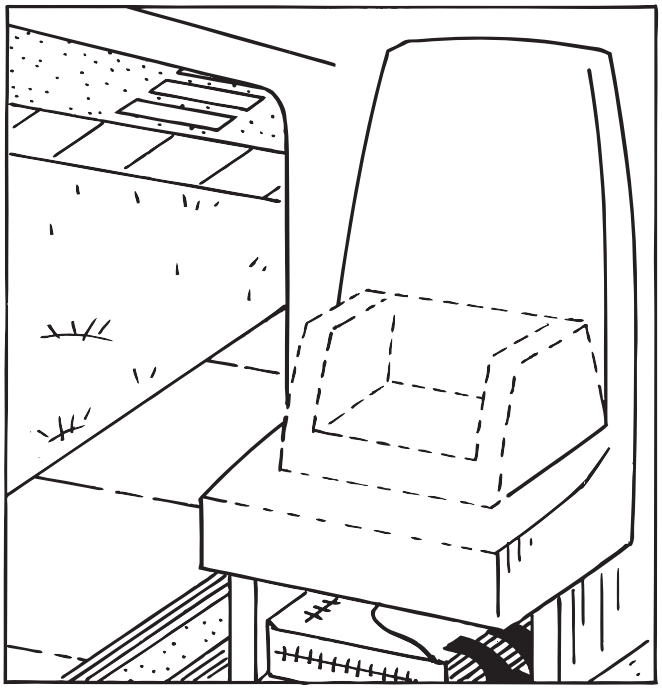
- On the *Boost me up* activity sheet on page 95, have students draw themselves sitting in the booster seat
- Ensure students incorporate in their drawings all of the guidelines listed
- Ask students about the backpack that's tucked under their feet — what other loose objects might also be safely stored away in the vehicle and therefore are not visible in the picture?
- Remind students to make sure the front area (near the airbags) is free from toys, books or anything that could become a projectile in the event of a collision where the airbag deploys
- Play the *Boost Me Up* song (1:57 min.)
- Allow students to listen to the song once through uninterrupted
- Review the lyrics verse by verse, highlighting the key concepts
- Play the song once more and have the students sing along

Activity sheet

NAME _____ DATE _____

booster seats and driving without distractions

Draw yourself using a booster seat correctly.



Guidelines for using your vehicle smarts:

- ☐ I sit in the back seat.
- ☐ I use a booster seat.
- ☐ My seatbelt is always fastened.
- ☐ I sit quietly and keep my hands to myself.
- ☐ Loose items are safely tucked away.

Song — *Boost Me Up* (1:57 min.)

Boost Me Up

Chorus:
Boost, boost, boost, boost me up now
Nice and high so I can see
That's where we both will meet now
When we are sitting in our booster seats
Boost, boost, boost, boost me up now
Boost, boost, boost me up.

I want to be nice and tall
But I'm still a little small
I want to see out the window
When we are driving to the mall, so

Chorus

Seatbelt should cross my shoulder line
That's how my booster seat's designed
I need it until I'm 9 years old
Or until I've grown to 4 foot 9

Chorus

Dad's seat is built for daddies
Mom's seat is built for mommies
I need a seat that's built for me
Not a seat built for crash test dummies

Boost, boost, boost, boost me up now
Nice and high so I can see
That's where we both will meet now
When we are sitting in our booster seats
Boost, boost, boost, boost me up now
When we are sitting in our booster seats
Boost, boost, boost, boost me up now
When we are sitting in our booster seats

Self-reflection

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 traffic safety. 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.

Don't distract the driver

Time requirement

This learning plan will take two sessions over a one-week period to complete.

Inquiry question

What is distracted driving?

Learning objectives

Students will:

- Role-play to build an understanding of passenger safety and responsibility
- Identify distracted driving
- Identify safety risks associated with distracted driving
- Ask questions and make predictions and share observations orally
- Make and record predictions and observations
- Collect, organize and interpret data
- Compare experiment results and share with others
- Conclude and illustrate and write experiment results

Materials and resources:

- Five chairs (two in front and three behind)

Role Play

- Organize the five chairs to represent the seating arrangements of a car (two in front and three behind)
- Ask for a student volunteer to be the driver of the car, ask two students to be the back-seat passengers and one student to be the front-seat passenger

Role-play driving to school with:

- The back-seat passengers sitting quietly
- The front-seat passenger giving directions such as:
  - Drive
  - Traffic signal ahead — slow down
  - Stop
  - Go
  - Turn right
  - Pedestrian crossing ahead — slow down and watch for pedestrians
  - Go
  - Turn left
  - Slow down — school zone
  - Traffic signal ahead — slow down
  - Stop
  - Go
  - Turn right into the parking lot
  - Pull up along the curb and stop

Role-play driving to school again, this time with:

- The back-seat passengers making a lot of noise and asking the driver questions
- The front-seat passenger giving directions such as:
  - Drive
  - Traffic signal ahead — slow down
  - Stop
  - Go
  - Turn right
  - Pedestrian crossing ahead — slow down and watch for pedestrians
  - Go
  - Turn left
  - Slow down — school zone
  - Traffic signal ahead — slow down
  - Stop
  - Go
  - Turn right into the parking lot
  - Pull up along the curb and stop

Inquiry

- What did you notice about the driver with quiet passengers?
- What did you notice about the driver with noisy passengers who were asking questions?
- What might happen if a driver wasn't able to concentrate on driving?
- What other things might distract the driver?

Research, predict and explore

- 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
  - Turning around to talk to someone
- Using the brainstormed list, create a tally sheet for each student to take home
- Predict what might be the most common distraction and predict how often distractions might occur
- Have each student take home a tally sheet and have them record each instance of distracted driving they see and bring it to school every day for a week
- Make a giant wall poster with all the distractions — every morning, review the results from each student and note the instances on the wall poster

Activity sheet

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

Reflect and connect and predict

- How many instances of distracted driving did the students see? Which was the most common?
- Can the students anticipate some of the safety risks associated with distracted driving?

Explore

- In B.C., a distracted driving violation ticket is $368, along with 4 penalty points that will be applied to the driver's record
- At the end of the week, discuss how many violation tickets the class would have handed out. How many penalty points?

Stop, think, go

Time requirement

This learning plan will take one session to complete.

Inquiry question: What are the risks passengers face and how can they be prevented? How can I protect myself and others from potentially unsafe situations?

Learning objectives

Students will:

- Demonstrate problem-solving skills
- Identify problems and make decisions
- Be a passenger safety ambassador

Materials, resources

- Statistics on children injured/killed in crashes in B.C.
- *Stop, think and go* activity sheet on page 80

Explore

Did you know that each year in B.C., an average of 1,300 children aged 9 and under are injured, and five children are killed in motor vehicle crashes? Every time a child travels as a passenger in a motor vehicle, they are at risk of being involved in a collision. (Source: ICBC.)

There are four stages of child seating and restraint systems:

1. **Infants:** required to sit in rear-facing car seats until they are at least 12 months old and over 9 kilograms (20 pounds)
2. **Toddlers:** required to sit in forward-facing car seats when the child is at least a year old and over 9 kilograms (20 pounds); they should continue to be buckled into this type of seat until they weigh 18 kilograms (40 pounds)
3. **Under 9:** required to be in booster seats with seatbelts when the child is under 9 years of age or until they have reached the height of 145 centimetres (4'9")
4. **Youth:** A properly adjusted seatbelt is the last stage for anyone over 9 years of age

Problem-solving

- Have students form groups of about three
- Give each group a scenario. Ask each group to demonstrate their problem-solving skills by using the problem-solving traffic light to:
  - Red — Stop and identify the problem. (what happened).
  - Yellow — Wait and think: Look at all the choices and their consequences
  - Green — Go! Make a decision and a plan

Problem-solving scenarios

What strategies could you use in these scenarios to ensure every passenger stays safe?

