road safety learning resources: teacher's manual

Grade 2

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 This material may be oversimplified, out of date, inapplicable, incomplete or incorrect.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

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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 2 Applied Skills and Technology, Arts Education, English Language Arts, Mathematics, Science, Physical and Health Education, and Career Education. It consists of cross-curricular learning plans introducing students to the concept of traffic, being aware of traffic, being safe around traffic 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: Inquiry through the arts creates opportunities for risk-taking. People connect to the hearts and minds of others in a variety of places and times through the arts.

Learning Standards

Curricular Competencies	Content
Students will be able to use creative processes for: **Exploring and creating** • Explore elements, processes, materials, movements, technologies, tools and techniques of the arts • Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation and purposeful play • Explore personal experience, community and culture through arts activities **Reasoning and reflecting** • Develop processes and technical skills in a variety of art forms to refine artistic abilities • Reflect on creative processes and make connections to other experiences **Communicating and documenting** • Interpret symbolism and how it can be used to express meaning through the arts • Express feelings, ideas, stories, observations and experiences through creative works • Describe and respond to works of art • 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:* • The knowledge of First Peoples – Local First Peoples' knowledge of the local landscape, plants and animals • Processes, materials, movements, technologies, tools and techniques to support arts activities • Personal and collective responsibility associated with creating, experiencing, or sharing in a safe learning environment

English Language Arts

Big ideas: Stories and other texts connect us to ourselves, our families and our communities. Through listening and speaking, we connect with others and share our world. Curiosity and wonder lead us to new discoveries about ourselves and the world around us.

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 • Use developmentally appropriate reading, listening and viewing strategies to create meaning • Recognize how different text structures reflect different purposes • Engage actively as listeners, viewers and readers, as appropriate, to develop understanding of self, identity and community • Demonstrate awareness of the role that story plays in personal, family and community identity • Use personal experience and knowledge to connect to stories and other texts to create meaning • Recognize the structure and elements of story • Show awareness of how story in First Peoples' cultures connects people to family and community	*Students are expected to know the following:* **Story/text** • Elements of story • Literary elements and devices • Text features • Vocabulary associated with texts **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 • Letter formation • 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 • Explore oral storytelling processes	

Social Studies

Big ideas: Individuals have rights and responsibilities as global citizens.

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; to gather, interpret and analyze ideas; and to 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 and events, or 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* • How people's needs and wants are met in communities • Relationships between people and the environment in different communities • Rights and responsibilities of individuals regionally and globally

Mathematics

Big ideas: The regular change in increasing patterns can be identified and used to make generalizations. Objects and shapes have attributes that can be described, measured and compared. Concrete items can be represented, compared and interpreted pictorially in graphs.

Learning Standards

Curricular Competencies	Content
Students are expected to be able to do the following: **Reasoning and analyzing** • Use reasoning to explore and make connections • Estimate reasonably • 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 100 • Benchmarks of 25, 50 and 100 and personal referents • Addition and subtraction facts to 20 (introduction of computational strategies) • Addition and subtraction to 100 • Repeating and increasing patterns • Symbolic representation of equality and inequality • Direct linear measurement, introducing standard metric units • Pictorial representation of concrete graphs, using one-to-one correspondence • Likelihood of familiar life events, using comparative language

Learning Standards (continued)

Curricular Competencies	Content
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 interest	

Physical and Health Education

Big ideas: Adopting healthy personal practices and safety strategies protects ourselves and others. Learning how to participate and move our bodies in different physical activities helps us develop physical literacy.

Learning Standards

Curricular Competencies	Content
Students are expected to be able to do the following: **Physical literacy** • Develop and demonstrate a variety of fundamental movement skills in a variety of physical activities and environments • Develop and demonstrate safety, fair play and leadership in physical activities • Identify and explain factors that contribute to positive experiences in different physical activities **Social and community health** • Identify and describe avoidance or assertiveness strategies to use in unsafe and/or uncomfortable situations • Develop and demonstrate respectful behaviour when participating in activities with others • Identify and describe characteristics of 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 • Identify and describe feelings and worries, and strategies for dealing with them • Identify personal skills, interests and preferences and describe how they influence self-identity	*Students are expected to know the following:* • Proper technique for fundamental movement skills, including non-locomotor, locomotor and manipulative skills • How to participate in different types of physical activities, including individual and dual activities, rhythmic activities and games • Strategies and skills to use in potentially hazardous, unsafe or abusive situations • Managing and expressing emotions • Factors that influence self-identity

Science

Big ideas: Humans interact with matter every day through familiar materials. The motion of objects depends on their properties.

Learning Standards

Curricular Competencies	Content
Students are expected to be able to do the following: **Questioning and predicting** • Demonstrate curiosity and a sense of wonder about the world • Observe objects and events in familiar contexts • Ask questions about familiar objects and events • Make simple predictions about familiar objects and events **Planning and conducting** • Make and record observations • Safely manipulate materials to test ideas and predictions • Make and record simple measurements using informal or non-standard methods **Processing and analyzing data and information** • Experience and interpret the local environment • Recognize First Peoples' stories (including oral and written narratives), songs, and art, as ways to share knowledge • Sort and classify data and information using drawings, pictographs and provided tables • Compare observations with predictions through discussion • Identify simple patterns and connections	*Students are expected to know the following:* • Types of forces

Learning Standards

Curricular Competencies	Content
Evaluating • Compare observations with those of others **Applying and innovating** • Take part in caring for self, family, classroom and school through personal approaches • Transfer and apply learning to new situations • Generate and introduce new or refined ideas when problem-solving **Communicating** • Communicate observations and ideas using oral or written language, drawing or role-play • Express and reflect on personal experiences of place	

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 traffic and being safe in traffic?

Learning objectives

Students will:

- Determine what they already know about traffic safety
- Depict, share, discuss and write at least one rule they already know about traffic safety

Materials and resources

- Whiteboard or flip chart

Reflect and connect

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

Create

Ask students to draw one traffic safety rule. Help them label the picture.

Reflect and connect

Pair and share to discuss the traffic safety rules they already know.

Grandma on the Move (4:19 min.)

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

- Available on Spotify
- 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 a 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 signs* activity sheet on page 20
- 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 you have more wall space for displays, place the letters of the alphabet in a row and display the current word wall words below the corresponding letters. 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.

- Play the game "I'm thinking of a word that starts with 't'..." — "Who can find the word?"

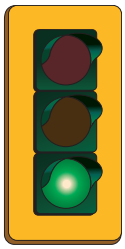
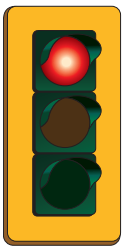
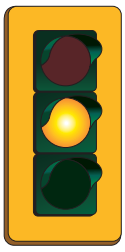
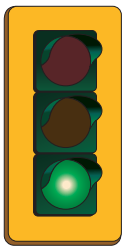
Play Simon Says

Use stop and go traffic signs to play Simon Says. Students begin at the back of the classroom and take the appropriate action when the signs are displayed.

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. Pair and share.

Activity sheet

 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

Traffic survey

Time requirement

This learning plan will take one session 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 n page 23
- 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 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 that 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

Pinwheel

Make a pin-wheel

Investigate

Show an image of a bus. How many wheels does it have? How many wheels are on your family vehicle? Sing *The Wheels on the Bus* song by Raffi (1:59 min.).

The wheels on the bus

The wheels on the bus go round and round,
round and round,
round and round.
The wheels on the bus go round and round,
all through the town.
(Roll hands around each other)

The wipers on the bus go Swish, swish, swish;
Swish, swish, swish;
Swish, swish, swish.
The wipers on the bus go Swish, swish, swish,
all through the town.
("Swish" hands in front of you like windshield wipers)

The horn on the bus goes Beep, beep, beep;
Beep, beep, beep;
Beep, beep, beep.
The horn on the bus goes Beep, beep, beep,
all through the town.
(Slap palm in front of you like honking a horn)

The doors on the bus go open and shut;
Open and shut;
Open and shut.
The doors on the bus go open and shut;
all through the town.
(Push hands back and forth in front of you)

The Driver on the bus says "Move on back,
move on back, move on back;"
The Driver on the bus says "Move on back",
all through the town.
(Point thumb over your shoulder)

The babies on the bus says "Wah, wah, wah;
Wah, wah, wah;
Wah, wah, wah".
The babies on the bus says "Wah, wah, wah",
all through the town.
(Rub fists in front of eyes)

The mommies on the bus says "Shush, shush, shush;
Shush, shush, shush;
Shush, shush, shush."
The mommies on the bus says "Shush, shush, shush"
all through the town.
(Hold index finger in front of mouth as if saying shhh)

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
- Participate in a talking circle
- Conduct 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 29


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. 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.

Experiment with Speed

Physical Education — Beep Beep 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?

