

road safety learning resources: teacher's manual

Grade 7



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 This material may be oversimplified, out of date, inapplicable, incomplete or incorrect.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

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Focus: Ambassadors for road safety — taking action

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 7 Physical and Health Education, English Language Arts and Career Education. With its strong focus on matters of immediate personal interest to students, on effective learning and emotions, on responsible and informed decision-making, on appropriate forms of behaviour and on the meaning of personal responsibility, the learning resource provides a natural context for students to reflect on what’s involved in being on the road as a pedestrian, cyclist, car passenger or user of other modes of transportation.

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

English Language Arts

Big ideas:

- Questioning what we hear, read and view contributes to our ability to be educated and engaged citizens
- Exploring and sharing multiple perspectives extends our thinking
- Exploring stories and other texts helps us understand ourselves and make connections to others and to the world

Learning Standards

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

Learning Standards (continued)

Curricular Competencies	Content
<p>Create and communicate (writing, speaking, representing)</p> <ul style="list-style-type: none"> • Exchange ideas and viewpoints to build shared understanding and extend thinking • Use writing and design processes to plan, develop and create engaging and meaningful literary and informational texts for a variety of purposes and audiences • Assess and refine texts to improve their clarity, effectiveness and impact according to purpose, audience and message 	<p>Language features, structures and conventions</p> <ul style="list-style-type: none"> • Language varieties • Syntax and sentence fluency • Conventions • Presentation techniques

Physical and Health Education

Big ideas:

- Healthy choices influence our physical, emotional and mental well-being
- Learning about similarities and differences in individuals and groups influences community health

Learning Standards

Curricular Competencies	Content
<p>Social and community health</p> <ul style="list-style-type: none"> • Identify and describe strategies for avoiding and/or responding to potentially unsafe, abusive or exploitive situations • Describe and assess strategies for responding to discrimination, stereotyping and bullying • Describe and apply strategies for developing and maintaining healthy relationships • Explore strategies for promoting the health and well-being of the school and community <p>Mental well-being</p> <ul style="list-style-type: none"> • Describe and assess strategies for promoting mental well-being, for self and others • Describe and assess strategies for managing problems related to mental well-being and substance use, for self and others 	<ul style="list-style-type: none"> • Strategies to protect themselves and others from potential abuse, exploitation and harm in a variety of settings • Consequences of bullying, stereotyping and discrimination



Arts Education

Big ideas:

- Dance, drama, music and visual arts are each unique languages for creating and communicating

Learning Standards

Curricular Competencies	Content
<ul style="list-style-type: none">• Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation and purposeful play• Explore relationships between identity, place, culture, society and belonging through the arts• Demonstrate an understanding and appreciation of personal, social, cultural, historical and environmental contexts in relation to the arts	<ul style="list-style-type: none">• Drama forms and drama conventions• Processes, materials, movements, technologies, tools, strategies and techniques to support creative works

Career Education

Big ideas:

- Safe environments depend on everyone following safety rules
- Leadership represents good planning, goal-setting and collaboration
- Practising respectful, ethical, inclusive behaviour prepares us for the expectations of the workplace

Learning Standards

Curricular Competencies	Content
<ul style="list-style-type: none"> • Recognize their personal preferences, skills, strengths and abilities and connect them to possible career choices • Question self and others about how their personal public identity can have both positive and negative consequences • Examine the importance of service learning and the responsibility of individuals to contribute to the community and the world • Appreciate the importance of respect, inclusivity and other positive behaviours in diverse, collaborative learning and work environments • Question self and others about the reciprocal relationship between self and community • Use entrepreneurial and innovative thinking to solve problems • Demonstrate leadership skills through collaborative activities in the school and community • Demonstrate safety skills in an experiential learning environment • Set realistic short- and longer-term learning goals, define a path and monitor progress • Recognize the influence of peers, family and communities on career choices and attitudes toward work 	<p>Personal Development</p> <ul style="list-style-type: none"> • Goal-setting strategies • Self-assessment • Project management • Leadership • Problem-solving and decision-making strategies <p>Connections to Community</p> <ul style="list-style-type: none"> • Local and global needs and opportunities • Cultural and social awareness • Volunteer opportunities <p>Life and Career Plan</p> <ul style="list-style-type: none"> • Factors affecting types of jobs in the community • Role of mentors, family, community, school and personal network in decision-making



Learning Standards (continued)

Curricular Competencies	Content
<ul style="list-style-type: none">• Appreciate the value of new experiences, innovative thinking and risk-taking in broadening their career options• Explore volunteer opportunities and other new experiences outside school and recognize their value in career development• Apply project management skills to support career development	

Mathematics

Big ideas:

- Decimals, fractions and percents are used to represent and describe parts and wholes of numbers
- Computational fluency and flexibility with numbers extend to operations with integers and decimals

Learning Standards

Curricular Competencies	Content
<p>Reasoning and analyzing</p> <ul style="list-style-type: none"> • Use logic and patterns to solve puzzles and play games • Use reasoning and logic to explore, analyze and apply mathematical ideas • Estimate reasonably • Demonstrate and apply mental math strategies • Use tools or technology to explore and create patterns and relationships and test conjectures • Model mathematics in contextualized experiences <p>Understanding and solving</p> <ul style="list-style-type: none"> • Apply multiple strategies to solve problems in both abstract and contextualized situations • Develop, demonstrate and apply mathematical understanding through play, inquiry and problem-solving • Visualize to explore mathematical concepts • 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 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • Multiplication and division facts to 100 (extending computational fluency) • Operations with integers (addition, subtraction, multiplication, division and order of operations) • Operations with decimals (addition, subtraction, multiplication, division and order of operations) • Relationships between decimals, fractions, ratios and percents • Discrete linear relations, using expressions, tables and graphs



Learning Standards (continued)

Curricular Competencies	Content
<p>Communicating and representing</p> <ul style="list-style-type: none">• Use mathematical vocabulary and language to contribute to mathematical discussions <p>Connecting and reflecting</p> <ul style="list-style-type: none">• Reflect on mathematical thinking• Connect mathematical concepts to each other and to other areas and personal interests	

Determining prior knowledge

Time requirement

This learning plan will take three or four sessions to complete.

Inquiry question: What do I know about the risks involved in being on the road, whether as a pedestrian, cyclist, car passenger or user of another mode of transportation? What do I know about my responsibility to myself and others?

Learning objectives

Students will:

- Determine what they already know about road safety
- Identify when and why they — or someone they know — have not followed a road safety rule
- Display awareness of real danger associated with not following road safe practices
- Assess the road safety practices that students understand but no longer follow
- Identify conflicting or inaccurate information
- Conduct a self-assessment/self-reflection

Materials and resources

- Pictures of Grade 7 students walking home from school together
- [Road Safety mind map](#) on page 14

Explore

Why do communities have rules? Who made the rules? Why? What are some rules that we have to follow in our community? These rules can be for any situation and not only related to pedestrian safety. For example — children have to go to school, drivers aren't allowed to speed and dogs must be kept on a leash in public places.