- Your driver is texting while driving
- Your driver is trying to find a destination in a navigation system while driving
- A passenger in the vehicle is tired and removes the seatbelt to lay down and sleep
- Your driver is busy and does not notice that the passengers in the back seat did not buckle-up
- You want to go to your friend's place, but your driver has been drinking alcohol
- Real-Life Scenario: A driver turned a corner and the passenger door flew open — a baby in a car seat flew out the door and bounced on the highway. Fortunately, the baby was protected in the car seat and was unharmed. In this scenario, who is at fault? What do you think happened? How could this have happened. What could have prevented it? (Answer: The driver is responsible for ensuring passengers wear seatbelts.)

Activity sheet

Presentation

Have teams present their scenarios and solutions to the class.

Question and investigate

Be a road safety ambassador. Explain to the class that safety is everybody's responsibility. With the class, brainstorm a passenger safety checklist.

Turn the brainstormed list into a checklist and give each student a copy to take home and use at the beginning of every ride.

Activity sheet

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

Analyze and critique

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

Talking Circle — Speaking to Communicate

Have students sit in a circle and ask them to identify circles. Wheels are circles, for example. Ask students what they remember about talking circles from Unit 2. Explain to students that some First People use a "talking circle" to make sure that each person has a turn to share ideas and opinions with the rest of the group. A circle represents completeness. Explain the rules:

- Place a stick or wheel or other such talking object in the middle of the circle
- When a person has the talking object, it is their turn to share thoughts, without interruption, and others have the responsibility to listen
- The talking object is then passed to the next person in a clockwise direction
- If someone does not want to speak, they pass the talking object to the next person.

Talking circle topic: What is one important thing you learned about being a safe passenger? Why is it important to be a responsible passenger?

Self-reflection

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 traffic safety. 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.

Unit review

Time requirement

This learning plan will take one session to complete.

Inquiry question

What have I learned about passenger safety and my responsibility to myself and others?

Learning objectives

Students will:

- Review what they learned about passenger safety
- Participate in a talking circle
- Conduct a self-reflection
- Conduct a self-assessment

Connect and reflect (you will need a beach ball and strips of paper)

Brainstorm with the class what they learned in this unit and have them turn what they have learned into questions. Write all the questions they brainstorm on pieces of paper and give each student one or two.

Have the students form a large circle. Grab a beach ball and toss it to one of the students. Ask the student one of the brainstormed questions. The student answers the question and then tosses the ball to another student and asks one of the prepared questions. Continue this process as time allows.

Possible questions:

- What is one thing you learned in this unit?
- Who is responsible for passenger safety?
- Why should passengers not distract the driver?

Talking Circle — Speaking to Communicate

Have students sit in a circle and ask them to identify circles. Wheels are circles, for example. Ask students what they remember about talking circles from Unit 2, Pedestrian Safety. Explain to students that some First People use, a "talking stick" to make sure that each person has a turn to share ideas and opinions with the rest of the group. The person holding the stick has the right to speak. Everyone else is expected to listen with respect. When a person finishes talking, the stick is passed to someone else.

Talking circle topic: What is one important thing you learned about being a safe passenger?

Self-reflection

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 traffic safety. 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.

Self-assessment

Have students write a short reflective writing piece about what they learned from their passenger safety checklist and what they learned about their responsibility to keep themselves and others safe while in a vehicle.

Campaign for distracted driving

Time requirement

This learning plan will take two sessions to complete.

Inquiry question

What have I learned about distracted driving and my responsibility to myself and others?

Learning objectives

Students will:

- Write, paint, draw, film or design "Don't Distract the Driver" advertisements
- Have a parent or guardian sign a pledge to take a break from the phone while driving

Materials and resources

- Poster-making supplies

Design, develop, present

Have students write, paint, draw, film or design "Don't Distract the Driver" advertisements about the importance of driving without distractions. Make a display in the school reception area for parents, or create online versions and share them through the school website, email newsletter or social media. You could also invite parents to a special assembly and present your advertisements. You could display the posters in the community.

Family pledge.

Have the students take home *The truth about distracted driving* pledge on page 112 and have a parent or guardian sign it.

Activity sheet

The truth about distracted driving

The facts

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

The rules

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

Tips for drivers

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

Pledge

I _____ **pledge to leave my phone alone while driving.**
(first name only)

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Extensions

- Invite a local police officer to come talk to the class about distracted driving
- Look for opportunities to take students on a field trip on a transit bus or a school bus to practise safe behaviours
- Arrange to have a school bus driver come to class to speak to students about appropriate bus behaviour
- Invite an Elder or a member of the community to come into the classroom and share a story
- Have each student be an "occupant safety patrol" in the family car, making certain all seatbelts are buckled, doors are locked, small children are strapped in child safety seats, etc.

Feedback and suggestions?

ICBC welcomes your questions, suggestions, and feedback at learningresourcefeedback@icbc.com.

unit 4

bicycle safety

Determining prior knowledge

Time requirement

This learning plan will take one session to complete.

Inquiry question

What do I already know about hazards and potentially unsafe situations in relation to bicycle safety? What do I know about being a safe cyclist? What do I know about taking risks?

Learning objectives

Students will:

- Determine what they already know about pedestrian safety
- Identify when and why they or someone they know has not followed a pedestrian safety rule
- Conduct a self-assessment/self-reflection

Materials and resources

- Whiteboard or flip chart

Explore

- Ask students about bicycles. Who has a bicycle?
- Ask students what they know about bike safety
- Ask students to list some bike safety rules — record these ideas in a chart or on a whiteboard
- Ask how the students have learned about bike safety; explain that you'll be adding to the knowledge and skills that they have learned

Reflect and connect

- Ask students to list the bicycle safety rules they already know
- Pair and share to discuss the bicycle safety rules the students already know

Self-assessment/self-reflection

Have students write a short reflective writing piece about an experience where they, or someone they know, was not a safe cyclist.

- Summarize the experience
- Why were they not safe?
- How did the experience make them feel?
- What were the possible consequences?
- What would they do differently next time?

Word wall

Time requirement

This learning plan will take one session to complete.

Inquiry question

How can I develop my bicycle sense vocabulary and use it in reflective writing?

Learning objectives

Students will:

- Use the words on the word wall to compose a reflective writing piece
- Recognize words on the word wall
- Participate in games to develop bicycle safety vocabulary
- See patterns and relationship in words, thus building phonics and spelling skills
- Conduct a self-assessment/self-reflection

Materials and resources

- Cards to write words for the word wall

Explore

To encourage vocabulary development and reinforce language skill, have students help you create a word wall with bicycle safety words (bicycle, helmet, signal). The word wall can be as simple or as complex as you want. For the simplest word wall, use a sentence strip pocket chart where you can cut the words to size and slip them into the pockets. If there is no board space or wall space available, hang a clothesline across the room and clothespin the words to the line.

Experience

Brainstorm bicycle words. Write all the words on cards for the word wall. As you place the words on the word wall, discuss how each one relates to being safe on a bicycle.

- Read the word wall with the class
- Have the students compose a reflective writing piece about bicycle safety using words from the word wall
- Use words from the word wall in a spelling quiz or charades game

Self-assessment/self-reflection

Have the students compose a reflective writing piece using words from the word wall about an experience where they as cyclists did not feel safe.