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 signs and signals, 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 place an object (e.g., stick, wheel, stuffed animal) in the middle. Ask the students 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:

- 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-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.

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 pedestrian safety and about being a safe pedestrian?

Learning objectives

Students will:

- Determine what they already know about pedestrian safety
- Depict, share, discuss and write at least one rule they already know about pedestrian safety

Materials and resources

- Whiteboard or flip chart
- Picture of children walking safely to school

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
- Pair and share the drawings of pedestrian safety rules

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 you have more wall space for displays, place the letters of the alphabet in a row and display the current word wall words below the corresponding letters. 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
- 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 as a pedestrian. Pair and share.

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 44
- *Sharks and adventurers* game sketch on page 46

Suggested procedure

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 items 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, including 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?

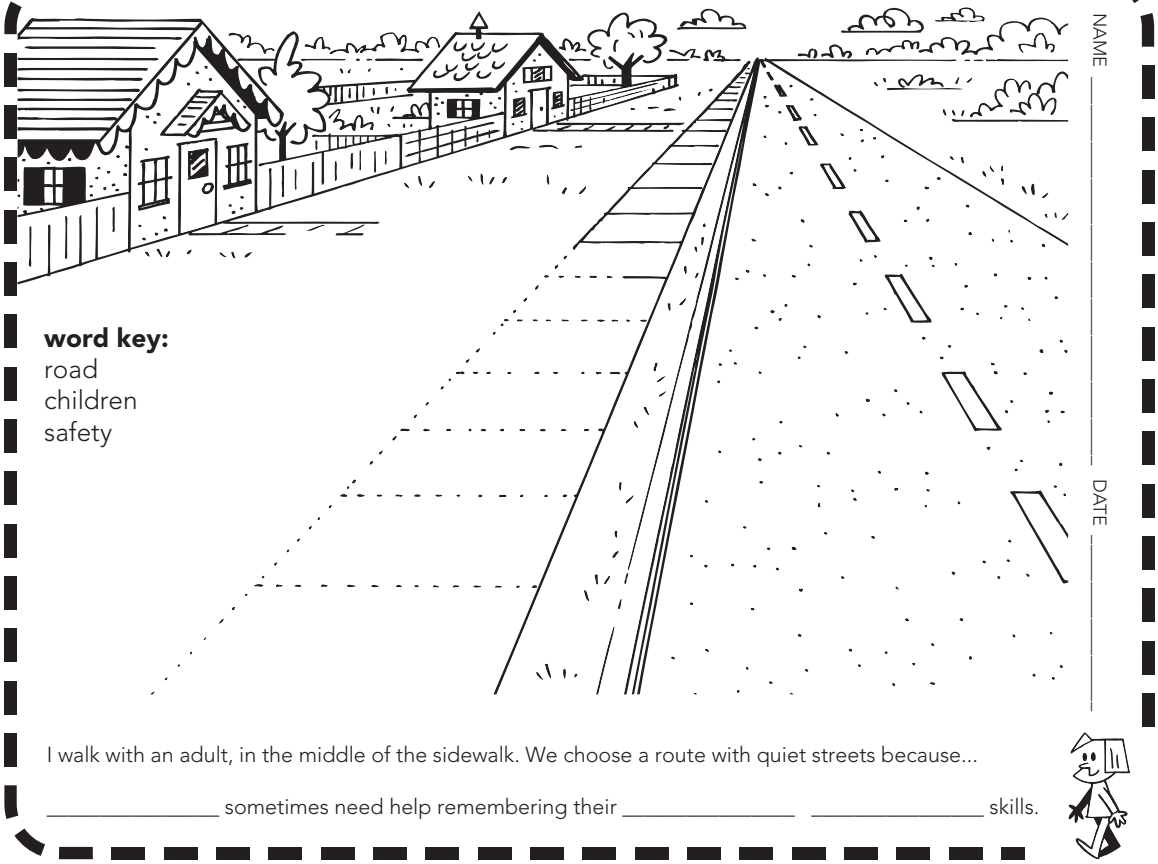
- Walk on the left-hand side of the road facing traffic so you see oncoming cars and trucks and they see you
- Walk a safe distance from the road, away from the traffic
- If you're walking with friends, walk single file — don't fool around or shove each other
- Be aware of ditches and other hazards that 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 rules 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 44, have students colour the curb red to indicate an invisible stop sign, then illustrate one sidewalk safety rule

Activity sheet

How I use my road safety skills while out walking.



NAME _____

DATE _____

word key:
road
children
safety

I walk with an adult, in the middle of the sidewalk. We choose a route with quiet streets because...

_____ sometimes need help remembering their _____ _____ skills.

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 are no more Treasure pieces 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 in 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 rescue 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 crosswalk, street corner or laneway?

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
- Conduct a self-assessment/self-reflection

Materials and resources

- *Crossing the Street* video (2:44 min.)
- *Crossing safety* activity sheets on pages 51 and 52
- *Walk 'n' Roll* video (1:49 min.)
- Story starter template
- Wax paper
- Magazines

Watch and listen

- *Watch Crossing the Street* video (2:42 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. Answer: 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 the safest place to cross
- 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?

- Always cross and hold hands with an adult or an older friend
- 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 cellphones 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

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

Reflect and connect

Tell students that many times, drivers do not see pedestrians. In fact, pedestrians are especially difficult to see at night, dawn and 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 children hold them up over their eyes. Have the children pretend that the wax paper is fog or rain, and explain that neither drivers nor pedestrians can see very well in bad weather. Ask children to note: Which things are most easily seen through the wax paper? Examples: Light from the window, bright/light colours, etc. Have several children wearing dark and light clothing stand on opposite sides of the classroom. Ask the children to look at the students through the wax paper and identify which they see more easily.

Go beyond

The students may be familiar with the Where's Waldo? books, which provide an example of how a person can be hard to spot when there are a lot of other people around or a lot of activities going on at once. If you refer to these books, you can ask questions such as the following before you discuss the students' own experiences:

- Is it hard to spot Waldo among all those other people and activities? Why?
- What do you think Waldo could wear that would make him stand out?
- Does the colour of his clothing make any difference?
- What colour clothing could he wear that would really make him stand out?
- In groups, have the children flip through magazines and identify smart (more visible) and risky (less visible) clothing. Have them find and cut out pictures of clothing that would be visible to motorists. Have them make these pictures into a collage. Display and discuss these collages.

Reflect and connect

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

Inquiry

- 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 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 that children need to obey these rules because they reduce the risk of injury.

Reflect and connect

- Explain that you will review road safety skills (rules) students may be familiar with, and that they're going to consider the reasons for those road safety rules
- Using the worksheets as an example list of rules

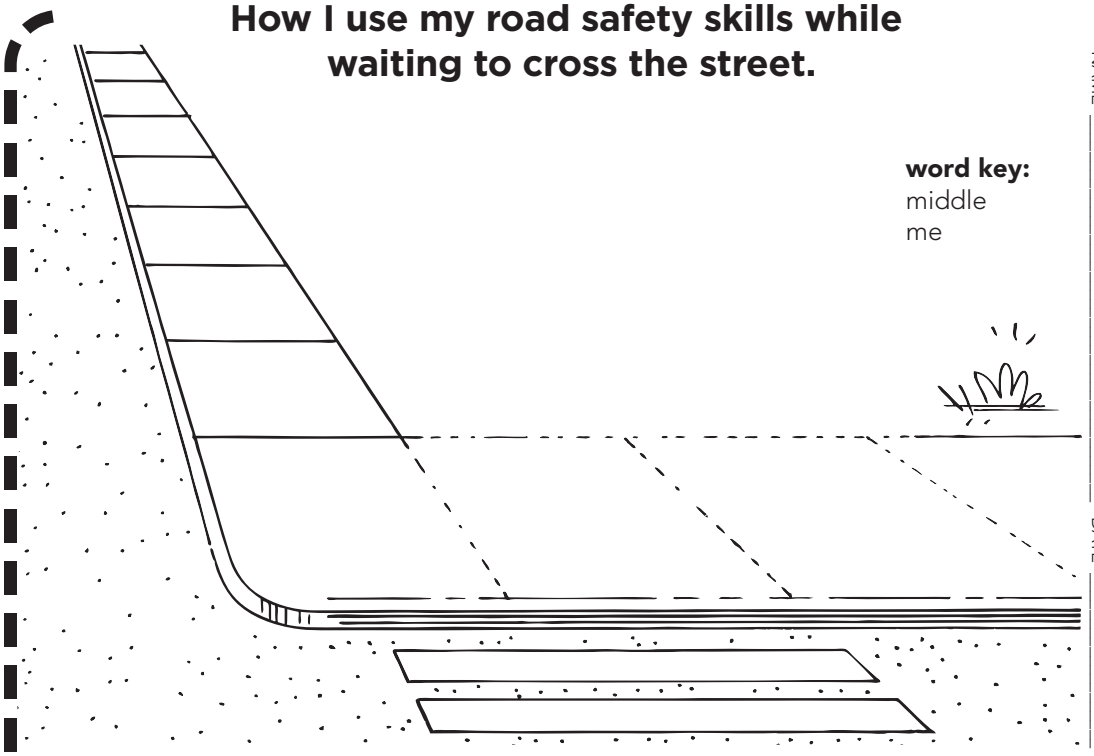
Activity sheet

How I use my road safety skills while waiting to cross the street.