determining prior knowledge

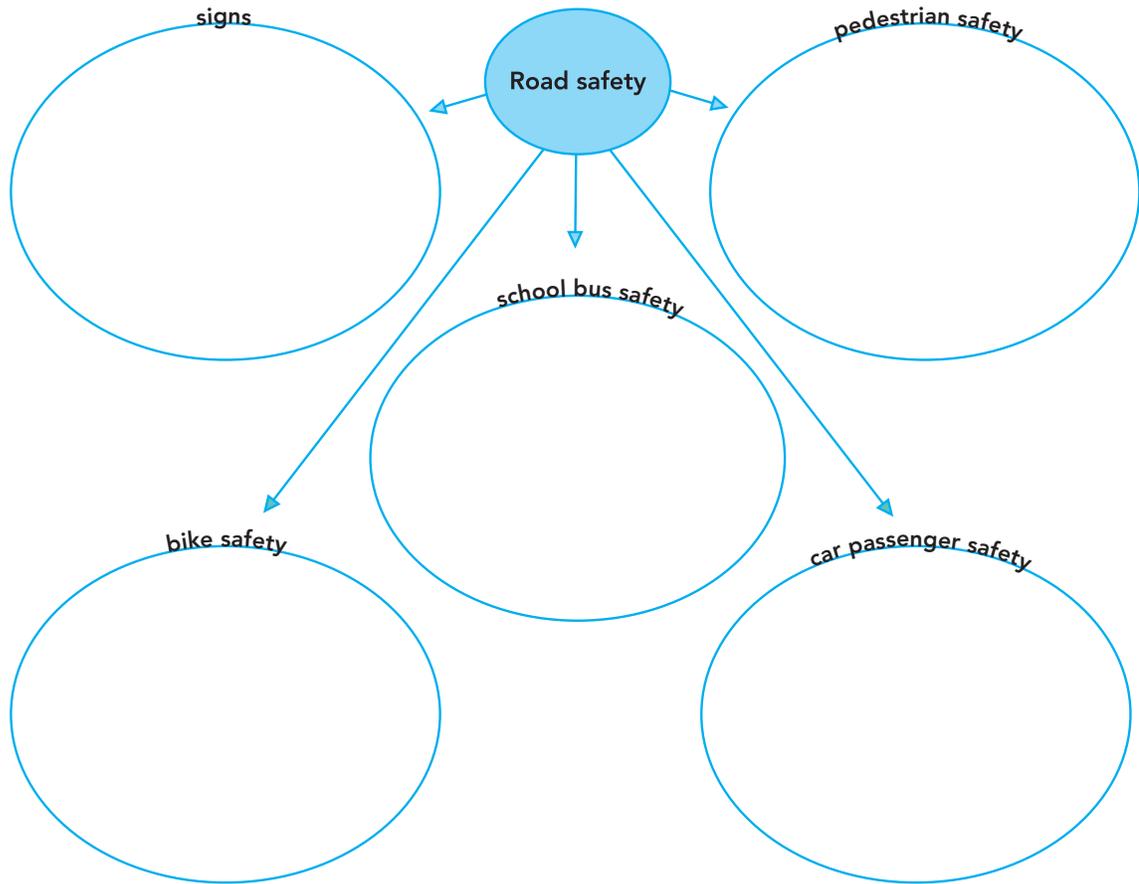
learning plan 1

Engage

Arrange the students in groups of five and distribute the Road safety mind map to each group.

- With each student taking a turn as scribe, have the groups fill in as many road safety rules as they can recall about each topic
- In 3- to 5-minute intervals, have the sheet rotate to the next scribe and have the conversation shift to the next topic until all five topics are covered
- Ask each student to look over the list and identify one road safety rule that they have recently not followed or have been tempted to not follow
- Have students discuss the incident in their groups. What were the potential consequences?

Road Safety mind map





determining prior knowledge

learning plan 1

Freeze-frame-rewind skit

Form small groups of between two and four students and assign a freeze-frame-rewind skit-writing assignment:

- The students discover that they have magical powers allowing them to see two minutes into the future (and, as with many magical powers, they can't tell anyone about it)
- One morning while walking to school they see another classmate(s) and view a magical vision of that student becoming the victim of a serious accident as a result of disregarding a road safety rule
- The assignment is to develop a two-minute skit (actions and dialogue) that will persuade the other student not to disobey the road safety rule, thereby preventing the tragedy
- Encourage students to consider a variety of dramatic components, including:
 - Allow the tragedy to happen (or almost happen) and then freeze-frame and rewind to the revised action
 - Continue beyond the tragedy to demonstrate the impact of the student's death on friends and classmates (use your judgment)
 - Perform the entire scene in slow motion or high speed
 - Use narration (e.g., interior monologue of the student involved as he or she witnesses the action and reflects on the repercussions)
 - No dialogue

Optional activity

Some groups may prefer to create a digital 'skit' instead of performing one.

Presentation

- Have the groups perform their skits
- Ask the class about the various strategies, tactics, body language and verbal devices that the hero used to encourage the classmate(s) to follow safe pedestrian practices

Watch and listen — Cree story

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

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

Cree Story:

[The Granddaughter who was Eaten by a Big Fish](#) (6:15 min.)

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.



determining prior knowledge

learning plan 1

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.



determining prior knowledge

learning plan 1

Explore

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

Engage

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

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



Speaking to communicate

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

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

- Everyone's contribution is equally important
- State what you feel or believe starting with 'I statements', e.g., 'I feel...'
- All comments must be addressed directly to the question or the issue, not to comments that another person has made
- When a person has the talking object, it is their turn to share thoughts, without interruption, and others have the responsibility to listen
- The 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 the students sit in a circle and give the talking object to a student who is comfortable speaking to a group. Ask that student to share what they think about rules. Share a time when someone told them not to break a road safety rule (not wearing a helmet, for example), but they did it anyway. How did it make them feel? Were there consequences? When the first student finishes sharing, the talking object is passed 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.

Personal pledge

Time requirement

This learning plan will take two or three sessions to complete.

Inquiry question

How are my personal choices influenced by peer relationships, family and community?

Learning objectives

Students will:

- Recognize that individuals can have a positive and negative influence on the feelings and behaviour of others
- Assess how to act as important role models for others by:
 - Identifying personal feelings experienced as a result of positive qualities in others
 - Understanding that role models set an example for others by making healthy lifestyle choices
- Identify positive role models
- Develop a list of qualities that depict positive role models
- Demonstrate effective decision-making, focusing on careful information gathering by considering the value of life experiences and relationships

Materials and resources

- Ojibway Story — [The Lily Root](#) (8:41 min.)
- [Personal pledge](#) activity sheet on page 28

Reflect and connect

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

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



personal pledge

learning plan 2

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

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

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

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

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

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

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

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

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

Jocelyn Lovell. Jocelyn Lovell was a big hero in Canadian cycling on both the track and the road. He started bicycle racing when he was 13. He competed in three Olympic games and won numerous medals in the Commonwealth Games (including 4 gold medals), Pan American Games (2 gold medals) and World Championships (a silver medal). In 1983, while out for a training ride, he was tragically hit and dragged by a dump truck. The resulting spinal cord injury left him a quadriplegic. He became a major advocate for spinal cord research, but continued to suffer complications from his accident. He died in 2016.

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

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

Ask the students if they know who Clara Hughes is. Clara Hughes is a Canadian cyclist and speed skater and a six-time Olympic medalist. She is the only athlete in history to win multiple medals at both the summer and winter Olympic Games. Did you know she started speed skating at 16 and cycling at 17? She has pursued her dreams through the world of sport, yet her ultimate goal has always been to motivate youth and inspire

hope in others through her actions. She is involved with Right To Play, an athlete-driven international humanitarian organization that uses sports to encourage the development of youth in disadvantaged areas, and with Take a Hike, a Vancouver inner city school program that uses adventure-based learning for at-risk youth. She is also known for sharing her struggles with depression to help break down the stigma associated with mental illness.

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

Explore, research, collaborate

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

Collaborate, plan and present

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

Watch and listen — Ojibway Story — [The Lily Root](#) (8:41 min.)

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.

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

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

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

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

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

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

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

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

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

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

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

"Be careful, now," instructed Shomis.

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

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

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

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

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

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

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

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

Inquiry

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

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

Reflect, connect

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

Speaking to communicate

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

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

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

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

Personal pledge

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



Activity Sheet

My personal pledge to make a difference in my community

Name

Date

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

My personal qualities that make me a good role model are

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

1.

2.

3.

A goal of mine is to



Go beyond

1. Bumper Sticker Campaign

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

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

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

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

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

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

2. Journal

Have students keep an ‘endeavour to be a role model’ activity journal. Have them record situations where they have been a good role model and volunteered in the community.

3. Guest speaker

Liaise with the community, including the Indigenous community centre, to invite a local Elder and/or guest speaker to discuss the importance of role models.

4. Community ambassadors

Invite community ambassadors (e.g., police officer, firefighter, ICBC representative) who are working to keep the community safe to come in and talk to the students.

5. Play Cat’s Cradle

Cat’s cradle is one of the oldest games in history. It involves passing a loop of string back and forth between two or more players. [Watch a YouTube video](#) (1:59 min.) on how to play the traditional, Cat’s Cradle game.

Impaired and distracted driving

Time requirement

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

Inquiry question

What are the consequences of impaired and distracted driving? What can I do to protect myself and others from potentially hazardous situations?

Learning objectives

Students will:

- Demonstrate effective decision-making, focusing on careful information gathering by considering the value of life experiences and relationships
- Predict, record and graph driver distractions
- Research fines and penalties for speeding, impaired and distracted driving

Investigate, reflect and connect

Sadly, each year in B.C., 78 people die in crashes involving distracted driving, and 68 people die in crashes involving impaired driving.