Bicycle believe it or not

Time requirement

This learning plan will take two sessions to complete.

Inquiry question

What are the parts of the bicycle and how does each part work together to keep a cyclist safe?

Learning objectives

Students will:

- Demonstrate how to properly fit a bicycle
- Demonstrate a five-point bicycle safety check
- Label the parts of a bicycle
- Explore bicycle subsystems, define the properties each has on its own, and how each works with the whole system
- Design a bicycle with enhanced safety features

Materials and resources:

- *Bicycle believe it or not* activity sheet on page 123
- A bicycle
- *Pictures of bicycles through the ages* on page 120

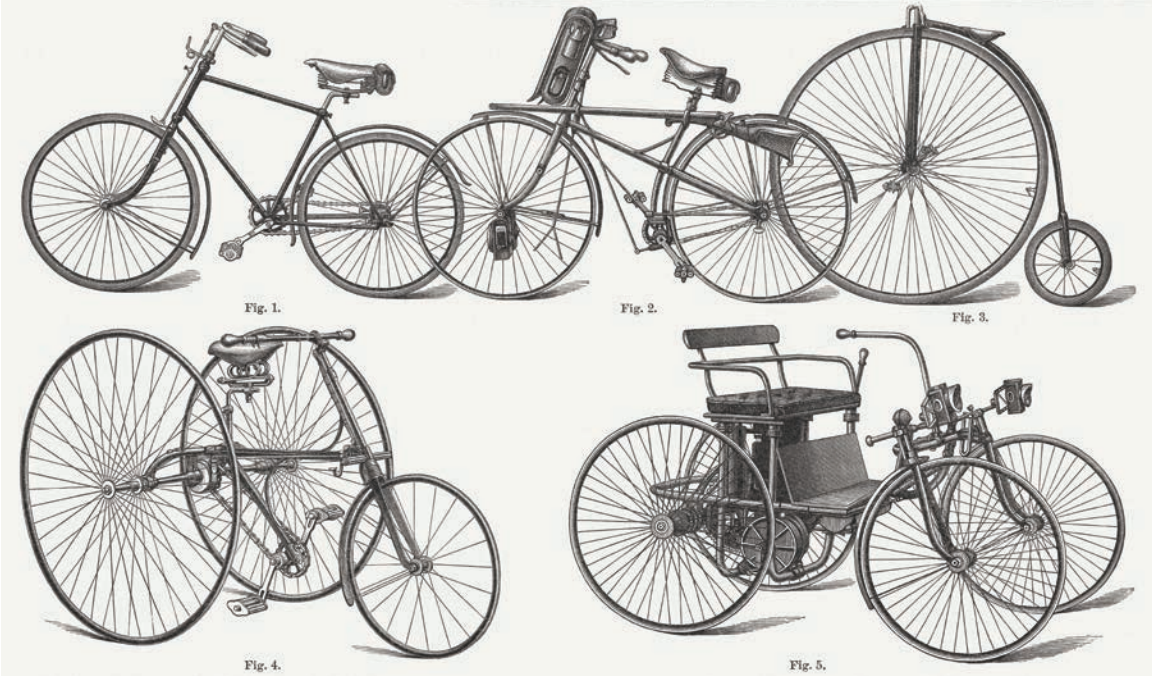


Fig. 1.
Fig. 2.
Fig. 3.
Fig. 4.
Fig. 5.

Reflect, connect and investigate

- Bring a bike into the classroom
- Brainstorm the parts of the bicycle and how each part keeps the cyclist safe. Add the words to the word wall. For example:
  - Frame — supports and balances the cyclist
  - Tires — move the bike
  - Tire valve — where air is put into the tires
  - Spokes — support the tires
  - Chain — moves the power from the pedals to the rear wheel
  - Pedal — where the cyclist puts feet to move the bike
  - Seat — where the cyclist sits
  - Handlebar grip —where the cyclist puts hands
  - Hand brake lever — lets cyclist stop the bike
  - Bell — warning signal
  - Rear reflector — makes the cyclist more visible Rear red light — must be mounted and visible to the rear
  - Front white light — must be mounted on the front
- Most bicycles have two wheels (bi means two), and most bicycles have two pedals, a frame, handlebars and a seat. There's also a chain that helps the back wheel move.
- A bicycle with one wheel is called a unicycle (show a picture and discuss safety considerations)
- A bicycle with three wheels is called a tricycle (show a picture and discuss safety considerations)
- A bicycle with four wheels is a quadracycle (show a picture and discuss safety considerations)

Would you be surprised to know that there was a bicycle that could be ridden by 52 people at the same time? It was 140 feet long and had 26 wheels. The longest two-wheeled bicycle was 67 feet long and held 35 people!

Can you imagine riding a bike with a front wheel nearly twice as tall as you? A bike like this was popular a long time ago and was known as the high-wheel bicycle, or penny farthing. (Display a picture of the penny farthing.) Unfortunately, the penny farthing wasn't safe. With such a large front wheel, it was easy for a rider to lose balance and go flying head first over the handlebars. Also, there were no brakes. Imagine going really fast down a hill without brakes!

- Have you seen a bicycle built for two? (show a picture and discuss safety considerations)
- Have you seen a bicycle built for four? (show a picture and discuss safety considerations)
- There are electric bicycles and even bicycles that, when you pedal, a generator turns, which charges a battery that can be used as a power source

Vocabulary extension

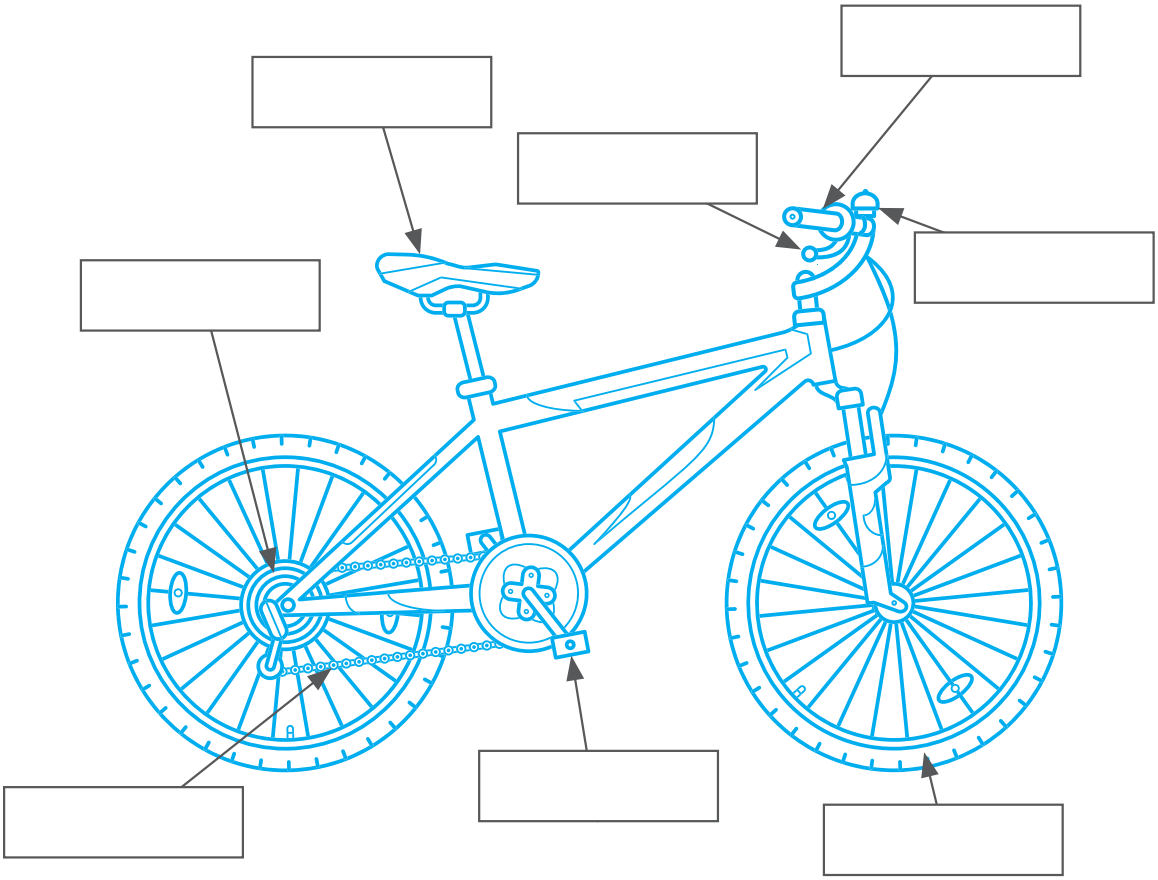
Add the new words (tricycle, unicycle, quadracycle, electric bicycle, penny farthing) to the word wall.