NAME

DATE

word key:
middle
me



We cross at the corner or where there are crosswalks. I stand a giant step back from the curb when waiting to cross the street. We never cross mid-block because....

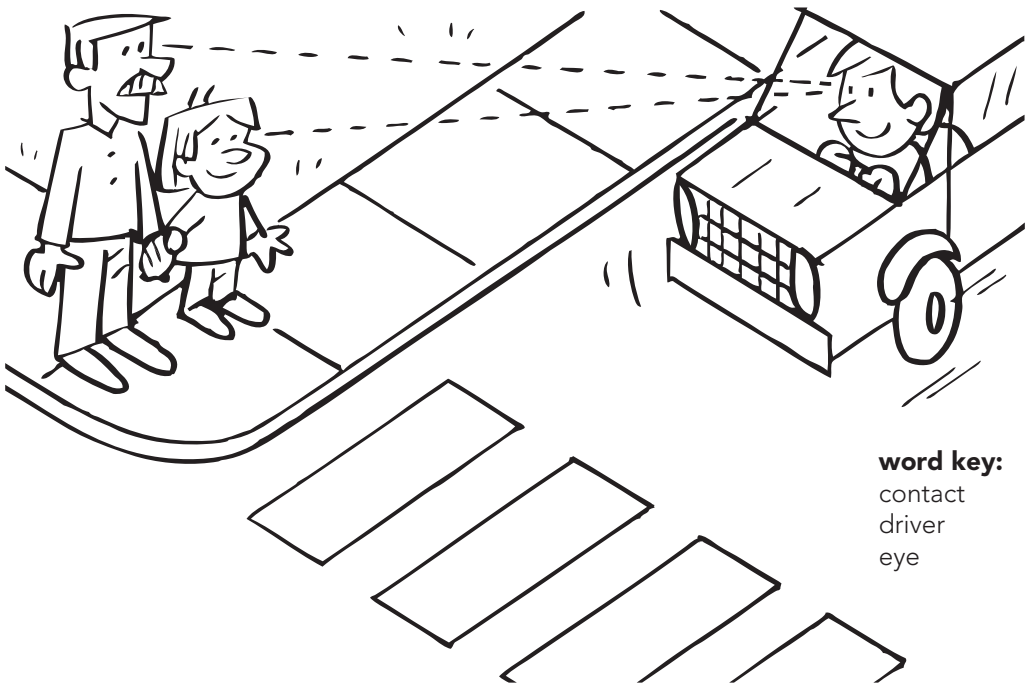
Drivers do not expect _____ to cross in the _____ of a block.

Activity sheet

How I use my road safety skills while crossing the street.

NAME _____

DATE _____



word key:
contact
driver
eye

STOP, LOOK, LISTEN, AND LOOK AGAIN! I approach each street carefully. I look left, look right, and look left again and make eye contact with drivers. We continue watching out for cars turning the corner because....

I can be sure that the _____ sees me if I make _____ _____ before I cross.

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)*

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.

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?

Materials and resources

- Whiteboard or flip chart
- *School bus and rural safety* video (3:46 min.)

Watch and Listen

- Watch the *School bus and rural safety* video (3:46 min.)

Synopsis: A series of short scenes where children model how to walk along rural roads, cross train tracks and learn safety rules about waiting for, and exiting, a school bus.

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 each other
- 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

Discuss safety near railway tracks and crossings:

- Young children should be with an adult when crossing railway tracks and crossings
- Stop, look, and 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

Reflect and connect

The leading cause of child pedestrian-vehicle crashes is pedestrian failure to stop at the edge of the roadway and check for moving cars. Children are small and difficult to see, and have difficulty seeing around obstacles.

- A child's field of vision is not fully developed
- Children have difficulty identifying the direction from which a sound is coming
- Children have difficulty gauging the speed and distance of moving objects
- Children lack impulse control
- Children lack a sense of danger

Vocabulary for the word wall

- Intersection — a place where two streets or pathways cross
- Crosswalk — marked lines across the street that tell walkers where to cross the street
- Edge — the side of the road, the end of the sidewalk, or the end of a parked car

Reflect and connect

- Are students allowed to walk or bike to school on their own in Grade 2? (Answer: No.)
- Who are the students walking or biking with?
- If students can't walk or bike to school, what are the reasons?
- Will students be able to walk or bike to school on their own when they get older?
- Name some other places students can walk and bike

Driveway Safety

- Discuss safety at home in the driveway
- What are the dangers?

Experience

Simon Says look left or right or behind

Play Simon Says, requiring students to demonstrate an understanding of left and right. The goal is to increase awareness of the fact that cars may approach from left, right and behind.

Explore

Scout a route in a neighbourhood that includes one basic intersection, at least one crosswalk, a blocked driveway (a driveway that is difficult to see because of a fence or a bush) and an opportunity to cross around parked cars. As much as possible, the walking route needs to be on sidewalks. The route works best if the students move from least complicated to most complicated crossing. Students should cross in partners or small groups with an adult at each side of the street. On larger streets, the whole class may cross together.

Go beyond

Plan a neighbourhood walk with parent volunteers.

Reflect and connect on the walk

- Would you ever go for a walk with a stranger? (Answer: No.)
- Would you ever go for a walk alone? (Answer: No — Grade 2 students are not allowed to walk to school alone and should only walk with an adult.)
- Watch for potential hazards and ask the students to point them out:
  - Dogs
  - Bushes blocking visibility
  - Fences blocking visibility
  - Intersections without crosswalks
  - Intersections without stop signs or lights
  - Driveways (talk to the students about how dangerous driveways are when you ride your bike on the sidewalk)
- At an intersection, take the opportunity to ask why we look left first and twice — point out that because cars always drive on the right side of the road, the car coming from the left is the one that will hit you first

- Encourage students to be mindful of what the surroundings are and to show gratitude for the outdoors
- Encourage students to be observant and describe what they see on the walk and what they think about it

Design, question and investigate

Have students draw their safe route to school. On the drawing, indicate crosswalks, traffic lights and hazards.

Experience

- **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 a 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 pedestrian safety rules
- Make a "talking stick" and use it to practise listening and communicating
- Understand that storytelling can be used to teach a lesson
- Explain the possible consequences of not following a pedestrian safety rule
- Write/tell a story with a pedestrian safety lesson

Materials and resources

- *Cree Story: The Granddaughter who was Eaten by a Big Fish* (MP3 file) (Resource: The Learning Circle: Classroom Activities on First Nations in Canada – Ages 8 to 11)
- Wooden dowel(s) for each student or teams, colourful ribbons, beads, feathers, leather cord
- *Story starter* activity sheet on page 65

Reflect and connect

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, in First Peoples' communities, 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

Activity — *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)

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?

Explore

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."

Have students discuss what the animals might have been saying to Beulah. Ask the students to think of a crossing the road safely rule that they think is important. What are the consequences if they are not followed? What would one of the animals say to a student not following a road safety rule?

Optional activity — Make 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 stick 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:

- A stick is the talking object, but it can be any object
- 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 stick or 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

Illustrate, generate, connect and engage

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

Activity sheet — Story starter

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.

Stop, think, go

Time required

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

- Blank stoplight to colour and label
- Strips of paper with the words "Red Stop", "Yellow Look" and "Green Go"
- *Stop, think and go* activity sheet on page 70

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 — Think: Look at your choices and then make the safest decision.
- Green — Go! Follow through with the decision.

Explore

Give students a blank stoplight worksheet and have them colour the lights and glue the decision words onto the correct circle.