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

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



impaired and distracted driving

learning plan 3

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

If someone's blood alcohol concentration (BAC) is .05%, that means they have 50 milligrams of alcohol in 100 millilitres of blood. Roughly one drink in one hour will keep an adult weighing 68 kilograms under .05%. Learn the facts behind impaired driving in B.C.

According to data from the Uniform Crime Reporting (UCR) survey, police reported 90,277 impaired driving incidents in Canada in 2011, about 3,000 more than in 2010.

Question, predict and investigate

Brainstorm and record all the things that might distract a driver:

- Texting
- Talking on the phone
- Using an app
- Checking the GPS
- Reading a map
- Applying makeup
- Searching for music on the radio or music player
- Eating or drinking beverages
- Hands-free calling
- Turning around to talk to someone
- Passengers
- Drug or alcohol use

Are there environmental factors that might distract a driver?

- Searching for a parking spot
- Weather conditions



impaired and distracted driving

learning plan 3

Are there personal driver related factors that might distract a driver?

- Stress
- Anger or sadness
- Alcohol, drugs, medication
- Overtired
- Not well
- hungry
- Driving too fast

Are there vehicle-related factors that might distract a driver?

- Cracked windshield
- Engine trouble
- No headlights

Survey

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

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

Analyze

- At the end of the week, tally the instances. How many instances of distracted driving did the students see? Which was the most common?



impaired and distracted driving

learning plan 3

Activity sheet — Distracted Driving Tally Sheet

Names _____ Date _____

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



impaired and distracted driving

learning plan 3

Experience

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

Research

Have the students prioritize the common factors. Conduct research on the internet or contact the community relations office at your local police department to determine which one(s) causes the most crashes.

Investigate and graph

Graph the results daily and then weekly on a large poster paper and hang the poster on a hallway bulletin board.

Investigate

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

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

Fun with numbers

Based on the information on fines, compute the following:

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

Campaign to end distracted driving

- Have the students present their findings at a parent night or school assembly
- **Family pledge:** Have the students take home 'the truth about distracted driving' pledge and have a parent or guardian sign it

Activity sheet

The truth about distracted driving

The facts

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



The rules

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



Tips for drivers

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



while driving

Pledge

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

TS405N (082016)

Slow down

Time requirement

This learning plan will take one classroom session and one gym session to complete.

Inquiry question

If speed is one of the leading causes of death on B.C. roads, how can we prevent speeding and the high numbers of fatalities and injuries that occur as a result?

Learning objectives

Students will:

- Demonstrate an ability to travel at slow, medium and fast speeds while moving to a rhythm or beat
- Explain the importance of limiting speed in school zones, playground and in town

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
- Statistics on death/injuries related to speeding

Reflect and connect

Speed is one of the leading causes of death on B.C. roads. It is also a behaviour that is very easy to eliminate — **Just. Slow. Down.** Speed increases the risk of vehicle collisions — it comes with a high price. Crashes causing damages and injuries take a huge toll on insurance and other costs; however, from a public safety perspective, the greatest cost of speed is trauma and human life.



slow down

learning plan 4

Speed is a significant factor in the number of fatalities and the number and severity of the injuries that result from road crashes. It is clear that reduced speeds not only reduce the likelihood of a crash but also reduce the severity of injuries when crashes occur. (Source: [Government of B.C.](#))

Inquiry

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

Questions

How fast is 100 kilometres/hour? It takes about 36 seconds for a train or vehicle to go 1 kilometre. One kilometre is 10 football fields or roughly the distance you can walk in 15 minutes.

Distance calculation

To help students estimate distance and develop a sense of distance, this activity shows them a pacing technique.

Question and investigate

Ask the students how they might calculate the length of the playground or football field. Explain that they can calculate using a pacing technique.

- Go to the playground or football field and have the students measure their pace (step) using a tape measure — have them figure out their pace for 5 metres, then 10 metres
- Once they know how many steps it takes them to go 10 metres, they can use their pace to figure out how the distance of the playground or football field
- Have them figure out the distance around the school
- How far is it from the school to home? How long does it take to walk home? To their friend's place?

Speed, time, distance

- How far do you think a train travelling at 100 kilometres/hour will travel before it stops? Answer: More than 1 kilometre!
- Explain that children are sometimes injured by trains and vehicles — people, especially children, don't expect the train or vehicle to come that quickly, or they think they can cross the road or tracks before the train or vehicle comes

Problem-solving

Write the following problems on the board and then ask students to decide what further information, if any is required to complete the problem:

- A car travelled for 3 kilometres. How long did it travel?
- Sam walked for 5 kilometres. What was Sam's average speed?

Explain that an average speed can be determined if the length and time of the motion are known. Likewise, the length of motion can be known if the average speed and the time of the motion are known. Write the following problems on the board and ask the student to solve them using the problem-solving formula. When one has two of distance, speed or time, the third is easy to find.

Problem-solving formula

$$\text{Distance} = \text{Speed} \times \text{Time}$$

$$\text{Speed} = \text{Distance}/\text{Time}$$

$$\text{Time} = \text{Distance}/\text{Speed}$$

Distance, Speed and Time Problem-Solving Strategies

- Write down what is known and what is unknown
- Write down what you want to find
- Convert all units to be the same (kilometres to metres, minutes to seconds, etc.)
- Write out all equations that need to be used
- Draw a diagram of the situation

Example: It takes Bryan 10 minutes to walk to the store, which is 1.2 kilometres from his home. What is Bryan's average speed in metres/second? (Answer: 2 metres/second.)



slow down

learning plan 4

Solution

Know:

$t = 10$ minutes

$d = 1.2$ kilometres

Want:

$s = ?$

Convert time from minutes to seconds, and distance from kilometres to metresExplore and investigate

Explore and investigate

Write the following problems on the board and ask the student to solve them using the problem-solving formula.

- A car drove 8 kilometres in 12 minutes. What was the average speed?
- If the speed limit is 50 kilometres/hour, and the car drove for 2 hours at 10 kilometres over the speed limit, how far did the car go?
- How long will it take a car going 100 kilometres/hour to go 3 kilometres? (secs)
- How long will it take a car going 50 kilometres/hour to go 3 kilometres?
- If you rode your bike at 2 kilometres/hour for 12 kilometres, how long will it take to finish your ride?
- If you walk to school every day, calculate your average speed if it takes you 30 minutes to go 1.5 kilometres

Physical Education Activity — Danger zone

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 children 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"



slow down

learning plan 4

Reflect and connect

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

We have learned that speed is one of the leading causes of death on B.C. roads, and that speed is a significant factor in the number of fatalities and the number and severity of the injuries that result from road crashes. It is also a behaviour that is very easy to eliminate — **Just. Slow. Down.**

Questions

- If it is that easy, why does speeding continue to occur?
- What are the police, ICBC and community planners and volunteers doing to try to prevent speeding?

Rules of the road

Time requirement

This learning plan will take two sessions to complete.

Inquiry question

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

Learning objectives

Students will:

- Review the rules of the road
- Consider their responsibility as a role model
- Identify their character traits that could make them a good role model
- Conduct a self-reflection

Materials and resources

- Videos:
 - [Sidewalk safety](#) (2:40 min.)
 - [Crossing the street](#) (2:43 min.)
 - [School bus and rural safety](#) (3:46 min.)
- Bike safety videos:
 - [Bike Safety Equipment](#) (3:20 min.)
 - [Getting ready to ride](#) (2:16 min.)
 - [Riding for real](#) (2:49 min.)
 - [Bike Handling Skills](#) (2:34 min.)
 - [Bicycle Safety: Getting Doored](#) (1:00 min.)
 - [Bicycle Safety: Protect Your Head!](#) (0:36 min.)



Explore, question

Ask the students to think about the role of the senior student in the videos as they watch them:

- Think about some of the character traits that they can identify about this person
- Think about whether they could take on that role
- If they had a road safety skills expert helping them, could they serve as a good role model of road safety for younger children?
- Is it easy to model good road safety skills?
- What are some of the factors that prompt people to not follow traffic safety rules?
- How do they feel about being a role model to younger students?

Watch and listen

Video 1: [Sidewalk safety](#) (2:40 min.)