Engage and connect

Review the parts of the bicycle and have students cut and paste the parts of the bike on the picture.

Activity sheet — Bike Parts

Cut and paste the parts of the bike onto the picture.



bell	brake lever	seat	tire
pedal	chain	gears	handlebar

Collaborate, explore, invent and present

Group the students into teams of about four. Explain that they are part of a team of engineers given the challenge by the city to design a bicycle with enhanced safety features.

Students can use the library to conduct research, and if they have access to the internet, can also research ideas online.

Have students brainstorm with their team to develop a safe bicycle. Draw a detailed diagram of it and label it. Explain how it might reduce cycling accidents. What are the safety features?

Teams can use presentation software such as PowerPoint, or create posters or paper handouts to share their invention with the rest of the class.

Ready to ride

Time requirement

This learning plan will take two sessions to complete.

Inquiry question

What do I need to know about bicycle safety? What equipment do I need? What are the rules of the road?

Learning objectives

Students will:

- Engage actively as listeners and viewers to develop an understanding of bicycle safety
- Describe how they practise bicycle safety skills
- Depict an understanding of bicycle safety skills
- Demonstrate an understanding of correct helmet fit and can describe the basic bike safety equipment
- Conduct an experiment to determine how helmets protect the brain
- Conduct a self-reflection/self-assessment

Materials and resources

- *Getting Ready to Ride* video (1:44 min.)
- *Ready to ride — proper bike equipment* activity sheet on page 130
- A bike helmet
- Two balloons
- ICBC statistics on deaths related to bicycle crashes
- Handouts to take home:
  - *Children and bicycles: not a toy, but a first vehicle...* handout on pages 132 and 133
  - *Scooters, skates, and boards* handout on page 134 and 135
  - Bike Sense manual (online resource available for B.C. cyclists from www.bikesense.bc.ca).

Explore

- Who has a helmet? What colour is it? Is it reflective?
- Who has ever cycled to school?
- Ask students similar questions about scooters, inline skates and skateboards
- Distribute the *Ready to ride — proper bike equipment* activity sheet on page 130

Watch and listen

Watch video segment 1: Getting ready to ride, and ask students how much of the information on the video was new to them.

Synopsis: Dante introduces bicycle safety rules for safe biking, and encourages children to use your head, a message that other children repeat in different languages. Children show the right way to wear a helmet, what shoes and clothes are safe, (bright colours, shoelaces and pants tucked in, no flip-flops). Children are encouraged to make sure their bike fits them and is in good working condition.

Reflect and connect

Did you know that each year, nearly 1,000 people die from injuries sustained in bicycle crashes, with head injuries accounting for more than 75% of these deaths? (Source: Consumer Reports, 1990.) An effective way to prevent head injury from these accidents is to use bicycle helmets.

When getting ready to ride a bike, what do you need to be wearing?

- A bike helmet that fits properly — it's the law
- No hood, hat, or baseball cap underneath the helmet — it interferes with proper helmet fit and peripheral vision
- Closed shoes — no open toes, flip-flops or bare feet, and laces and pant cuffs secured — that way they won't get caught in the chain

Ask students why they need to wear a helmet when cycling (and on scooters, inline skates and skateboards).

- Ask if they know that it's the law in B.C. that anyone riding a bike — children and adults — must wear a helmet
- Ask if they know why it's not recommended to accept used helmets from neighbours or to buy them at garage sales
  - Helmets don't retain their protective properties forever
  - You don't know what damage a used helmet may have accumulated over the years

What clothing or equipment do you need so people can see and hear you?

- Clothes in bright colours or with reflective materials for rainy weather, dark days or evenings
- Bell or horn to warn other cyclists and pedestrians that you're coming
- Working lights — if you're riding on a rainy or dark day, you need a white light on the front of your bike, a red light on the back, and a red rear reflector. Remember — cyclists are difficult to see at night.
- Don't assume that drivers or pedestrians can see you, even if you can see them

What else can you wear to protect yourself when you are riding a bike, skateboard or scooter? (Answers: knee and wrist pads, closed-in shoes and light-coloured clothing.)

Ask students why it's a good idea for them to go cycling with an adult.

Reflect and connect

- What is the most important organ in your body? (Answer: Your brain.)
- What are some things your brain controls? (Answer: Higher functions like thinking memory and emotion, but also basic physical functions like breathing, heartbeat, balance and sensation.)
- What happens if you hit your head during a bicycle crash? (Answer: Your brain may be hurt.)
- Is your skull enough to protect your brain from the impacts that can occur in a bicycle crash?
- What is the purpose of a well-fitting bicycle helmet? (Answer: A bicycle helmet is specifically designed to protect your brain from impacts with a car, a tree or pavement.)
- Why may a poorly adjusted helmet not protect your head as well? (Answer: Because it might slip around your head, might leave some parts exposed, might fall off during a crash.)

Experiment — Balloon Brain

Explain that you are going to conduct an experiment to determine the effects of wearing a helmet. You will drop a water balloon without a helmet from shoulder height, and then with a helmet from shoulder height.

On the board or on a flip chart, as a class, discuss what question we want to answer, what the hypothesis is and what we predict will happen.

Activity sheet: Experiment — Balloon Brain

Question (purpose of the experiment, what we wonder)

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

Materials (what do you need to conduct the experiment)

Procedure (the steps taken to conduct the experiment)

Results (what happened)

Conclusion (what we learned from the experiment)

Question, predict, analyze

- Complete the question, hypothesis and material section of the worksheet as a class

Demonstration

- Fill one balloon with water. Use a marker to draw a face on balloon brain. In the schoolyard, drop the balloon brain from shoulder height onto the pavement. What happens?
- Fill a second balloon with water until it fits snugly inside a helmet. Draw a face on the balloon, put it into the helmet and do up the chin strap snugly. In the schoolyard, drop the balloon brain in the helmet from shoulder height onto the pavement. What happened?

Interpret information

- Discuss the results and the conclusion (what they learned from the experiment)
- Complete the results and conclusion section of the experiment sheet
- Helmets save lives. They absorb the blow that would otherwise hit the skull — in a collision with a tree, a telephone pole, another vehicle, or the ground when cyclists fall off their bikes. One writer described helmets as "brain buckets for cyclists". In over half of all bicycle incidents, the cyclist's head hits a hard surface. Such crashes often cause brain or skull damage. Even a fall from as little as two feet off a tricycle can result in severe trauma to the head of a small child.