Collaborate, explore, present

- Have students form groups of about three
- Give each group a number of scenarios
- Ask each group to demonstrate their problem-solving skills by using the problem-solving traffic light to:
  - Red — Stop and identify the problem.
  - Yellow — Look at your choices and then make the safest decision.
  - Green — Go! Follow through with the decision.
- Have groups present the scenarios and the decision they arrived upon to the rest of the class
- Discuss the problem scenarios and solutions; ask students if they agree or disagree

Problem-solving scenarios (example)

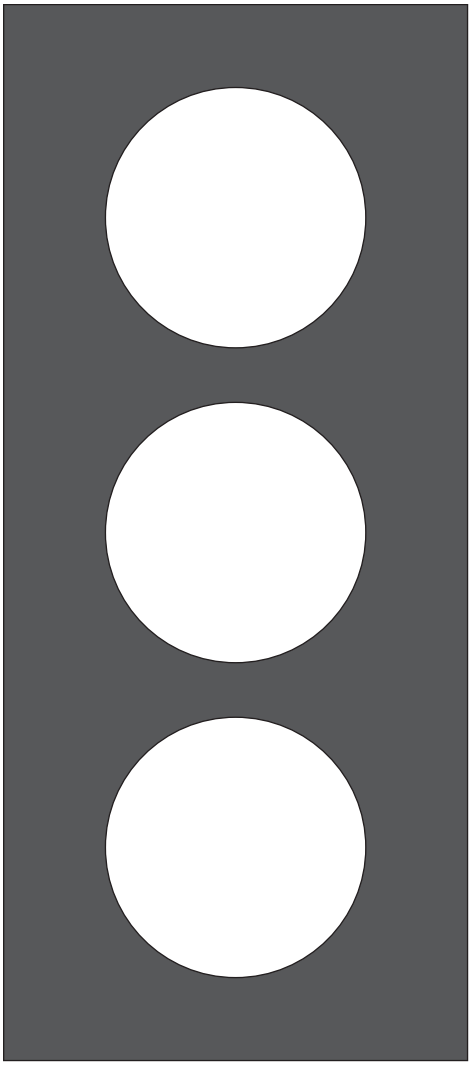
1. Your friend's parent says you can share a seatbelt because she doesn't have enough seatbelts for everyone. Should you share a seatbelt?
2. You are at your friend's place and you want to go for a bike ride. You can borrow a bike and a helmet that is too big for you. Should you go for a ride?
3. You are supposed to walk home from school with your older brother. He has to stay late to finish some work. Should you walk home alone without him?
4. You are driving in a vehicle and the driver is not wearing a seatbelt. Should you take yours off too?
5. 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?

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.

Activity sheet



RED STOP
Identify the problem

YELLOW THINK
Look at choices

GREEN GO
Make the decision

Reflect, analyze and connect

Explain that you will review road safety rules that the students have learned. List the rule 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....

Campaign for pedestrian safety

Time required

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:

- Reflect on their learning about pedestrian safety skills
- Design road safety advertisements that demonstrate an understanding of pedestrian safety

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…

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

Feedback and suggestions?

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

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 passenger safety and about being a safe passenger?

Learning objectives

Students will:

- Determine what they already know about passenger safety
- Depict, share, discuss and write at least one rule they already know about passenger safety

Materials and resources

- Whiteboard or flip chart

Explore

- Ask students what they know about being safe in a vehicle
- Ask students to list some passenger safety rules that they already know; record these ideas in a chart or on a whiteboard
- Ask how the students have learned about passenger safety — explain that you'll be adding to the knowledge and skills that they have learned from their parents, family, caregivers, neighbours and friends

Reflect and connect

- Ask students to draw one passenger safety skill; help them write the rule in the picture
- Pair and share to discuss the rules depicted in each of the drawings

Buckle up

Time requirement

This learning plan will take two sessions to complete.

Inquiry question

Why is it a rule to buckle up? Why should you leave the vehicle from the passenger safety door?

Learning objectives

Students will:

- Participate in discussions about the importance of passenger seats for all vehicle riders
- Identify passenger safety rules
- Identify two reasons why they need to use a booster seat
- Identify why there are different restraints for different sizes of people
- Describe safe practices for leaving a vehicle

Materials and resources

- A booster seat.
- A vehicle parked safely in the staff parking lot
- *Buckle up* activity sheet on page 78

Explore

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

Investigate

Take the students to a vehicle parked safely in the staff parking lot. Demonstrate to the students:

- The unsafe practice of sitting a child in the back seat with an incorrectly positioned lap belt and shoulder strap
- The correct placement of the lap belt and shoulder strap for a child when sitting in a booster seat
- 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?
- 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").
- Encourage students to complete the sentence: "When I am travelling in a car, I need to use a booster seat because…" Note: Some students may still be using a child passenger seat.
- The Safety Door
  - 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
  - The 'Safety Door' refers to the rear passenger door closest to the curb and/or away from the flow of traffic

Inquiry and experience

- 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.)
- Practise getting in and out of the vehicle using the safety door

Explore

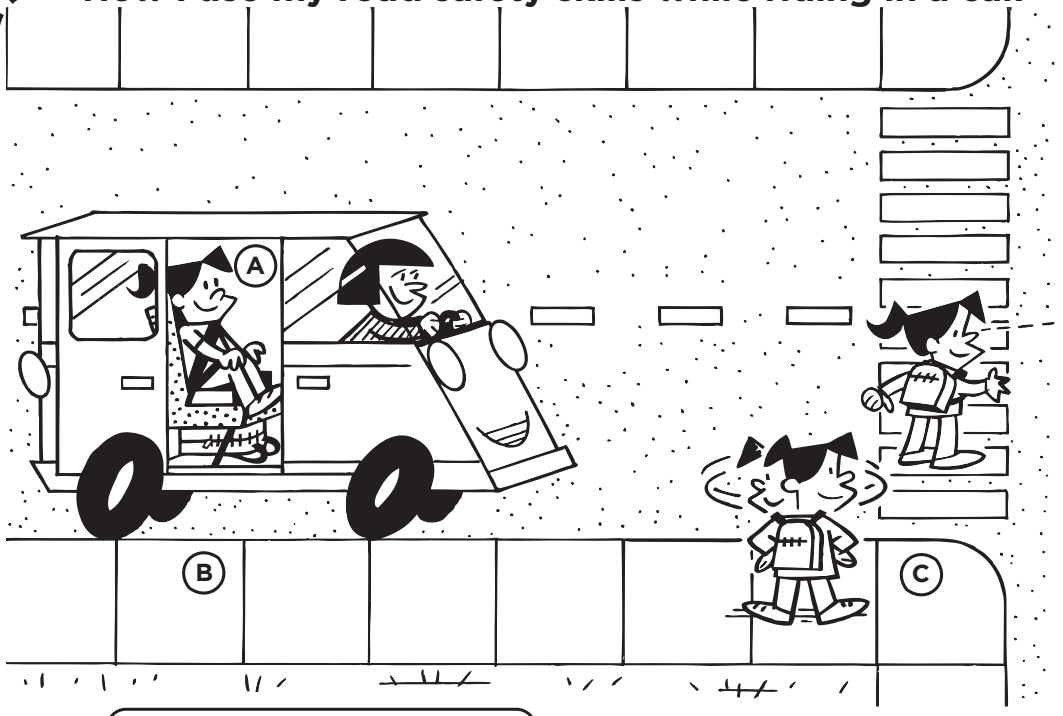
- Distribute "How I use my road safety skills while riding in a car" workbook sheet b5
- Ask students which door the child has entered from (curbside or roadside door)
- Ask students to discuss which is the safer choice and why
- Ask students why it's a good idea to make sure that they have the driver's 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

Activity sheet

How I use my road safety skills while riding in a car.

NAME _____

DATE _____



I will use my booster seat until I am 9 years old.

- ◯ I walk to the corner or a crosswalk if I have to cross the street.
- ◯ I wait until the driver tells me I can get out of the car.
- ◯ I use the door on the curb side of the car.

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 81

Reflect and connect

- Do the students use a booster seat when travelling in a vehicle? Why?
- Do their parents sit in a booster seat? Why not? (Answer: Because seatbelts are designed to fit adults.)
- Why do seatbelts not fit Grade 2 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").

Investigate — 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 the 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 must they grow before they no longer need a booster seat?
- Have the students paste the cut string on the *Boost me up* activity sheet on page 81, and draw a picture of themselves in a booster seat; write a sentence explaining how many centimetres they must grow until they no longer need a booster seat

Activity sheet

I need to grow _____ cm before I no long need a booster seat.

Explore

- Ask the students what are some good things about using a booster seat; record their responses

Explore, reflect and connect

- 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 students sing along

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.

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

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:

- Use language to communicate and create a collaborative story
- Create a story
- Role-play to build an understanding of passenger safety and responsibility

Materials and resources:

- Five chairs (two in front and three behind)
- *Don't distract the driver* activity sheet on page 88

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, 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? (Answer: cellphones, eating, drinking coffee.)