Tiara and her friend Dante show how to walk safely when on a sidewalk or on the side of the road where there's no sidewalk. They also show how to cross at a pedestrian-controlled crosswalk and a railway track. They focus on planning your route, being safe when walking with friends (no shoving or pushing) and looking out for possible dangers.

Reflect and connect

How do you walk safely on the sidewalk and why?

- Cross all major roads at a crosswalk or traffic light
- Wear bright clothes and reflective tape on jackets or backpacks so that you're visible, especially at night or on dull and rainy days
- When walking with friends, don't push and shove or walk too close to the curb — spread out so you can all walk safely
- Remove headphones when you approach an intersection so you can hear traffic
- Be courteous to other pedestrians, especially those with walkers, canes, wheelchairs, strollers or younger children
- Be aware of other users, especially those on skateboards or scooters, or with dogs
- Stay safely away from trucks, because drivers have limited visibility — they often make wide turns at intersections because they need extra room to turn

What do you do if you're walking where there's no sidewalk?

- Walk on the left-hand side facing traffic so you can see oncoming cars and trucks and they can see you
- Walk a safe distance from the road, well away from traffic
- If you're walking with friends, always walk in single file — don't fool around or shove
- Be aware of ditches and other hazards that might be dangerous. How do you safely cross railway tracks?
- Stop, look and listen — and look again
- Never cross when you can hear or see a train, or if the crossing lights are flashing. Never duck under the crossing barrier if it's being lowered, or if it's already down. Never race a train.
- Be careful when you step over the rails or ride or walk a bike across tracks
- Always check twice when you cross, especially where there are double tracks
- Don't play on railway tracks or cross over a river or valley by walking along a train bridge

Watch and listen

Video 2: [Crossing the street](#) (2:43 min.)

Tiara, Dante and others show safe ways to cross the street in different situations: pedestrian-controlled crosswalks, crosswalks with student crossing guards, more complicated multi-lane streets and traffic circles. They focus on thinking on your feet, planning your route to avoid busy streets and knowing where the crosswalks or safe places to cross are located.

Reflect and connect

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

- Stop, look and listen and look again
- Cross a road where there's a traffic light or a crosswalk
- Make eye contact with drivers and cyclists before crossing — don't assume that because you can see them, they can see you
- Watch all traffic signals and wait until all cars, trucks and bikes have stopped
- Continue to look left, right and then left again when crossing, double-checking that all approaching cars and bikes have seen you and stopped
- Watch out for cars turning a corner, or entering and exiting a laneway
- 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 step back from the curb, away from traffic
- Look left, right and left again so 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

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

- At a corner with a traffic light, remain a 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 ensure cars coming around the corner have stopped
- Make eye contact with drivers before crossing to ensure they see you and stop
- Don't walk until all the traffic going in both directions has stopped — make eye contact with drivers in each lane so you know they see you
- Look over your left shoulder to check that cars coming around the corner have stopped

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

- Make eye contact and check that drivers in each lane see you and have stopped
- While 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 across that lane
- Don't assume drivers are paying attention or can see you — 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 from corner to corner to corner — use the same rules for crossing both times



Watch and listen

Video 3: [School bus and rural safety](#) (3:46 min.)

A series of short scenes where children model how to walk along rural roads, cross train tracks and follow safety rules when waiting for and leaving a school bus. The focus is on making eye contact with bus driver and being aware of traffic.

Reflect and connect

When you walk on rural roads, or roads without sidewalks what do you need to pay attention to?

- Walk on the left side of the road facing oncoming traffic
- Walk well away from the road, but not too close to ditches or other hazards
- If you're walking with friends, always walk in a single file — don't fool around or shove
- Stay far away from trucks and stand well back when you're at a corner or crosswalk; trucks require extra space for turning

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 when crossing a street. Try to always cross at an intersection or crosswalk. Keep an eye out for younger children to ensure they're safe. Model safe choices when walking with others, particularly when they're younger than you.
- Stand two steps back from the road while waiting for the bus and move further back when the school bus arrives; wait until it stops before approaching

When leaving a school bus, walk 10 steps ahead before you cross the road so that the driver sees you. Make eye contact with the driver — a bus driver cannot see you when you're close beside, behind or right in front of the bus.

- Check for traffic in both directions before crossing the road — don't think that all cars or bicycles will stop
- If you drop something, wait until you make eye contact with the bus driver and it's OK to pick it up
- Only school buses have a stop sign and red flashing lights to help stop traffic. If you're on any other bus, walk to the nearest crosswalk or intersection. After exiting, do not cross directly in front of the bus!

Watch and listen

Bike Safety videos:

- [Bike Safety Equipment](#) (3:20 min.)
- [Getting ready to ride](#) (2:16 min.)
- [Riding for real](#) (2:49 min.)
- [Bike Handling Skills](#) (2:34 min.)

Watch and listen

Video 2: [Getting ready to ride](#) (2:16 min.)

Dante introduces rules for safe bike riding, including how to use brakes and ride without wobbling. He shows how to use the shoulder check and hand signals to indicate when a bike is stopping or changing directions. He then talks about safe route planning to avoid busy streets and to be aware of where the crosswalks and traffic lights are situated.

Reflect and connect

Before going out on your bike, what skills do you need to ride safely? Know how to:

- Use your brakes for slowing down and stopping
- Shoulder-check: look over your shoulder to check beside and behind while riding in a straight line
- Communicate with hand signals, voice and/or a bell
- Make a turn: the steps include shoulder-check, signal, shoulder-check again, look left, look right and then look again towards where you're riding
- Plan your route using a map and/or what you know about your neighbourhood. Choose quiet roads. Plan to cross at major streets at traffic lights or pedestrian-controlled crosswalks. Try to avoid rush hour traffic.

What are the hand signals?

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

What's the purpose of the alternate right turn?

- Although this isn't used often, it's worth knowing that it's possible to make a right turn signal with the left arm. Some cycling manuals suggest this signal because it can be more easily seen by drivers because a cyclist's left hand is closer to the sight line of an approaching driver.

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

Watch and listen

Video 3: [Riding for real](#) (2:49 min.)

Tiara focuses on safe biking with friends, pointing out the dangers of parked cars, and looking out for inattentive drivers. Children show safe cycling by riding in single file, hands on the handlebars and moving in the same direction as the traffic, and what to do when at a crosswalk or turning.

Reflect and connect

When riding your bicycle, what are the key points to remember?

- Follow all traffic signs — the rules of the road are the same for bikes and cars
- Ride on bike paths, or on the right side of the road
- Ride 1 metre from parked cars, or 1 metre from the curb to avoid storm drains and debris at the side of the road
- Pay attention — be prepared for the unexpected. Always be ready to stop.
- Be aware of car doors that might open into your path, and for pedestrians who might step out into the road to cross
- Keep both hands on handlebars (unless you're signalling), with two fingers over the brake levers
- Ride in a predictable straight line so that other road users know what to expect — don't ride up on sidewalks, wobble or do tricks
- When biking with friends, ride in single file
- Think for yourself, even when riding with a friend or an adult



rules of the road

learning plan 5

- Don't assume that drivers or pedestrians can see you, even if you can see them
- Communicate before stopping or changing direction — use your hand signals, a bell and/or your voice (“passing on your left”)
- At crosswalks, it's safest to get off your bike and walk across as a pedestrian
- Make eye contact with drivers at intersections before you cross to make sure that they can see you
- When you're walking or biking, make sure that cars have stopped in ALL lanes before proceeding

Watch and listen

Video 4: [Bicycle Safety: Getting Doored](#) (1:00 min.)

One of the more common accidents that bicycle riders face is the hazard of getting “doored”. When a cyclist is doored, they can be flung into the air and into traffic, and the impact with the door itself can cause serious injuries. Not only can a car dooring accident cause very serious injuries for a cyclists, but it can also sometimes be fatal.

Watch and listen

Video 5: [Bike Handling Skills](#) (2:34 min.)

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

Watch and listen

Video 6: [Bike Safety Equipment](#) (3:20 min.)

Dante and Tiara show how important it is to have the right equipment such as an appropriate helmet and how to wear it properly, as well as the importance of clothing, eye protection, gloves and proper shoes. As Tiara tunes her guitar, Dante demonstrates how to tune a bicycle by checking that the brakes and tires are in good condition including air pressure (PSI). Tiara recommends panniers instead of using a backpack and demonstrates how to check that your bicycle's the right size.

Watch and listen

Video 7: [Bicycle Safety: Protect Your Head!](#) (0:36 min.)