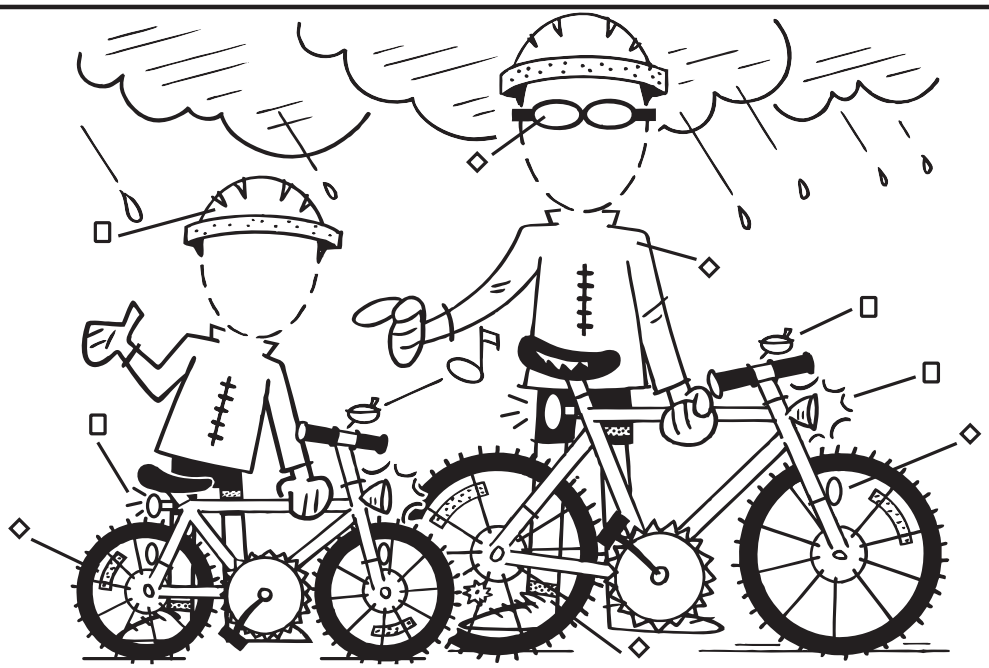
Reflect and connect

- Have students write and draw what happened and what they learned
- Distribute the *Ready to ride — proper bike equipment* activity sheet on page 130 and have students label the safety components

Activity sheet

NAME _____ DATE _____

proper bike equipment



word key:

ankle band reflector	safety glasses	red rear reflector	reflective clothing	helmet
white front light	rear red light	front reflector	side reflector	bell

Go beyond

- Invite a senior student to demonstrate some of what was shown in the video and allow students to ask questions
- Invite a cyclist to visit your class with their bike to demonstrate correct helmet fit and safe cycling equipment
  - To be effective, the bicycle helmet must fit correctly and be worn properly — when in doubt, check with a bike shop for the proper adjustment of an approved cycling helmet
  - To test if the helmet fits correctly, gently push up at the front/centre to ensure that the forehead remains covered by the helmet
- Invite a skateboarder to come in and bring their skateboard helmet and demonstrate correct fit; have these senior students compare the helmets and ask your students why the helmets are not the same
- Have the cyclist and skateboarder pretend to ride their bike/skateboard and then simulate a fall
  - A skater will tend to fall backwards and a cyclist will tend to fall forward, which is why skaters' helmets are designed to provide more protection for the back of the head

Children and bicycles: not a toy, but a first vehicle…

Even if a child can balance on the bike and ride in a straight line, it may be too soon for him or her to go on a busy road. Generally, children under nine or 10 lack the decision-making skills to be safe cyclists and should not ride on busy roads without an accompanying adult. You can prepare children to be safe cyclists by helping them practise riding skills and teaching them about safety equipment and the rules of the road. The following information can help. (see also www.bikesense.bc.ca)

A bicycle must be the right size

- A child should be able to straddle the bike with both feet flat on the ground.
- The seat should be at hip height when the child stands beside the bike.
- Beginners should be able to put both feet on the ground while sitting on the seat.
- While a child is seated and has both feet on the pedals, the low pedal leg should be bent slightly at the knee.

Bicycle safety equipment

- In B.C., all cyclists are required by law to wear an approved helmet. Helmets should meet Snell, ANSI, or CSA standards. Bicycle helmets differ from skateboard helmets. If falling, a skater will tend to fall backwards and a cyclist will tend to fall forward, which is why skaters' helmets are designed to provide more protection for the back of the head.
- Helmet must fit squarely and snug, on top of the head not slanting forward or backward.
- A visible cyclist is a safer cyclist. Light or reflective clothing makes riders easier to see.
- If a child's bike has no chain guard, tuck pant leg into socks or use a pant leg clip.
- A child's bike should have: a horn or bell, rear red light or reflector, and a white front light (for riding at twilight, at night, and in poor weather conditions).

Learning to ride

Beginners

- The safest place to learn to balance and steer a bike is away from the road.
- Before learning to go on the road, a child should be able to ride in a straight line, ride at different speeds, turn, stop, make a shoulder check (i.e., look back over their shoulder while continuing to ride in a straight line), signal while riding, and be able to make emergency stops.
- Supervised practice is the safest way to learn.

Cycling on the road

- Stop and look before cycling out of a driveway or lane. The majority of children's bicycle crashes are caused by the child riding out onto a road without looking.
- Ride single file.
- Keep to the right as much as is safe and practicable.
- Never carry passengers on a bike.
- Look behind for traffic before signalling.
- Make correct turning and stopping signals (left turn, right turn, slowing/stop).
- Obey rules of the road.
- Shoulder check at regular intervals.
- Keep both hands on the handlebars unless signalling.
- Obey all traffic signs and signals.
- Yield the right-of-way to pedestrians.
- When passing another cyclist, look behind for approaching traffic and use a bell, horn, or voice to indicate you are about to pass.

To shoulder check

1. Keep both hands on the handlebars and scan backwards over the left shoulder for traffic.
2. If the way is clear, signal and proceed with the turn, still shoulder checking.
3. If traffic will obstruct the turn, wait until the way is clear, then check again and if still clear, proceed.

Teaching children cycling signals is important. It's essential to also teach children how to shoulder check for traffic before they signal a turn. Many cyclists mistakenly think that the signal is like a magic wand and that drivers will see the signal and automatically stay out of the way.

Scooters, skates, and boards

With so many different styles of recreational travel—scooters, skateboards, and in-line skates—it's important to play safe while enjoying these fun activities. As kids across the country rediscover these fun and speedy means of transportation, injuries are on the rise.

Did you know?

In-line skaters can travel fast. Falling at a speed of 20 km/h can result in death.

Over half of in-line skaters, scooters, and skateboarders are injured because they lose control and fall.

Children age eight and under should not use scooters without close adult supervision.

Get trained

- Check with a recreation facility in your community to find out where you can learn to skate or scooter. If no courses are available, ask a good skater for some basic tips.
- Learn how to control your speed and turns, and how to brake and stop quickly. Be prepared to fall. It happens to even the most experienced riders!
- Before using your scooter, in-line skates or skateboard, check thoroughly for hazards such as:
  - loose, broken, or cracked parts
  - sharp edges on metal boards
  - slippery top surface
  - wheels with nicks and cracks. Defects should be corrected by a qualified repairperson.