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

Storytelling

Play Fortunately/Unfortunately, a storytelling game

- Tell the students that you are going to combine creative efforts to tell a story of an adventure that has a number of plot twists
- Explain the meaning of the words "fortunately" and "unfortunately" for any players who aren't familiar with those words. For the purpose of this game, the word "fortunately" can be explained as a word that is used to foreshadow a stroke of good luck coming the character's way. Similarly, "unfortunately" can be explained as a word that will be used to introduce some really bad luck happening to the character.
- The character of the story will be a distracted driver. Discuss what a distracted driver is. (Answer: A driver not concentrating on driving.)
- Explain that this character leads a very confusing life in that just as something unlucky happens to him, the very next thing that happens is lucky — thus the words "fortunately" and "unfortunately"

- Begin the game by stating a sentence about the character: the distracted driver was driving to school with four passengers
- Pass the story on to the next player, who needs to add a sentence beginning with "Unfortunately". The next player might add a sentence like "Unfortunately, the driver's cellphone was ringing." The next player then adds to the story with a sentence beginning with "Fortunately". For instance, the player might say, "Fortunately, the driver put the cellphone away." This pattern continues until the story becomes utterly ridiculous or the players get tired of the game.
- Example: The distracted driver was driving to school with a carload of passengers. Unfortunately, the driver's cellphone was ringing. Fortunately, the driver put the cellphone away. Unfortunately,...

Generate, depict, create and make meaning

Have the students write and illustrate their own "Don't Distract the Driver" stories following the Unfortunately/Fortunately pattern. Pair and share the stories.

Activity sheet

Don't distract the Driver	The distracted driver was driving to....	Unfortunately the driver was distracted by....
Fortunately....	Unfortunately....	Fortunately....

Golf ball goes for a ride

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:

- 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
- Participate in a talking circle
- Conduct a self-reflection

Materials and resources:

For each group of students

- Two golf balls
- Marker
- Egg cartons cut into three (four egg slots each)
- Tape
- *Golf ball goes for a ride* activity sheet on page 91

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 illustrate/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.

Activity sheet

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

Experiment option B — Egg goes for a ride

For each group of students

- Four raw eggs, each in a plastic baggie
- Tape
- Toy vehicle with a cup attached to the back for egg to ride in
- Ramp fashioned out of a piece of wood; paper towel or wrapping paper rolls can be taped to the side for cushioning
- Predictions and results experiment worksheet

Investigate and experiment

- Explain that Egg will be going for a ride in the car, and that we will be asking the question, "What is the safest way for Egg to ride?" Egg will be riding in the car down a low hill with a seatbelt, down the same low hill without a seatbelt, down a steep hill with a seatbelt, and down the steep hill without a seatbelt.
- Have the children make predictions and record their guesses on a prediction chart
- Attach a cup to the back of a toy car and put Egg in a plastic bag and then into the cup
  - Send Egg down a low ramp and then a steep ramp
- To test for the seatbelt, tape egg securely to the cup
  - Send taped in Egg down a low ramp and then a steep ramp
- Discuss the results. Were they surprised? Did they match the predictions?

Reflect, depict

- Have the students draw the experiment results and what they learned from the experiment.

Activity sheet

Low hill with a seatbelt	Low hill without a seatbelt	Steep hill with a seatbelt	Steep hill without a seatbelt

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 safe passenger? How does this help the driver?

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.

Campaign for passenger safety

Time required

This learning plan will take two sessions to complete.

Inquiry question

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

Learning objectives

Students will:

- Write, paint or draw "Don't Distract the Driver" or "buckle up" advertisements

Materials and resources

- Poster-making supplies

Design, develop, present

- Have students write, paint or draw "Don't Distract the Driver" advertisements about the importance of driving without distractions. Make a display in the school reception area for parent 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 illustrate and take home a family pledge worksheet and have a parent or guardian sign it.

Activity sheet

Think of me. Leave your phone alone.

Name: _____

Grade: _____

while driving

Extensions

- Invite a local police officer to come talk to the class about passenger seats and passenger safety
- Have each student be an "occupant safety patrol" in the family car, making sure 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
bus safety

Determining prior knowledge

Time requirement

This learning plan will take one session to complete.

Inquiry question

What do I already know about bus safety and about being a safe bus rider?

Learning objectives

Students will:

- Determine what they already know about bus safety
- Depict, share, discuss and write at least one rule they already know about bus safety

Materials and resources

- Whiteboard or flip chart

Explore

- Ask if any students travel to school by school bus or use public transit — what are some of the safety rules that they know and follow?
- Ask students to list some bus/transit safety rules; record these ideas in a chart or on a whiteboard
- Ask how the students have learned about bus/transit safety — explain that you'll be adding to the knowledge and skills that they have learned from their parents, family, caregivers, neighbours and friends

Reflect and connect

- Ask students to draw a picture of at least one bus safety rule that they already know; have them write the rule
- Pair and share the drawings of bus safety rules they already know

Bus safety

Time requirement

This learning plan will take one session to complete.

Inquiry question

What are the steps for getting on and off a bus safely?

Learning objectives

Students will:

- Role-play bus safety skills
- Depict an understanding of bus safety skills
- Identify reasons for the school bus safety rules
- Distinguish the difference between school bus and transit bus safety rules

Materials/resources

- *School bus and rural safety* video (3:46 min.)
- *Bus safety* activity sheets on pages 104 and 105
- *I use my bus safety skills* activity sheet on page 103

Watch and listen

- Watch the *School bus and rural safety* video (3:46 min.)

Synopsis: A series of short scenes where children model how to walk along rural roads, cross train tracks and learn safety rules about waiting for, and exiting, a school bus.

Reflect and connect

- What are the safety practices around a school bus stop?
  - Arrive early at the bus stop and never run after a bus if you're late
  - Wear visible, bright clothing, and add reflective tape to your backpack or jacket for dark or rainy days

  - Use your traffic-safety skills for crossing a street. Always cross at an intersection or crosswalk. Keep an eye on younger children so that they're safe. Model safe behaviours.
  - Stand two or more giant steps away from the road while waiting for the bus and step further back when the school bus approaches; wait until it stops before approaching.
  - When the bus stops, get on in single file — don't push or run for seats
  - When leaving a bus, walk 10 steps ahead before you cross the road so that the driver will be able to see you; make eye contact with the driver — a bus driver cannot see you when you're close beside, behind or immediately in front of the bus
  - Check for traffic in both directions before crossing the road; don't assume all cars or bicycles will stop
  - If you drop something, don't pick it up until you make eye contact with the bus driver and it's safe for you to get it
  - Only school buses have a stop sign and red flashing lights to help stop traffic. If you're exiting any other bus, walk to the nearest crosswalk or intersection. After exiting, never cross in front of a transit bus.

- What are the safety rules for riding a bus or train?
  - Sit quietly in your seats; don't throw things or fool around with friends
  - Don't distract the bus driver — drivers need to focus on driving
  - On transit buses or SkyTrain, stand well back when the bus or train arrives
  - Don't rush towards closing bus or train doors; instead, wait for the next bus or train
  - If you're standing, hold tightly to a bar or pole
  - Don't stand close to doors or stairs
  - Before exiting, stand back from the doors as they open
  - Be careful not to trip when getting on and off a bus or train
  - Be courteous to other passengers

- What are the safety practices around a school bus stop?
- What's the difference between a transit bus and a school bus when you exit and need to cross the street?
- Why are seatbelts and booster seats not needed on a bus? (Answer: They are built to rely on passive safety, not on seatbelts, and are designed and constructed differently from passenger cars. They are bigger, heavier, and sit higher off the ground. Passengers sit much higher, making them safer in collisions.)

- A friend is taking the school bus for the first time. What safety rules should you pass along?
- You're taking younger children on the school bus. What key road safety information should you discuss with them to ensure they stay safe while waiting for the bus? When the bus arrives? While riding the bus? After exiting the bus?
- Why is making eye contact with your bus driver and all other drivers important to your safety?
- How are your clothes important for your safety?

Distribute the *I use my bus safety skills* activity sheet on page 103.

- Select a student to read out the randomly assorted six steps that describe waiting for and getting on a school bus
- Ask students to number the statements in the correct order
- Ask students to complete a "because" statement for using their road safety skills when getting on the school bus
- Re-watch the video if necessary
- Ask students to recall the steps for safely getting off a school bus

Have students draw or write a "because" statement for using their road safety skills when waiting for and getting on, getting off and riding the school bus.

Activity sheet

I use my bus safety skills while **waiting for** the bus because...	

I use my bus safety skills while **waiting for** the bus because...	

I use my bus safety skills while **waiting for** the bus because...	