Safe cycling

Have the students brainstorm safe cycling practices:

- Follow all traffic signs — the rules of the road are the same for bikes and cars
- Ride on bike paths, or on the right side of the road
- Ride 1 metre from parked cars, or 1 metre from the curb to avoid storm drains and debris at the side of the road
- Pay attention — be prepared for the unexpected. Always be ready to stop.
- Remove headphones and put cellphone away
- Be aware of car doors that might open into your path, and for pedestrians who might step out into the road to cross
- Keep both hands on handlebars (unless you're signalling), with two fingers over the brake levers
- Ride in a predictable straight line so that other road users know what to expect — don't ride up on sidewalks, wobble or do tricks
- When biking with friends, ride in single file
- Think for yourself, even when riding with a friend or an adult
- Don't assume that drivers or pedestrians can see you, even if you can see them
- Wear bright or reflective clothing
- Wear helmets and safety gear if riding off-road
- Be alert to a car door opening (getting doored)
- Communicate before stopping or changing direction — use your hand signals, a bell and/or your voice ("passing on your left")
- At crosswalks, it's safest to get off your bike and walk across as a pedestrian
- Make eye contact with drivers at intersections before you cross to make sure that they can see you
- When you're walking or biking, make sure that cars have stopped in ALL lanes before proceeding

Watch and listen

Video 8: [Crossing the Street](#) (2:05 min.)

Explore, question

Ask the students about the role of the senior student in the videos:

- Discuss some of the character traits that they can identify about this person
- Do the students think that they could take on that role?
- If they had a road safety skills expert helping them, could they serve as a good role model of traffic safety for younger children?
- Is it easy to model good traffic safety skills?
- What are some of the factors that prompt people to not follow traffic safety rules?
- Ask students to share their feelings about being a role model to the younger students
- Are there circumstances (e.g., running late for school, being called by a friend across the street and not using a crosswalk, etc.) that might get in the way?

Speaking to communicate

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

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

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

Give the talking object to a student who is comfortable speaking to a group. Ask that student to consider what "I used to think" to explain their initial opinions and/or beliefs about road 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. When the student has finished speaking, they pass the talking object to the next person. Anyone who doesn't want to speak can simply pass the stick to the next person.



Self-reflection

Ask the students to write a reflective piece about what they learned from identifying the risks, reviewing the rules and what they learned about their responsibility to keep themselves and others safe on the roads. How can they recognize and avoid peer pressure in situations that might be hazardous (for example, your driver says it is OK to ride in the back of the pickup truck just this once, or says “I have only had a couple of drinks”)? How can they be a positive role model?

Identifying the hazards

Time requirement

This learning plan will take one session to complete. Each of the optional extension activities will take one session to complete.

Inquiry question

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

Learning objectives

Students will:

- Review scenarios and identify rules/actions that could possibly have reduced the hazards
- Demonstrate problem-solving skills
- Reflect on hazards pedestrians/cyclists and passengers face
- Identify distractions that place pedestrians/cyclists and passengers at hazards
- Conduct a self-reflection

Reflect and connect

Explain to students that there are three main types of road users

- Pedestrians
- Cyclists (including skateboarders, longboarders, scooter riders and inline skaters)
- Passengers and drivers (including off-road vehicles like quads, side-by-sides, snowmobiles, motorcycles)

Passenger hazards

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



Identifying the hazards

learning plan 6

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

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

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

Pedestrian hazards

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

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

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

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

[ICBC data statistics](#)

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

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

Cyclist hazards

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

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

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

(Source: [ICBC statistics](#))

Research

- How many crashes involving [cyclists](#) occurred in your community in 2018?
- Choose three B.C. cities and compare the number of crashes involving cyclists; create a graph of the results

Did you know that each year, **an average of 1,600 people are injured in bicycle crashes**, with head injuries accounting for more than 60% of these injuries? An effective way to prevent head injuries from these crashes is to use bicycle helmets. Did you know that, under the *Motor Vehicle Act*, a person operating a bicycle:

- Must not ride on a sidewalk unless authorized by a bylaw made under section 124 or unless otherwise directed by a sign
- Must not, for the purpose of crossing a highway, ride on a crosswalk unless authorized to do so by a bylaw made under section 124 or unless otherwise directed by a sign
- Must ride as near as practicable to the right side of the highway
- Must not ride abreast of another person operating a cycle on the roadway
- Must keep at least one hand on the handlebars
- Must not ride other than on or astride a regular seat of the cycle
- Must not use the cycle to carry more persons at one time than the number for which it is designed and equipped
- Must not ride a cycle, skateboard, inline skates, sled, play vehicle or other similar means of conveyance when it is attached by the arm and hand of the rider or otherwise to a vehicle on a highway
- Commits an offence if that person operates or rides as a passenger on a cycle on a highway and is not properly wearing a bicycle safety helmet
- Operated on a highway between 1/2 hour after sunset and 1/2 hour before sunrise must have the following equipment:
 - A lighted lamp mounted on the front and under normal atmospheric conditions capable of displaying a white light visible at least 150 metres in the direction the cycle is pointed
 - A red reflector of a make or design approved by ICBC for the purposes of this section
 - A lighted lamp, mounted and visible to the rear, displaying a red light

Activity: Community research

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

Use [ICBC statistics](#) to determine:

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

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 the hazards that pedestrians, cyclist, passengers and drivers face, and their responsibility to reduce the hazards. Then prompt students to share how their thinking has shifted, starting with “But now, I think...” Ask students to elaborate on why their thinking has changed.

Go beyond....

Optional Activity: Momentum

(adapted from [Teach Engineering](#))

Resources

Each group needs:

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

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

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

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

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

Experiment:

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

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

Pre-Activity Assessment

Discussion Question: Solicit, integrate and summarize student responses.

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

Activity Embedded Assessment

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

Post-Activity Assessment

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

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

Explore — Vehicle collisions in B.C.

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

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



Identifying the hazards

learning plan 6

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

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

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

Poster rubric

Name(s) _____

Topic _____ Date: _____

Self assessment

Peer assessment

Teacher assessment

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

Optional activity: Problem-solving

In B.C.'s Lower Mainland, traffic incidents in which at least one pedestrian/cyclist was involved rose from 1,700 in 2012 to 2,300 in 2016. That's a 35% increase.

(Source: [The Times Colonist](#).)

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

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

Have teams present their scenarios and solutions to the class.



Identifying the hazards

learning plan 6

Activity sheet — Problem-solving worksheet

Names _____ Date _____

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

Scenarios

December. An elderly man has been struck and killed by a city bus. It happened just after 6:00 p.m. on Sunday. Witnesses say the victim was not in a marked crosswalk. It's not yet known if speed or weather played a factor in the crash, but it was dark and raining heavily at the time of the accident.

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

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

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

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

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

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

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

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

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

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

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

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

Ambassadors for road safety

Time requirement

This learning plan will take three sessions to complete.

Inquiry question

How can I be a road safety ambassador and protect myself and others from potentially hazardous situations?

Learning objectives

Students will:

- Conduct a survey
- Conduct research and undergo projects that could increase safety on the roads

Ambassadors for road safety

Explain to the students that Ambassadors represent, speak for, advertise and support a particular activity or group of people. In this instance, the students will be Ambassadors for road safety with a mission to reach out to their peers and their communities with road safety messaging and get involved in awareness efforts that could reduce the number of road-related fatalities.

Watch and listen — Haida story [Flight of the Hummingbird](#) (2:34 min.)

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

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



Make meaningful change

Explain to the students that they will conduct research and undergo projects that could increase safety on the roads in their school, neighbourhood and community.

Have them consider what the main risks are that students face on roads, and if there are any barriers to them getting around safely. For example, they may be worried about children having to walk or cycle along and cross over busy, fast roads to get to school or around the local area. Or they may be concerned that increasing numbers of parents are driving their children to school, impacting children's health and the environment. Perhaps they notice children on skateboards/longboards on sidewalks and they want to campaign for a skateboard park.

Road safety falls into three main categories. Have the students choose one of the three road safety areas they are most interested in campaigning for:

- Pedestrians
- Cyclists (including skateboarders, longboarders, scooter riders and inline skaters)
- Passengers and drivers (including off-road vehicles like quads, side-by-sides, snowmobiles, motorcycles)

To help the students decide on their focus, have them survey children from other classes, parents and community members on their views, experiences and risks they are concerned about in relation to road safety.