Look first

- Watch out for vehicles, cyclists and rough or slippery surfaces.
- ALWAYS yield to pedestrians.
- Skate on the right: pass pedestrians, cyclists and other skaters on their left.
- Alert people as you approach: call out "passing on your left", "passing on your right", etc.
- Know the dangers of the driveway. Always stop before crossing a driveway obscured by bushes or a fence, scan by looking left, ahead, right and then left again. The driveway is a dangerous intersection that can pose a safety risk.

Where to roll?

- Use your scooter, in-line skates or skateboard only where it's safe and legal in your community: designated roadways in parks, bicycle paths, etc.
- Do not skate or scooter after dark.
- Avoid water, oil, sand, or gravel surfaces.
- Keep your equipment in good working order.
- Never hitch a ride from a vehicle, bus, truck, or bicycle.
- Limit use of your scooter or skateboard to one person at a time.
- Use caution when going downhill. If a steep hill is encountered, walk, don't ride to the bottom.

What to wear?

Always wear the right gear to avoid injuries. Be sure protective gear fits properly and does not interfere with your movement, vision or hearing.

- Helmets can reduce the risk of head injury by 85 per cent. Because skaters tend to fall backwards and cyclists tend to fall forward, skaters' helmets are designed to provide more protection for the back of the head. It's recommended you wear helmets specially designed for in-line skating. Check the label on your helmet, make sure it is ASTM, SNELL or ANSI rated.
- Wrist guards distribute the forces of impact during a slide, reducing injury. Try to fall forward, and keep your hands in front of you.
- Knee and elbow pads distribute the impact of the fall much like wrist guards and allow you to slide safely. If you start to fall, drop to your knees and hold your hands out in front.

Be smart

Learn the basics of your skateboard, in-line skates or scooter.

- Always wear protective gear
- Watch for hazards

Riding for real

Time requirement

This learning plan will take two sessions to complete.

Inquiry question

What does it mean to be a safe cyclist? What hazards do cyclists face? What are the rules of the road? What are the most common cyclist injuries? How might they be prevented?

Learning objectives

Students will:

- Determine prior knowledge
- Identify rules of the road
- Identify safe ride scenarios
- Correctly perform the cycling hand signals and a shoulder check
- Participate in a talking circle
- Complete a self-reflection
- Sing the rules and perform the actions to the *Bike Safety Boogie* song

Materials and resources

- *Riding for real activity* sheets on page 139 and page 140
- *Bike Safety Boogie* song (1:59 min.)
- Videos
  - *Bike handling skills* (2:32 min.)
  - *Riding for real* (1:43 min.)
- Handouts to take home:
  - *Children and bicycles: not a toy, but a first vehicle...* handout on pages 146 and 147
  - *Scooters, skates, and boards* handout on page 148 and 149
  - Bike Sense manual (online resource available for B.C. cyclists from www.bikesense.bc.ca).

Watch and listen

View the *Bike Handling Skills* video (2:34 min.)

Synopsis: Tiara and children show safe bike skills (braking, shoulder checks, using hand signals and riding in a straight line). Children are encouraged to pay attention to where they're going and to always let others know what they're doing by using hand signals, voice and bell.

Reflect and connect

Before going for a ride, what do you need to ride safely?

Know how to:

- Use your brakes for slowing down and stopping
- Shoulder-check: look over your shoulder to check beside and behind while riding in a straight line
- Communicate with hand signals, voice and/or a bell
- Make a turn: the steps include shoulder-check, signal, shoulder-check again, look left, look right and then look again towards where you're riding

What are the hand signals?

- Stop — Left arm outstretched, bent at elbow with forearm and hand pointing down, wide palm facing drivers
- Left turn — Left arm outstretched, pointing in the direction you are turning, wide palm facing forward
- Right turn — Right arm outstretched, pointing in the direction you're turning, wide palm facing forward

Watch and listen

View the *Riding for Real* video (1:43 min.)

Synopsis: Dante explains how to ride safely, showing ways of being safe and courteous while biking. Dante also reminds children to look out for the unexpected (like a ball rolling onto the bike path, or drivers not paying attention). He talks about how important hand signals and shoulder checks are, and how to cross at crosswalks.

Reflect and connect

When riding your bicycle, what are the key points you must keep in mind?

- Ride on bike paths, or on the right side of the road
- Pay attention — always expect the unexpected and be ready to stop
- Keep both hands on handlebars (unless you're signalling) with two fingers over the brake levers so you're ready to stop in an emergency or if something unexpected occurs
- Ride in a predictable straight line so that other road users will know what to expect — don't ride up on sidewalks or wobble
- When biking with friends, ride in single file
- Think for yourself, even when riding with a friend or adult
- Don't assume that drivers or pedestrians can see you, even if you can see them
- Communicate before you stop or change direction — use your hand signals, a bell and/or your voice ("passing on your left")
- At crosswalks, it's safest to get off your bike and walk across as a pedestrian
- Make eye contact with drivers at intersections before you cross to make sure that they see you
- When you're walking or biking make sure that cars have stopped in ALL lanes before proceeding

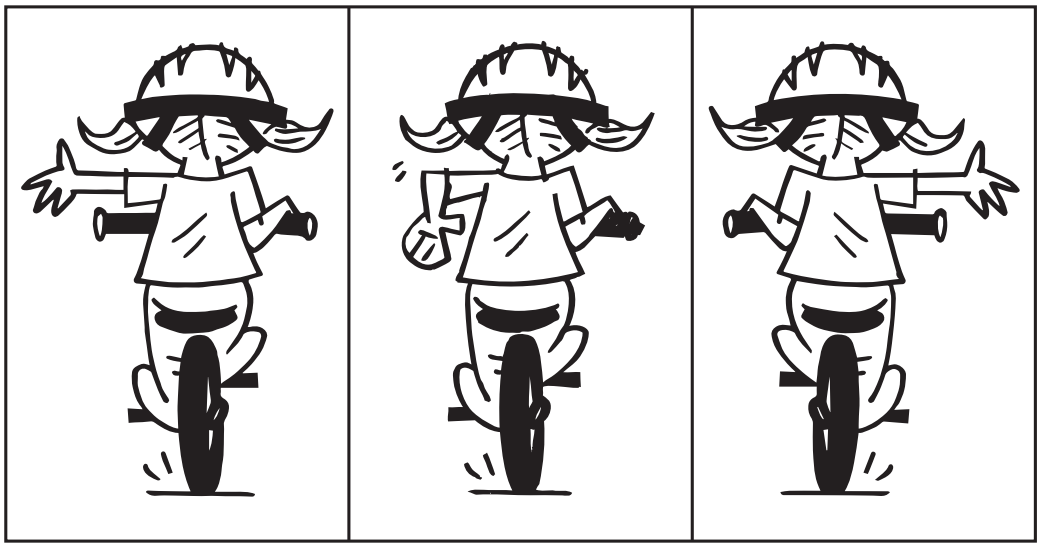
Experience

- Review the bicycle riding hand signals
- Play Simon Says to practise the hand signals
- Distribute the *Riding for real* activity sheet on page 140. One of the hand signals is already shown. Have the students label that hand signal and then draw themselves performing the other two hand signals. Refer to the *Riding for real* activity sheet on page 139 for the correct hand signals.