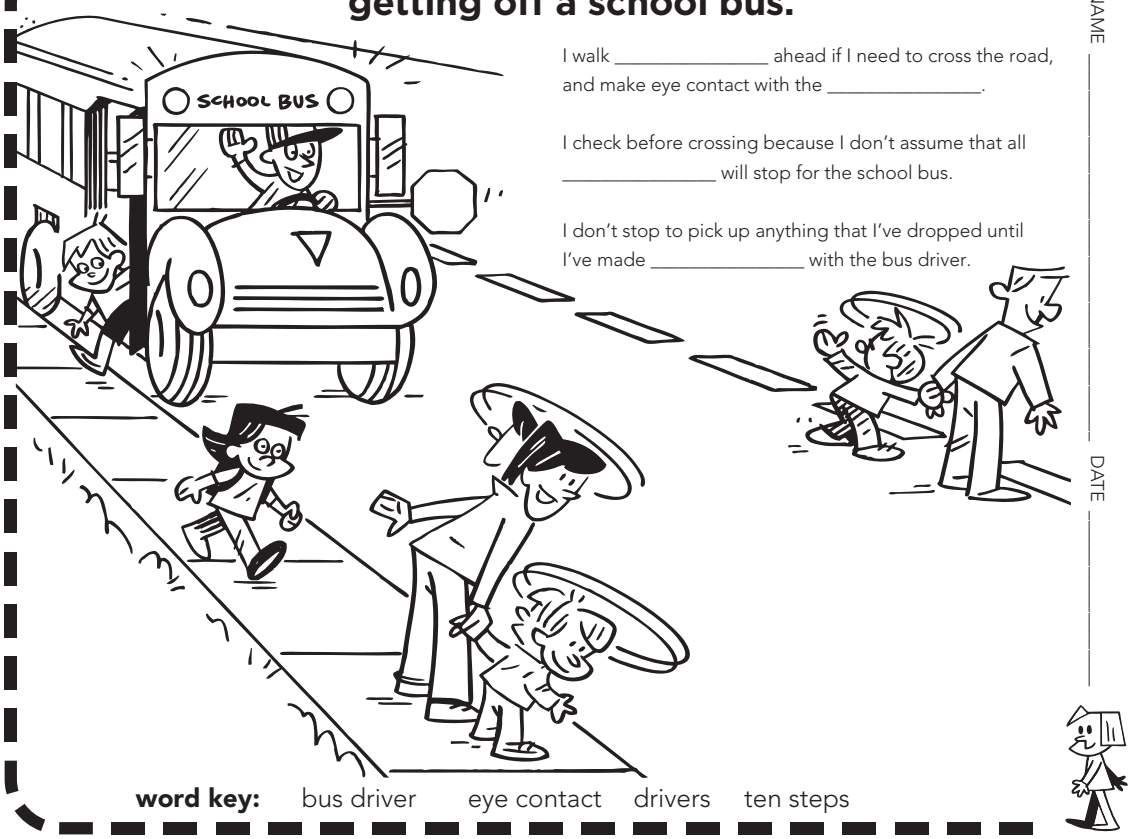
I use my bus safety skills while **waiting for** the bus because...	

Activity sheet

How I use my road safety skills when getting off a school bus.

NAME _____

DATE _____



I walk _____ ahead if I need to cross the road, and make eye contact with the _____.

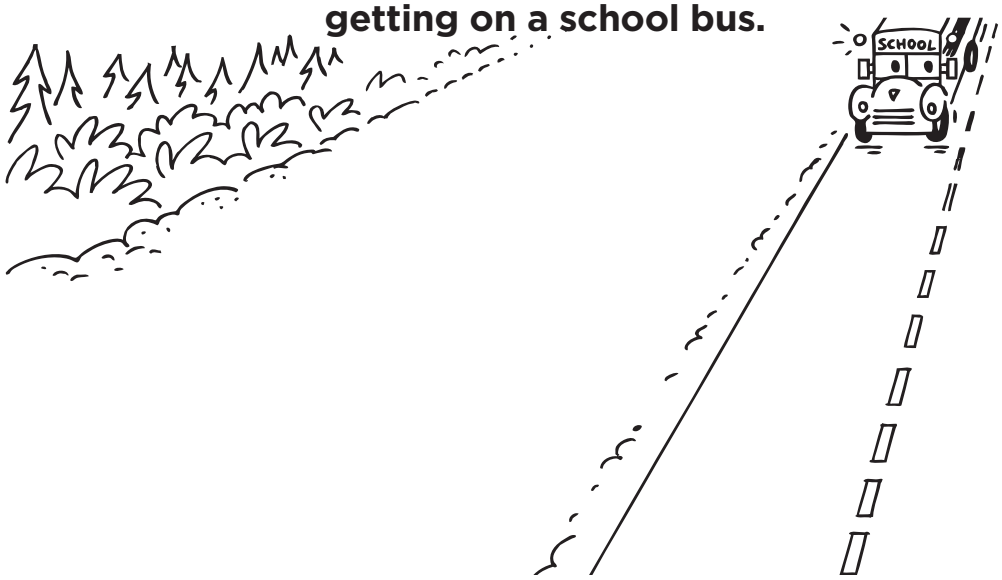
I check before crossing because I don't assume that all _____ will stop for the school bus.

I don't stop to pick up anything that I've dropped until I've made _____ with the bus driver.

word key: bus driver eye contact drivers ten steps

Activity sheet

How I use my road safety skills when getting on a school bus.



NAME _____

DATE _____

_____ I wear visible, bright clothing, and add reflective tape to my backpack or jacket for dark or rainy days.

_____ I use my traffic safety rules when I need to cross the street.

_____ When the bus stops, I walk on in single file — without pushing or running for seats.

_____ I stand two giant steps away from the road while waiting for the bus.

_____ I step farther back when the school bus approaches.

_____ I arrive early so that I don't have to run after the bus.

Reflect and connect

- Ask how many students have been on a transit bus
- Ask how a transit bus is different from a school bus
- Ask how the students should behave differently when using each of these types of buses
- Ask students to identify the safety differences between a school bus and a transit bus. What other differences are there? Have them identify these differences.

How long is a bus?

Time requirement

This learning plan will take one session to complete.

Inquiry question

How long is a bus?

Learning objectives

Students will:

- Demonstrate problem-solving skills
- Measure objects in the classroom and fellow classmates
- Subtract to find the difference between objects

Materials and resources

- Flip chart
- Metre stick

Explore

How long is a school bus? Tell the students a bus is about 18 metres in length and has seats for 72 passengers. Using a metre stick, demonstrate how long 18 metres is. Using a flip chart, students can list/predict items that are longer or shorter than a school bus. Using the metre stick, measure various objects in the school and playground.

- The average school bus is 18 metres long
- The average car is about 4 metres long

Problem-solving

How much longer is the bus than the average car? To figure out how much longer the bus is than a car, we need to subtract. Using a block to represent a metre, demonstrate how to subtract. 18 blocks minus 4 blocks is 14 blocks. The bus is 14 metres longer than the car.

- Have students work in pairs to measure the lengths of two objects and then figure out the difference between them
- The pairs of students should write a number sentence to demonstrate the subtraction they did to figure out the difference in the lengths of their objects
- Challenge them to repeat this activity with two new objects
- Write down their number sentences

How tall is a bus?

Time requirement

This learning plan will take one session to complete

Inquiry question

How tall is a bus?

Learning objectives

Students will:

- Demonstrate problem-solving skills
- Measure objects in the classroom and fellow classmates
- Subtract to find the difference between objects

Materials and resources

- Flip chart
- Metre stick

Explore

How tall/high is a school bus? Tell the students a bus is about 3 metres tall. Using a metre stick, demonstrate how tall 3 metres is. Using a flip chart, students can list/predict items that are taller or shorter than a school bus. Using the metre stick, measure various objects in the room.

- The average school bus is 3 metres tall
- The average giraffe is 5 metres tall
- The average elephant is 3 metres tall
- The average car is about 2 metres tall
- The average 6-year-old is 1 metre tall

Problem-solving

How much taller is the bus than a car? To figure out how much taller the bus is than a car, we need to subtract. Using blocks to represent a metre, demonstrate how to subtract: 3 blocks minus 2 blocks is 1 block. The bus is 1 metre taller than the car. How much taller is the bus than an average 6-year-old?

- Have students work in pairs to measure the lengths of two objects and then figure out the difference between them
- The pairs of students should write a number sentence to demonstrate the subtraction they did to figure out the difference in the lengths of their objects
- Challenge them to repeat this activity with two new objects

Unit Review

Time requirement

This learning plan will take one session to complete.

Inquiry question

How can I help the bus driver keep passengers safe?

Learning objectives

Students will:

- Demonstrate problem-solving skills
- Identify problems and make decisions
- Participate in a talking circle
- Conduct a self-reflection

Materials, resources

- Trivia questions

Reflect and connect

Remind the students that bus drivers have the tremendous responsibility of safely transporting children to and from school, on field trips and to various events on a daily basis. Drivers must remain alert and attentive to the rules of the road, to the traffic conditions around them and to the students on the bus. Quiet, responsible behaviour on the bus helps the bus driver.

Review bus safety rules and brainstorm how they keep passengers safe and help the bus driver.