Once they have decided on a topic to campaign for, have them take action. In teams, choose one of the Taking action options, or come up with an option of their own.



Sample 'Hands Up' survey

Ask for a show of hands for each question, marking the number that answer yes or no in the boxes.

1. Do you think roads in your neighbourhood can be dangerous for kids who are walking or cycling?

	This number said yes
	This number said no

2. When walking or cycling on roads, do you ever worry you might be run over by traffic?

	This number said yes
	This number said no

3. Have you ever been hit or nearly hit by a vehicle while walking or cycling?

	This number said yes
	This number said no

4. Do you think traffic sometimes goes too fast on roads in your neighbourhood?

	This number said yes
	This number said no

5. Do you think the route between your home and school should be made safer for kids to walk or cycle?

	This number said yes
	This number said no

6. Do you think you would walk and cycle more if roads in your neighbourhood were safer?

	This number said yes
	This number said no

7. Would you like to walk and cycle more, such as to get to school, go to the park or see friends?

	This number said yes
	This number said no



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8. Do you think more pavements, paths and crossings are needed in your area that you could use to walk or cycle to the park or shops, to see friends or to get to school?

	This number said yes
	This number said no

9. Have you ever been in a car with a driver who you think has gone too fast?

	This number said yes
	This number said no

10. Have you ever been in a car with a driver who was talking or texting on a phone?

	This number said yes
	This number said no

11. Have you seen drivers on their phones in the local area?

	This number said yes
	This number said no

Taking action — Option A — TED or REDx style talk

Have the students produce and present a TED Talk-style presentation, using a digital presentation tool, that tells a compelling data-based story about providing a safe route to school that needs attention. (Provide examples of student TED talk-style presentations.)

- [Jeff Speck: 4 ways to make a city more walkable](#) (18:30 min.)
- [Jennifer Healey: If cars could talk, accidents might be avoidable](#) (8:49 min.)
- [Gary Lauder's new traffic sign: Take turns](#) (4:12 min.)
- [REDx Talks on Vimeo](#)

TED or RedX style talk template

- Identify 1) the problem and 2) currently available solutions
- Develop an impassioned speech to inform and persuade. The presentation must rest on accurate data (statistics, research cited, images) following this format:
 - Hook — establish a connection with your audience so you can get them to “buy into” the idea
 - Explain the Current Problem — What exactly is the current pedestrian safety challenge? What does your audience need to understand about it?



- Share the Current Solutions — What solutions are currently available, how do they work and what kind of difference can they make?
- Closing — Close with a passionate call to action

Taking action — Option B — Letter to the local MLA or newspaper editor

Have the students write a letter to their local MLA stating their views on what needs to be done to have a safe route to school and a potential solution to the risks they identified on their way to school (e.g., add a crosswalk here, add a stop light here).

Letter writing tips

MLAs pay attention to their mail (both regular and email). It's good politics. The most effective letter is a personal one, not a form letter. The letter should be short, informed and polite.

Some specific tips:

- Try to stick to one page
- Be polite and concise
- Refrain from making threats or ultimatums
- In a short paragraph, state your purpose
- Support your position with examples (evidence) in the rest of the letter
- Be factual and support your position with information about how the issue affects the safety of pedestrians, passengers and/or cyclist. Use the safe route to school activity or your own research. Be sure to include the sources of your information (websites, articles, etc.).
- Ask for something to be done about the issue and suggest something reasonable to be done



Letter template

Your Name

Address

Date

Dear MLA

I am... (tell them who you are and where you're from). I'm writing to you about the issue of... (what issue have we been studying) and (then state your position on the issue).

Next, use facts and details regarding your position/argument to show you have researched it and have evidence. (Five sentences & two pieces of textual evidence.)

Textual evidence:

- Evidence
- Evidence

Your thoughts about the textual evidence:

- Thoughts
- Thoughts

Conclusion: *Close by asking if they can do something about it and saying what you would like done. (Two sentences.)* If you could... (ask them to do something and tell them what they should do)

Sincerely,

Your Name



Taking action — Option C — Traffic safety engineers

Heroes and role models in our community work hard to keep pedestrians safe. For example:

- Irene Dixon, the creator of [Reflective Advantage](#) — a reflective garments line — wants to prevent future crashes by making pedestrians more visible. For example, she has a commuter scarf with reflective material sewn and stuck to both sides that comes in different colours and styles. They light up like a Christmas tree.
- A [B.C. father](#) made safety gear designed specifically for children. He says, “It does not matter if you are a kid or an adult trade worker — if you are not wearing bright, high-visibility clothing, you are at a greater risk of an accident.”
- Traffic engineers consider traffic safety by investigating locations with high crash rates and developing countermeasures, such as traffic lights, pedestrian-actuated lights, tactile curb edges, overpasses and underpasses, speed cameras, reflective road signs, guardrails, signs to warn road users of changed conditions, bulletin boards and speed bumps
- Who else works in our community to keep our roads safe? (ICBC, police....) Show the students some advertisements advocating for road 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 road safety. (Are drivers convinced to put their cellphones away or are cyclists convinced to wear a helmet?)

Activity — Design a road safety technology

Begin by reading and discussing the Evolution of Road Safety.

Then have the students, in groups of two or three, design a new technology that could save pedestrian lives. They will begin by brainstorming all the information/research/people they need to design this technology. How will it save pedestrian lives? Why is the technology needed? What problem will it solve? Teams can use the library to conduct research or can also research ideas online.

Have the teams illustrate and label their design, create a slogan for their strategy, and a persuasive presentation on why their new technology will save lives and should be implemented. The presentation can be in any format they choose. For example:

- A PowerPoint presentation
- A poster
- A video
- A web page



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- A magazine article
- A Public Service Announcements (PSA). PSAs are messages, often in the form of TV commercials, that share a message about health or safety concerning the general public. Samples can be found on the [PSA website](#).

Have the students present their new technology at a parent night or school assembly or at a community forum.

The Evolution of Road Safety

As we take a look back at the evolution of road safety, it's interesting to see how much has changed, most of which within the last 200 years. From the horse-drawn carriage to sensors, cameras, and Bluetooth technology, a lot has happened in the road safety sphere over the past few decades and I can't wait to see what happens in the future.

Horse and carriage accidents

While the term "road safety" instantly conjures up images of today's modern cars, road accidents were occurring even before the invention of the motor vehicle.

The humble horse and carriage, when used as both a goods and passenger conveyer, combined with a lack of road rules resulted in numerous accidents, injuries and deaths.

You might think roads with slower and fewer vehicles would lessen the risk of accidents, but the ease in which people could be ejected from an open cart, combined with a vehicle that is powered by a horse, which is susceptible to spooking from the smallest of actions, means that carriage accidents resulted in legitimate injuries and even death. Goods were also severely destroyed when thrown from a cart.

The invention of the car

The invention of the first car is preceded by two important inventions:

- 1807 — François Isaac de Rivaz designed the first car that was powered by an internal engine fuelled by hydrogen
- 1865 — Siegfried Marcus built the first gasoline-powered combustion engine

De Rivaz's design and Marcus' build were simply elements of what could be, until [Karl Benz](#) combined the two ideas and developed a petrol-powered automobile around 1885.

Not long after we started driving cars, however, we also started getting injured by them. The following inventions were designed to reduce that risk.



Indicators

We chastise those who neglect to use them today, but did you know that electric turn signals were not fitted in cars until [1938](#)? Mechanical turning signals were developed earlier, and before those, hand signals were used to indicate your intentions to other drivers.

Lap seatbelt

The lap seatbelt is also referred to as a “two-point” seatbelt, as it extended across the waist from one side of a person to the other. The concept is similar to the modern-day aircraft seatbelt. This design was invented in the early 1900s.

Australia

Australian law required all car occupants to use fitted seatbelts in 1973. It became compulsory in Victoria and South Australia a few years earlier.

Canada

In 1976, Ontario became the first Canadian province to introduce mandatory seatbelt laws. The rest of the country subsequently followed.

United Kingdom (U.K.)

In the U.K., many governments fought for seatbelt legislation (in terms of compulsory wearing) throughout the 60s and 70s. Fitting became mandatory in 1967, but wearing did not become mandatory until 1983.

United States (U.S.)

The U.S. introduced mandatory seatbelt installation as early as 1961 (in Wisconsin); however, the first state to pass the law of mandatory wear was New York in 1984. Laws vary considerably state by state.