Activity sheet

NAME _____ DATE _____

getting ready to ride

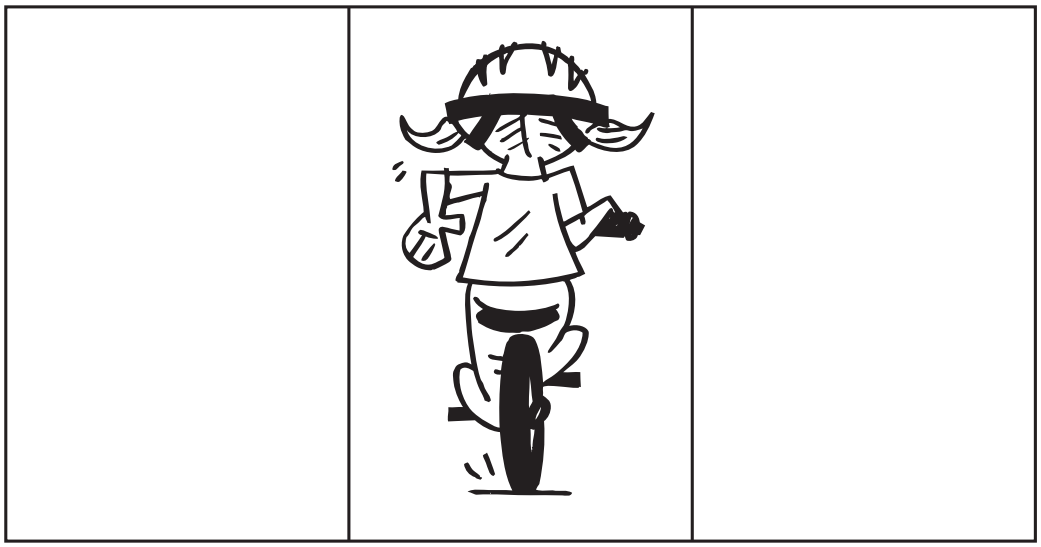


left **stopping/slowing** **right**

Activity sheet

NAME _____ DATE _____

getting ready to ride



left **right**

Complete the pictures so that all three signals are drawn and labeled.

Talking Circle — Speaking to Communicate

Have students sit in a circle and ask them to identify circles. Wheels are circles, for example. Explain to students that some First People use a "talking circle" to make sure that each person has a turn to share ideas and opinions with the rest of the group. A circle represents completeness. Explain the rules:

- Select a talking object (stick or rock, for example)
- When a person has the talking object, it is their turn to share thoughts, without interruption, and others have the responsibility to listen
- The talking object is then passed to the next person in a clockwise direction
- If someone does not want to speak, they pass the talking object to the next person

Talking circle topic: What is one important thing you learned about being a safe cyclist? Why is it important to follow the rules?

Self-reflection

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 traffic safety. 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.

Experience

- Listen to the *Bike Safety Boogie* song (1:59 min.)
- Discuss the rules in the song
- Perform the actions to the *Bike Safety Boogie* song
- Review the steps to making a shoulder check before making a turn (for example, look over your shoulder to check beside and behind while continuing to ride forward in a straight line — not zig-zagging)

Bike Safety Boogie lyrics and actions

Bike Safety Boogie (1:59)	Accompaning actions
Sit on your bike	*Reach hands in front (for example, as if on handlebars)*
Put your helmet on tight	*Both hands up over head and slide down over ears (for example, as if you are sliding a helmet onto your head)*
Signal left, signal right	*Left-turn arm signal, right-turn arm signal*
Stop, look and listen we're doing alright	*Both hands in front (for example, halt)* *Hands overtop eyebrows (for example, peering into distance)* *Both hands cupped over ears*
Chorus: We do the bike safety boogie We do the bike safety boogie Doing the bike safety boogie Whenever we ride our bike	*Chorus actions — see above*
If you ride too far Not sure where you are Well you can stop and think And have a drink	
Chorus	*Chorus actions — see above*
Sit on your bike Put your helmet on tight Signal left, signal right Stop, look and listen we're doing alright	
Plan your route Ride with a group With a friend alongside Well you can ride and ride	
Chorus	*Chorus actions — see above*
Sit on your bike Put your helmet on tight Signal left, signal right Stop, look and listen we're doing alright	
Chorus	
Sit on your bike Put your helmet on tight Signal left, signal right Stop, look and listen we're doing alright	
Chorus	

Question and investigate

Brainstorm bicycle safety rules. Write each one on a chart or on the board. For example:

- Make sure your bike is the right size for you
- Always wear a helmet and shoes
- Wear bright clothing so people can see you
- Ride on the right side of the road
- Ride single file
- Obey traffic signs
- Use hand signals
- Always shoulder-check or look all ways before you move
- Give the right-of-way to pedestrians

Brainstorm distractions while cycling

- Wearing headphones
- Steering the bicycle one-handed while carrying something in the other hand
- Talking to your friend who is also on a bicycle while riding in traffic

Question

Ask questions why the rules are important for safety.

- Why do you need to wear a helmet? How should you wear it? Why should you never buy a second-hand helmet?
- Why do you need to bike a safe distance from parked cars? Why do you need to ride about 1 metre from the curb?
- What do you need to think about when you cross railroad or streetcar tracks on your bike?
- Why's it a good idea to get off your bike and use your traffic-safety skills for walking when you cross a street at a crosswalk?
- Why it is important that your bike is the right size for you?
  - You may not be able to put your feet on the ground and may fall
  - You may not be able to balance properly if you have trouble reaching the pedals
  - You may have trouble stopping because you cannot reach the hand brake lever

Explore, reflect and connect

Have students complete a "because" statement for using the bicycle safety rules.

Activity sheet

I wear my helmet	Because....

I plan my route	Because....

I signal left and signal right	Because....

I walk my bike when crossing the road	Because....

I don't assume that driver or pedestrians can see me, even if I can see them	Because....

I use white in the front and red in the back and read rear reflectors	Because....

I use a bell or horn to warn other cyclists and pedestrians that I am coming	Because....

I wear clothes in bright colours or with reflective materials for rainy weather, dark days or evenings	Because....

Role play

- In pairs or groups have students randomly choose a bicycle safety rule
- The student pairs will role-play the rule for the rest of the class
- Allow for 10 to 15 minutes of rehearsal time
- Teams perform their role play
- After the performance, ask for questions from the other students to guess the rule that was performed

Go beyond

- Invite parents and/or other students to watch the skits

Self-assessment/self-reflection

Have the students complete a self-assessment/self-reflection

Have students write a short reflective writing piece about a bicycle safety rule they learned from the videos that they had not been aware of.

- Summarize the rule. Why is it important??
- What are the possible consequences if the rule is not followed?
- What will they do differently next time they go riding?

Children and bicycles: not a toy, but a first vehicle…

Even if a child can balance on the bike and ride in a straight line, it may be too soon for him or her to go on a busy road. Generally, children under nine or 10 lack the decision-making skills to be safe cyclists and should not ride on busy roads without an accompanying adult. You can prepare children to be safe cyclists by helping them practise riding skills and teaching them about safety equipment and the rules of the road. The following information can help. (see also www.bikesense.bc.ca)

A bicycle must be the right size

- A child should be able to straddle the bike with both feet flat on the ground.
- The seat should be at hip height when the child stands beside the bike.
- Beginners should be able to put both feet on the ground while sitting on the seat.
- While a child is seated and has both feet on the pedals, the low pedal leg should be bent slightly at the knee.

Bicycle safety equipment

- In B.C., all cyclists are required by law to wear an approved helmet. Helmets should meet Snell, ANSI, or CSA standards. Bicycle helmets differ from skateboard helmets. If falling, a skater will tend to fall backwards and a cyclist will tend to fall forward, which is why skaters' helmets are designed to provide more protection for the back of the head.
- Helmet must fit squarely and snug, on top of the head not slanting forward or backward.
- A visible cyclist is a safer cyclist. Light or reflective clothing makes riders easier to see.
- If a child's bike has no chain guard, tuck pant leg into socks or use a pant leg clip.
- A child's bike should have: a horn or bell, rear red light or reflector, and a white front light (for riding at twilight, at night, and in poor weather conditions).