- **Be at the bus stop early** — The bus driver may not see you running for the bus; if you are late, you could slip and fall under the wheels

- **Wait for the bus in a safe place, away from the road** — Wait away from the road because a car could hit you if you are too close to the road
- **Sit down as soon as possible** — There may be other people waiting to get on. If it takes too long for everyone to get on, cars get impatient and go around the bus. Someone could get hit if this happens.
- **Stay seated at all times** — 'Back to back' and 'bottom to bottom'. Take off your backpack and put it in your lap.
- **Keep hands, arms and head inside the bus at all times** — A bus is wider than a car; it gets very close to trees and poles, you could be seriously injured if you have any body parts outside the bus.
- **Don't eat or drink on the bus** — You could choke on the food, and the driver might not see you
- **Listen to the bus driver and follow directions** — The bus driver's instructions are for your safety
- **Leave the bus carefully, using the handrail** — Hold on to the rail because you could fall
- **Take 10 giant steps in front of the bus before crossing in front of it** — You should be able to see the driver's face; remember that if you can't see his face, he can't see you
- **Wait for the bus driver's signal before crossing the road** — Your driver will signal you when it is safe to cross
- **Look both ways before crossing the road** — Check the road yourself, as the driver might not see everything
- **Stay away from the bus if you drop or forget something** — NEVER go back to pick up something in the road. Get an adult to get it for you. If you forgot something on the bus, you can always get it later. The bus driver can't see you if you are too close to the front of the bus.

Reflect and connect — Thumbs Up, Thumbs Down

Read the following statements to the students. Have them give a thumbs up when the children are behaving and a thumbs down when they are misbehaving.

- The bus door is closed, and the bus is leaving for school. In the back, two boys start throwing paper at each other. THUMBS DOWN
- A girl sitting behind the bus driver turns around and yells loudly to her friend in the back of the bus. THUMBS DOWN

- Two boys sitting next to each other are talking loudly. The bus comes to a stop, and the boys quit talking for a moment so the driver can listen for other cars. THUMBS UP
- A girl with a saxophone for her band lesson places the saxophone case under the seat before the bus begins to move. THUMBS UP
- The bus stops at a railway crossing. Three friends in the back of the bus keep yelling and laughing loudly. THUMBS DOWN
- A boy sees his best friend poking his pencil into the seat, so he starts doing the same thing. THUMBS DOWN
- Another boy sees the two boys poking their pencils into the bus seat and asks them to stop. THUMBS UP
- A boy cleaning out his book bag throws paper onto the floor of the bus. THUMBS DOWN
- A girl sees her best friend sitting a few rows in front of her. While the bus is moving, the girl gets up from her seat to go sit next to her friend. THUMBS DOWN
- A boy gets off the bus and immediately runs across the street to meet his friend. THUMBS DOWN
- A girl gets off the bus, stands on the curb and waits for the driver's signal to cross the road. THUMBS UP

Activity: Trivia game

- Divide the students into two teams
- Take turns asking teams questions

Trivia questions (example, with correct answers in red)

How many seats are on a school bus?

30

45

72

100

Why are there no seatbelts in a school bus?

Bus seats are designed with high padded backs and seats

The seats are a specific distance apart for optimal safety

The size of the windows are designed to protect you from being ejected through one if the bus were ever in an accident

All of the above

The school bus is coming. You are on the wrong side of the road from where you should be to get onto the bus. What should you NOT do?

Wait for the bus to stop and then safely cross the street

Run across the road to get to the other side without looking for traffic

Look both ways before you cross the street

Cross the street when it is safe to do so

School buses are equipped with many safety features. Which one of these features assists in the safety of children while getting on or off the bus?

Big tires

A crossing arm

Many windows

Open door

You are on your way to school in the school bus, but it is very hot. The window is open. What should you NEVER do?

Sit quietly and face forward

Fan yourself with a piece of paper

Stay in your own seat

Put your hands, feet or head out the window

Why might a school bus be painted yellow?

To be easily identified

So we would ask why it is yellow

Because it is a pretty colour

So it doesn't clash with the stop sign

When is it acceptable to play loud music on the school bus?

Whenever you feel like it

When you are bored

It is never acceptable

When going on a long field trip

Suppose that you are just about to get onto the school bus. Suddenly, you drop your pencil case and it slips underneath the bus. What should you NOT do?

Ask an adult for help

Ask a teacher for help

Hurry and pick it up straight away because it is time to get on the bus

Ask the bus driver for help

Suppose you were waiting for the school bus and someone stopped and asked if you would like a ride instead of taking the bus. What should you do?

Accept the ride

Say no thank you and find an adult

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 bus safety? 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.

Extensions

- 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

Feedback and suggestions?

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

unit 5

bicycle safety

Determining prior knowledge

Time requirement

This learning plan will take one session to complete.

Inquiry question

What do I already know about bicycle safety and about being a safe bicycle rider?

Learning objectives

Students will:

- Determine what they already know about bicycle safety
- Depict, share, discuss and write at least one rule they already know about bicycle safety

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 from their parents, family, caregivers, neighbours and friends

Reflect

- Ask students to draw one bicycle safety rule; help them label the picture
- Pair and share to discuss the bicycle safety rules the students already know

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 (e.g., 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
- Read the word wall with the class
- Play the game "I'm thinking of a word that starts with 't'..." — "Who can find the word?"
- Have the students write in their journals about bicycle safety using word(s) from the word wall
- Use the word wall words 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.

- Read the word wall with the class
- Play the game "I'm thinking of a word that starts with 't'..." — "Who can find the word?"
- Have the students write in their journals about bicycle safety using word(s) from the word wall
- Use words from the word wall in a spelling quiz or charades game

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 125
- A bicycle
- *Pictures of bicycles through the ages* on page 122

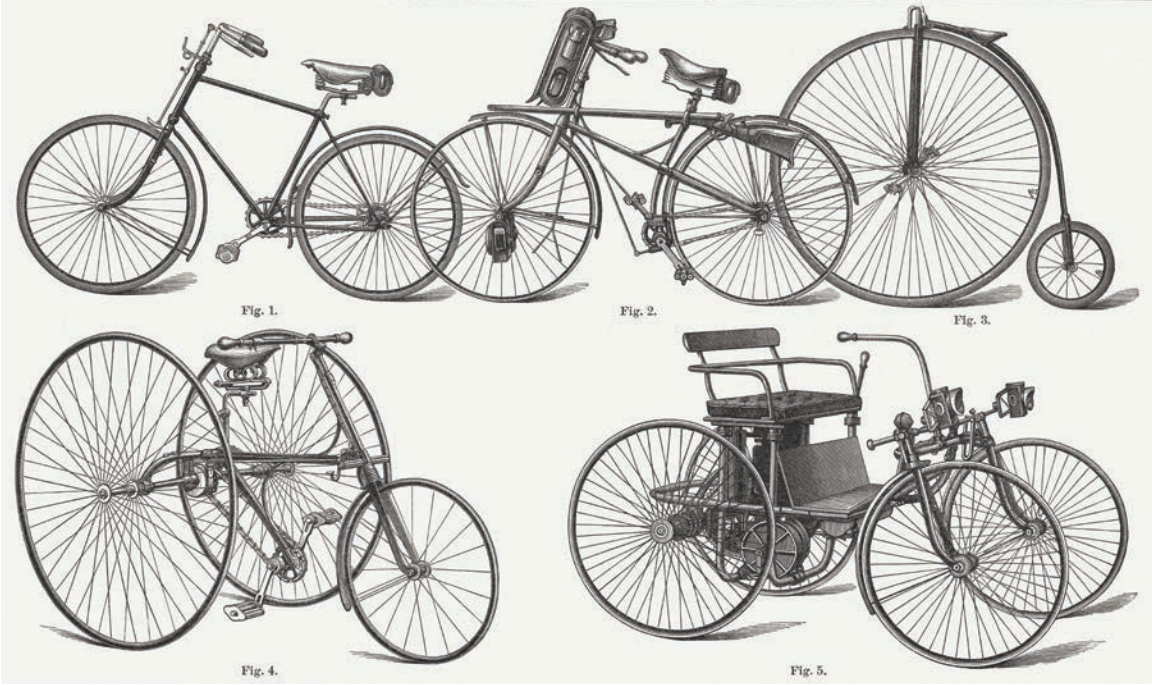


Fig. 1.
Fig. 2.
Fig. 3.
Fig. 4.
Fig. 5.