Three-point seatbelt

The three-point seatbelt is just that: a belt that is, in appearance, a combination of the lap belt combined with a diagonal ‘sash’ belt. The three-point seatbelt is standard in most vehicles today.

Volvo introduced the three-point seatbelt in 1959. Volvo patented the design, but “in the interest of safety, made it available to other car manufacturers for free” ([Source](#)).



You might notice in slightly older cars that the centre seat in the back still has a lap seatbelt. Newer cars have replaced this belt, too, with the more modern (and safer) three-point seatbelt.

Road signs

Did you know that Detroit was the first U.S. city to use stop signs, lane markings and traffic signals? Around 1908, the city realized the sheer volume of people driving around with no experience (remember, anyone could drive without restrictions) and no boundaries — in terms of signage — was resulting in what the city believed to be avoidable deaths.

The first traffic lights

Traffic police would control the flow of traffic until 1914, when the first set of red and green traffic lights were successfully installed in Cleveland, Ohio. The first three-colour traffic light was invented by police officer William Potts in Detroit, Michigan in [1920](#).

Airbags

Airbags have had a rather long history. The idea was first conceived in 1941, and a decade later, American John W. Getrick patented the first airbag use.

By the 70s, traction slowed, as it was discovered that airbags didn't work as effectively with lap seatbelts. As three-point seatbelts grew in popularity, manufacturers began creating airbag solutions to work in conjunction with this safer belt.

In the U.S., all cars produced after 1998 require airbags. Since then, [an average of 2,000 lives a year](#) are saved by airbags.

Reverse cameras

Rear-facing technology is a great tool for those of us who rely on a little more help when reversing and parking. It is also helpful for those with small children by literally giving us eyes in the back of our heads. Audio cues alert you to close obstacles while the camera helps make some manoeuvring tasks easier.

Bluetooth

No matter how much it's drilled into our heads, there are still people foolish enough to think it is OK to continue using a hand-held device — like a smartphone — while behind the wheel. Bluetooth technology lets us answer calls and change the music without looking away from the road or taking our hands off the wheel.



The future of road safety

Now that we've caught up to the present, there's no better time to take a quick look into the future of road safety.

Video technology begins to replace mirrors

In June 2016, Japan became one of the first countries in the world to replace side mirrors with video technology. The goal is to eliminate potentially hazardous "blind spots" as well as removing a mirror's obstruction due to weather conditions like rain or glare.

Technology replaces drivers

Of course, no conversation about the future of road safety can happen without mentioning autonomous or driverless vehicles. Autonomous vehicles are advancing at a steady rate through many small victories, rather than fewer and larger breakthroughs.

Taking action — Option D — Speaking to communicate

Watch and listen

Watch the YouTube video [The Elders are Watching](#) (9:32 min.) by David Bouchard. The story brings life from the past to the present in a way that not only tells, but also teaches. It is a gentle plea to respect the natural environment.

Listen to the poem

[To This Day — for the bullied and the beautiful](#) (12:03 min.) by slam poet Shane Koyczan. It is a poem about his experience with childhood bullying and is a plea to stop bullying.

Review the three First Peoples' stories in this unit. What do the stories teach?

Watch and listen

- Cree Story: [Flight of the Hummingbird](#) (2:34 min.)
- Cree Story: [The Granddaughter who was Eaten by a Big Fish](#) (6:15 min.)
(Resource: [The Learning Circle: Classroom Activities on First Nations in Canada — Ages 8 to 11](#))
- Cree Story: [The Lily Root](#) (8:41 min.)
(Resource: [The Learning Circle: Classroom Activities on First Nations in Canada — Ages 8 to 11](#))
- Go beyond: Watch some of [REDx Talks](#), Canada's Indigenous speaker series on Vimeo.



The art of storytelling

While every story is different, a successful one captivates its audience and inspires an emotional response. As humans, we love to be entertained, and storytelling is universally accessible. Learning to craft a compelling story by engaging an active audience is the art of storytelling. What makes a good story? Stories have six common elements.

1. Elements of story — setting and place

The setting is the time and location in which the story takes place. Settings can be very specific, but can also be more broad and descriptive. A good, well-established setting creates an intended mood and provides the backdrop and environment for the story. How do the traditional stories create visual images of where the story is taking place?

2. Elements of story — character

A story usually includes a number of characters, each with a different role or purpose. Regardless of how many characters a story has, however, there is almost always a protagonist and antagonist.

Protagonist

The protagonist is the main character of a story with a clear goal to accomplish or a conflict to overcome. Although protagonists don't always need to be admirable, they must command an emotional involvement from the audience.

Antagonist

Antagonists oppose protagonists, standing between them and their ultimate goals. The antagonist can be presented in the form of any person, place, thing or situation that represents a tremendous obstacle to the protagonist.

Discuss types of characters in the traditional stories. For example:

- Characters who learn a new skill (and teach it to their people)
- Characters who bring about a key change to a culture
- Characters who solve problems
- Characters who represent key human traits
- Metaphorical characters
- Trickster characters



3. Elements of story — Themes

The theme is what the story is really about. It's the main idea or underlying meaning. What themes are presented in the various stories they hear and read? Brainstorm themes as a class. For example:

- Place and relationship in the natural world
- Roles, inclusivity and belonging
- Collaboration and co-operation
- Family
- Dreams and visions
- Citizenship and service
- Anger, rage
- Well-being
- Grief and loss
- Love and hate

4. Elements of story — conflict

The conflict is what drives the story. It's what creates tension and builds suspense, which are the elements that make a story interesting. If there's no conflict, not only will the audience not care, but there also won't be a compelling story to tell. Brainstorm and review the types of conflict found in the traditional stories. For example, most conflicts can be categorized as follows:

- Character vs. character
- Character vs. self
- Character vs. society
- Character vs. nature
- Character vs. unknown

5. Elements of story — plot

The plot is the sequence of events that connect the audience to the protagonist and their ultimate goal. A strong story plot has a narrative arc that has four required elements of its own:

- *Setup*: The world in which the protagonist exists prior to the journey. The setup usually ends with the conflict being revealed.
- *Rising Tension*: The series of obstacles the protagonist must overcome. Each obstacle is usually more difficult and with higher stakes than the previous one.



- *Climax*: The point of highest tension, and the major decisive turning point for the protagonist.
- *Resolution*: The conflict's conclusion. This is where the protagonist finally overcomes the conflict, learns to accept it or is ultimately defeated by it. Regardless, this is where the journey ends.

6. Telling a story

Write the following quote from Rudyard Kipling on the board: "I keep six honest serving men (they taught me all I knew); their names are What and Why and When and How and Where and Who." Have the students consider the traditional stories they listened to and consider:

- Who
- Where
- When
- What
- Why
- How

In groups, have the students write and share a story. It can be in a format of their choice. Story, poem, song, podcast, radio show... Have them present it in a format similar to [The Elders are watching by Roy Henry Vickers](#) (9:32 min.) with images, audio and music, or in the format of a poet similar to [To This Day — for the bullied and the beautiful](#) (12:03 min.) by poet Shane Koyczan.

Taking action — Option E — Create a board game

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

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

The game is played by two to six players, one of whom can be the banker and referee, or they may have an independent person to play that role. The aim is to drive a car from a starting point to home with a car selected from among six cars after the player



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

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

You are a board game manufacturer, and you have been assigned the task of creating a board game that will help game players review/learn/practise everything they need to know about road safety in a fun and interesting way.

- Using a file folder, coloured paper, coloured pencils and markers, create a game board. Put the name of your game on the tab of the folder and decorate the inside so that it is a game board. Make it neat, colourful, interesting and creative!
- Create at least 25 questions and answers for your game that relate to the road safety rules. The questions must be somehow incorporated into playing the game. Include traffic signs and signals.
- Have traffic lights and railway crossings and all hazards pedestrians encounter on the roads
- Write directions for your game that would make it perfectly clear how to play the game — write the directions on the back cover of the file folder
- Make sure the content and difficulty of your game are appropriate for students in Grades K–4
- Play the game with children from a Grade K–4 class

Taking action — Option F — Design a pedestrian-oriented community

A pedestrian-oriented community is a place where people can easily and safely walk or bike to school, services and local amenities. They are places that have a variety of transportation options and where pedestrian activity is encouraged. Pedestrian-oriented design includes features that prioritize pedestrian safety, such as pedestrian pathways, bicycle connections, bicycle parking, access trails and walkways, and



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safe access to bus stops and transit options. Pedestrian-oriented design includes playgrounds, parks, skateboard parks, bike paths, street trees and public art. It features connectivity of sidewalks and pathways, and connects to regional trails.