Learning to ride

Beginners

- The safest place to learn to balance and steer a bike is away from the road.
- Before learning to go on the road, a child should be able to ride in a straight line, ride at different speeds, turn, stop, make a shoulder check (i.e., look back over their shoulder while continuing to ride in a straight line), signal while riding, and be able to make emergency stops.
- Supervised practice is the safest way to learn.

Cycling on the road

- Stop and look before cycling out of a driveway or lane. The majority of children's bicycle crashes are caused by the child riding out onto a road without looking.
- Ride single file.
- Keep to the right as much as is safe and practicable.
- Never carry passengers on a bike.
- Look behind for traffic before signalling.
- Make correct turning and stopping signals (left turn, right turn, slowing/stop).
- Obey rules of the road.
- Shoulder check at regular intervals.
- Keep both hands on the handlebars unless signalling.
- Obey all traffic signs and signals.
- Yield the right-of-way to pedestrians.
- When passing another cyclist, look behind for approaching traffic and use a bell, horn, or voice to indicate you are about to pass.

To shoulder check

1. Keep both hands on the handlebars and scan backwards over the left shoulder for traffic.
2. If the way is clear, signal and proceed with the turn, still shoulder checking.
3. If traffic will obstruct the turn, wait until the way is clear, then check again and if still clear, proceed.

Teaching children cycling signals is important. It's essential to also teach children how to shoulder check for traffic before they signal a turn. Many cyclists mistakenly think that the signal is like a magic wand and that drivers will see the signal and automatically stay out of the way.

Scooters, skates, and boards

With so many different styles of recreational travel—scooters, skateboards, and in-line skates—it's important to play safe while enjoying these fun activities. As kids across the country rediscover these fun and speedy means of transportation, injuries are on the rise.

Did you know?

In-line skaters can travel fast. Falling at a speed of 20 km/h can result in death.

Over half of in-line skaters, scooters, and skateboarders are injured because they lose control and fall.

Children age eight and under should not use scooters without close adult supervision.

Get trained

- Check with a recreation facility in your community to find out where you can learn to skate or scooter. If no courses are available, ask a good skater for some basic tips.
- Learn how to control your speed and turns, and how to brake and stop quickly. Be prepared to fall. It happens to even the most experienced riders!
- Before using your scooter, in-line skates or skateboard, check thoroughly for hazards such as:
  - loose, broken, or cracked parts
  - sharp edges on metal boards
  - slippery top surface
  - wheels with nicks and cracks. Defects should be corrected by a qualified repairperson.

Look first

- Watch out for vehicles, cyclists and rough or slippery surfaces.
- ALWAYS yield to pedestrians.
- Skate on the right: pass pedestrians, cyclists and other skaters on their left.
- Alert people as you approach: call out "passing on your left", "passing on your right", etc.
- Know the dangers of the driveway. Always stop before crossing a driveway obscured by bushes or a fence, scan by looking left, ahead, right and then left again. The driveway is a dangerous intersection that can pose a safety risk.

Where to roll?

- Use your scooter, in-line skates or skateboard only where it's safe and legal in your community: designated roadways in parks, bicycle paths, etc.
- Do not skate or scooter after dark.
- Avoid water, oil, sand, or gravel surfaces.
- Keep your equipment in good working order.
- Never hitch a ride from a vehicle, bus, truck, or bicycle.
- Limit use of your scooter or skateboard to one person at a time.
- Use caution when going downhill. If a steep hill is encountered, walk, don't ride to the bottom.

What to wear?

Always wear the right gear to avoid injuries. Be sure protective gear fits properly and does not interfere with your movement, vision or hearing.

- Helmets can reduce the risk of head injury by 85 per cent. Because skaters tend to fall backwards and cyclists tend to fall forward, skaters' helmets are designed to provide more protection for the back of the head. It's recommended you wear helmets specially designed for in-line skating. Check the label on your helmet, make sure it is ASTM, SNELL or ANSI rated.
- Wrist guards distribute the forces of impact during a slide, reducing injury. Try to fall forward, and keep your hands in front of you.
- Knee and elbow pads distribute the impact of the fall much like wrist guards and allow you to slide safely. If you start to fall, drop to your knees and hold your hands out in front.

Be smart

Learn the basics of your skateboard, in-line skates or scooter.

- Always wear protective gear.
- Watch for hazards.

Unit review

Time requirement

This learning plan will take two sessions to complete.

Inquiry question

What have I learned about bicycle safety and my responsibility to myself and others?

Learning objectives

Students will:

- Review what they learned about bicycle safety
- Student can correctly identify and explain the rationale for each of the bike safety rules
- Participate in a talking circle
- Conduct a self-reflection
- Conduct a self-assessment

Reflect and connect

Brainstorm bicycle safety rules. Write each one on a chart or on the board. For example:

- Make sure your bike is the right size for you
- Always wear a helmet and shoes
- Wear bright clothing so drivers can see you
- Ride on the right side of the road
- Ride single file
- Obey traffic signs
- Use hand signals
- Always shoulder-check or look all ways before you move
- Give the right-of-way to pedestrians

Reflect and connect (you will need a beach ball and strips of paper)

Brainstorm with the class what they learned in this unit and have them turn what they have learned into questions. Write all the questions they brainstorm on pieces of paper and give each student one or two.

Have the students form a large circle. Grab a beach ball and toss it to one of the students. Ask the student one of the brainstormed questions. The student answers the question and then tosses the ball to another student and asks one of the prepared questions. Continue this process as time allows.

Possible questions:

- What is one thing you learned in this unit?
- Why should you wear a bicycle helmet?

Self-reflection

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 traffic safety. 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.

Self-assessment

Have students write a short reflective writing piece about what they learned in this unit about being a safe cyclist, about the hazards cyclists face, about wearing safety equipment and making safe choices.

Campaign for bicycle safety

Time requirement

This learning plan will take two sessions to complete.

Inquiry question

What have I learned about bicycle safety and my responsibility to myself and others?

Learning objectives

Students will:

- Design bicycle safety advertisements that demonstrate an understanding of bicycle safety.

Materials and resources

- Posters that advertise and advocate for bicycle safety. Example:
  - Family bike riding wearing helmets
  - Child signalling
  - Child walking bike across the road

Design, develop, present

Campaign for bicycle safety. Using their knowledge of helmet use and bicycle safety, students will create advertisements to persuade people to wear helmets and be bike safe.

- Show the students some advertisements advocating for bicycle safety. Ask students to consider how effective these advertisements are and who they might appeal to. Ask students if they think any of these advertisements change perceptions about helmet wearing and other bicycle safety rules
- Explain that students will be working in pairs to create an advertisement that promotes bicycle safety. Do a collage, write a poem, do a drawing, express your ideas on how to be bike safe. Use your creativity!
- All of the advertisements will be hung at the school for one week. After that, many of them will be displayed in the windows of local merchants.

Extensions

- Ask students to bring in their bike helmets from home and have them check that they're correctly fitted
- Invite a local bike shop mechanic to come in and demonstrate correct helmet fit and safety check for bicycles
- Use the bicycle safety equipment vocabulary in a spelling quiz or charades game
- Organize a bike to school day. Have parent helpers at the school to help students lock up their bikes