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
  - Pedals — 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

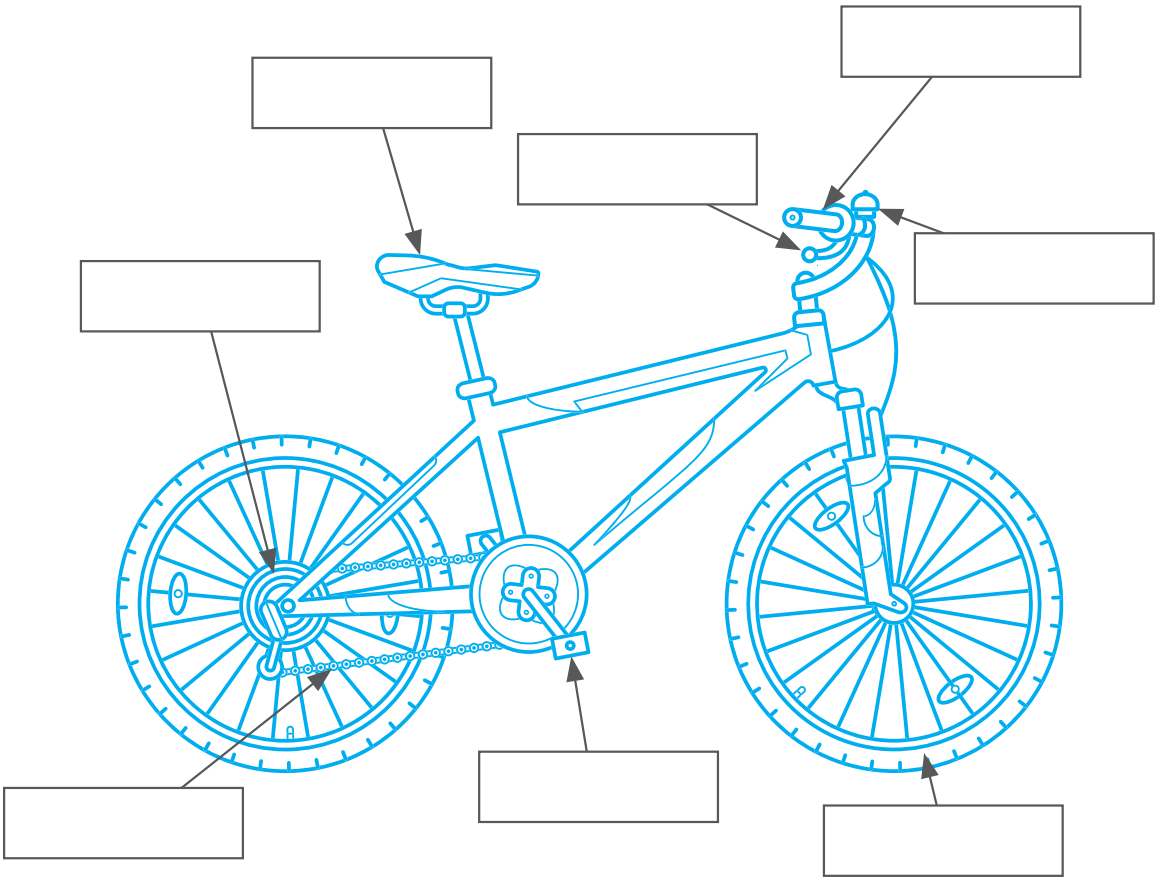
Add the new words (tricycle, unicycle, quadracycle, electric bicycle, penny farthing) to the word wall.

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.

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? Pair and share the inventions. Each team can discuss their bicycle invention and the safety features.

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
- Participate in a talking circle
- Conduct a self-reflection
- Sing the rules and perform the actions to the Bike Safety Boogie song

Materials and resources

- *Getting Ready to Ride* video (1:44 min.)
- *Ready to ride* activity sheets on pages 130 and 131
- *Bike Safety Boogie* song (2:00 min.) and lyrics
- Optional handouts to take home:
  - 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

Watch and listen

Watch video segment 1: *Getting ready to ride* (1:44 min.) 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

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 and 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? (Answer: knee and wrist pads, closed-in shoes and light-coloured clothing, etc.)

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

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

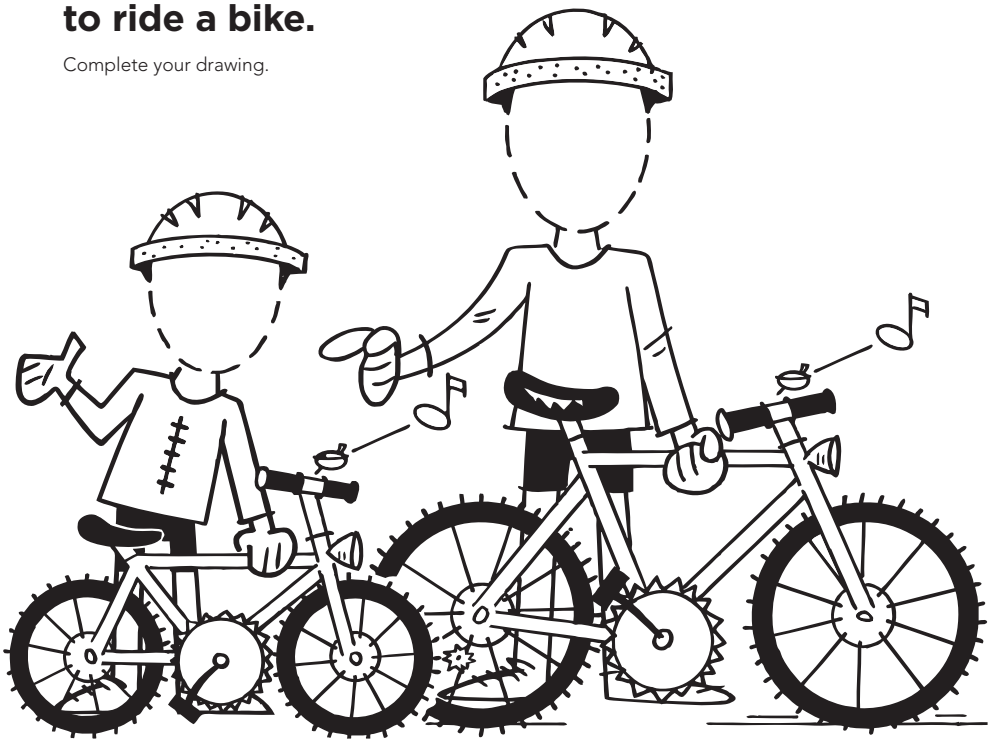
Reflect and connect

- Distribute *Ready to ride* activity sheets on pages 130 and 131
- Have students complete both pages:
  - Page 130 — getting ready to bike
  - Page 131 — correct helmet fit

Activity sheet

How I use my road safety skills when getting ready to ride a bike.

Complete your drawing.



NAME _____

DATE _____

My bike has a bell, lights, and reflectors. I wear reflective and bright clothing because....

_____.

Activity sheet

How I use my road safety skills when getting ready to ride a bike.

NAME _____

DATE _____

Draw yourself wearing a bike helmet.

We do our helmets up right. We wear them every time we go cycling because....

_____.

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 (2:00 min.)
- Discuss the rules in the song
- Perform the actions to the *Bike Safety Boogie* song

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	

Activity: Agree, disagree, not sure

- Have the students work in pairs
- Give each pair an Agree, Disagree, Not sure worksheet on page 135
- They are to read each sentence and tick the box that shows what they think
- Discuss the results

Activity sheet — Get your helmet on

	Agree ☺	Unsure 😐	Disagree ☹
It doesn't matter if your helmet is too big. You can grow into it.			
The law says that cyclists must wear a bike helmet.			
It is okay to wear flip flops when you ride a bicycle, scooter or skateboard.			
You should wear a bike helmet when you ride a scooter or skateboard.			
A bike helmet will protect your head if you have a crash.			
It is okay to buy a helmet from a garage sale.			
You should ride your bike across the road or crosswalk.			
It is okay to ride a bike alone with a route plan.			
It doesn't matter if my feet can't reach the bike pedals.			

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 riding a bicycle and bicycle safety 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.

Campaign for bike safety

Time requirement

This learning plan will take two sessions to complete.

Inquiry question

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

Learning objectives

Students will:

- Correctly identify and explain the rationale for each of the bike safety skills
- Design posters that demonstrate an understanding of safety rules
- Conduct a self-assessment

Materials and resources

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

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 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

Inquiry

- Are the safety rules the same for scooters, inline skates and skateboards?
- What are distractions that might interfere with being safe on a bicycle? (Answer: headphones.)
- 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 you 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 the students complete the *Campaign for bike safety* activity sheet on page 139.

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....

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?

Design, develop, present

Campaign for bicycle safety. Using their knowledge of helmet use and bicycle safety, students 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.

Go beyond

- Invite an older class to join the class in performing a role play
- In pairs 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

Extensions

- Invite the parents of the Grade 2 students to watch the skits or schedule the event for the day of an assembly when parents might already be present
- 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 help students lock up their bikes

Feedback and suggestions?

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