Show the students a sample map (e.g., provincial road map, community map, topographic map) to show symbols that are used in a map legend.

Explain to the students that they are community planners, tasked with developing a pedestrian-oriented community — a dream community and neighbourhood. Have them use as many kinds of materials as possible to make a mural of the community. Give the neighbourhood a name, name the streets and parks, and include a legend.

Design a brochure (or a web page) for people who are thinking about coming to your community. Why should they come?

Taking action — Option G — Ambassador presentations

Ambassadors are leaders! Have the students connect with [MADD](#) or [ICBC Road Safety Speakers](#) or [Rick Hansen Foundation](#) or other resource persons from the community (police officer, paramedic, physician, accident victim, etc.) to organize presentations. The ambassadors will develop their own presentations for other classes and parent nights, and also bring in and introduce speakers. Ambassadors will also be role models in the community, setting up information booths at a local mall or recreation centre.

Taking action — Option H — Design an advertisement

Have the student groups design an advertisement that aims at persuading others to practise road safety. The advertisement must target teenagers, grab the viewer's attention and hold and maintain the viewer's interest, and it must have a message. Use statistics to give the advertisement validity.

The ad can be a 30-second video or radio announcement or a poster.

Print ad:

- Consider the rule of thirds in designing the ad: one-third should be graphic elements (drawings, photographs, etc.), one-third should be written elements (headline, copy body) and one-third should be white space
- Select a typeface that reflects the target audience, tone and goal of your ad. Think about how the headline and the artwork work together. Will your message be clear for readers who just glance at the ad?
- Don't try to say too much in a print ad — a print ad needs to grab the reader's attention and should communicate one clear idea



Video ad:

- Find a way to get the viewer’s attention within the first 2–5 seconds
- Make the ad visually exciting
- Use no more than 65 words for a 30-second ad; a 30-second ad has only 28 seconds of audio
- Prepare a script and a storyboard for your ad before going into production — use a 4 x 3 rectangle for your frames and use as many frames as needed to convey the main visual ideas of the ad
- The number of scenes should be planned carefully; you don’t want too many scenes, because this tends to confuse the viewer

Radio ad:

- Consider using a jingle, a short song that contains your persuasive theme
- The script should be no longer than 65 words for a 30-second ad
- Select your voices carefully. As far as your listeners are concerned, you are speaking only to them. Voices should use personal tones to convey warmth and a sense of rapport with the listener.
- A sense of urgency is often used in radio advertising — the first two to four seconds of a radio ad are critical in capturing the listener’s attention

Taking action — Option I — Planning for oral history

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

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

To prepare for the interview, prepare a list of questions regarding the history of the neighbourhood. Discuss the difference between open and closed questions, and have students prepare questions that will draw the most information from the interviewee.



Sample questions:

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

Presentation

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



Advertisement rubric

Name(s) _____

Topic _____ Date: _____

Self assessment

Peer assessment

Teacher assessment

	Extending	Proficient	Developing	Emerging
Originality	The project shows significant evidence of originality and inventiveness. The majority of the content and many of the ideas are fresh, original and inventive.	The project shows some evidence of originality and inventiveness.	The work is an extensive collection and rehash of other people’s ideas, products and images. There is little evidence of new thought or inventiveness.	The work is a minimal collection or rehash of other people’s ideas, products and images. There is no evidence of new thought.
Writing	The writing is legible, clear and grammatically correct. The writing entices the viewer, is convincing and appropriate for the target audience.	The writing is legible and clear with few grammatical errors. The writing entices the view and is appropriate for the target audience.	The writing is mostly legible and clear with some grammatical errors. The writing is somewhat enticing.	The writing is illegible and/or unclear. The writing is unenticing or full of grammatical errors.
Presentation format	The advertisement is aesthetically pleasing, creative and original, and an excellent example of the chosen format.	The advertisement is aesthetically pleasing, creative or original, and a good example of the chosen format.	The advertising is pleasing and is a satisfactory example of the chosen format.	The advertisement is unoriginal and is not a good example of the chosen format.
Advertising technique	The advertisement uses the chosen advertising technique creatively and well.	The advertisement is a good example of the use of the advertising technique.	The advertisement uses the advertising technique satisfactorily, but not creatively.	The chosen advertising technique is not followed or no advertising technique exists.



Presentation rubric

Name(s) _____

Topic _____ Date: _____

Self assessment

Peer assessment

Teacher assessment

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



Poster rubric

Name(s) _____

Topic _____ Date: _____

Self assessment

Peer assessment

Teacher assessment

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



Participation rubric

Your group should strive for equal participation from each member, capitalizing on individual strengths and interests. Participation throughout the planning, development and presentation is essential. Assessment of participation will be based on a self-assessment and on two peer assessments from members of your group. All assessments should be completed individually and privately. Evidence of your assessment should be present throughout your plan for achievement, reflections and the final product.

Name(s) _____

Topic _____ Date: _____

Self assessment

Peer assessment

Teacher assessment

	Extending	Proficient	Developing	Emerging
Focus on task	Consistently stays focused on the task(s) and what needs to be done. Very self-directed.	Focuses on the task and what needs to be done most of the time. Other group members can count on this person.	Focuses on the task and what needs to be done some of the time. Other group members must sometimes nag, prod and remind to keep this person on task.	Rarely focuses on the task and what needs to be done. Lets others do the work.
Contributions	Routinely provides useful ideas when participating in the group. Can be relied upon to contribute best quality of work.	Usually provides useful ideas when participating in the group. Can be relied upon to contribute high-quality work.	Sometimes provides useful ideas when participating in the group. Contributions are of average quality and may require corrections.	Rarely provides useful ideas when participating in the group. Contributions are of poor quality and/or are incomplete.
Working with others	Almost always listens to, shares with and supports the efforts of others. Tries to keep people working well together.	Usually listens to, shares with and supports the efforts of others. Doesn't cause 'waves' in the group.	Sometimes listens to, shares with and supports the efforts of others. Sometimes causes problems in the group.	Rarely listens to, shares with or supports the efforts of others. Frequently causes problems in the group.
Time management	Routinely uses time well throughout the project to ensure things get done on time. Group doesn't have to adjust deadlines or work responsibilities because of this person's procrastination.	Usually uses time well throughout the project, but may have procrastinated on a few things. Group doesn't have to adjust deadlines or work responsibilities because of this person's procrastination.	Tends to procrastinate, but always gets things done by the deadlines. Group doesn't have to adjust deadlines or work responsibilities because of this person's procrastination.	Rarely gets things done by the deadlines and group has to adjust deadlines or work responsibilities because of this person's inadequate time management.



Board game rubric

Name(s) _____

Topic _____ Date: _____

Self assessment

Peer assessment

Teacher assessment

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



Extensions

- Have the students present their presentations/projects at community events
- Invite the local newspaper to a special assembly to view the student presentations
- Invite parents to a special assembly to view the student presentations
- Invite the local radio station to interview the students
- Organize school-wide walking school buses — the group will follow a predetermined route, pick up walkers along the way and travel to school together. Students can also share the task, by scheduling dates that they would walk children. For example, team A may walk children to and from school on Mondays, Wednesdays and Fridays, and team B walks with them on Tuesdays and Thursdays.
- 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
- Walk younger buddies around the school playground and note hazards
- Wear safety vests and help younger children cross at crosswalks
- Monitor crosswalks and remind pedestrians to remove headphones or put their cellphone away
- Have the students create a pedestrian 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 also display the posters in the community.
- Have students create a video “infomercial” explaining their project (use some basic footage of the site to eliminate the need for the student groups to be on-site when filming)
- Have students adapt their project into a comic book or a flip book
- Have the students organize one day each week as a walk-to-school day in your community; WalktoSchool.org provides tips on how to start up walking events in your school or community
- Invite local community role models to come in and speak to the students about pedestrian safety
- Participate in a HASTeBC Drive-to-five program: A Drive-to-five program enables parents to drop off and pick up their children at predetermined locations that are approximately a 5-minute walk from their school

Feedback and suggestions?

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

