

**road safety  
learning resources  
grade 10**

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**activity sheets**



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## Acknowledgements

Many people within the Insurance Corporation of British Columbia and the wider professional community, have contributed to the creation of this resource. In particular, we acknowledge the work done by Sandy Hirtz (Writer) and Ted Couling (Illustrator).

## Activity sheet — Board game rubric

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

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

Self assessment

Peer assessment

Teacher assessment

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



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

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

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

## Activity sheet: Group discussion rubric — Participation

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

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

Self assessment

Peer assessment

Teacher assessment

	<b>4 Perceptive, Insightful</b>	<b>3 Thoughtful, Methodical</b>	<b>2 On topic, Mechanical</b>	<b>1 Sporadic, Weak</b>
<b>Intent/ purpose</b>	Insightful comments advance and stimulate discussion. Fresh perspectives given. Some evidence of differing perspectives being discussed. Occasionally, suggestions of proposals analyzed.	Comments are easy to follow and they advance discussion. Information beyond personal opinion shared, such as examples from other students, parents, teachers, magazines, books or TV shows.	Comments make sense and are relevant to the discussion. Personal opinions shared, with some supporting information.	Comments may address the assignment; however, this connection or relevance isn't obvious. Comments may inhibit discussion or promote digression. Personal opinions shared.
<b>Focus on task</b>	A clear understanding of the task is evident. Effective approach used to complete task thoroughly.	A clear understanding of the task is demonstrated. Appropriate approach used to complete task substantially.	A mechanical understanding of the task is demonstrated. Inquiry sustained until sufficient work done, in students' opinion.	A limited understanding of or indifference to the task is evident. May be unable to sustain inquiry to adequately fulfill the task or may lack understanding of the amount of work required to adequately address the task.
<b>Social structure</b>	Work harmoniously together. Members interject politely. Members disagree tactfully.	Comfortable working together, take turns, listen while others speak, offer recognition to others. Most members interject politely and disagree tactfully.	Follow basic rules in conversing with others, take turns, usually listen while others speak, sometimes offer recognition to others. Usually willing to accept group decisions.	Members may withdraw and/allow the group to become disorganized or unfocused. Logic and sequence of the discussion may be hard to understand. Ideas are repeated. Debating or arguing may occur without developing the issue.
<b>Language</b>	Precise, clear language enhances mutual understanding of discussion issues.	Appropriate, accurate language promotes understanding.	Familiar language used with few embellishments. Complex or unfamiliar ideas lack clarity. Members speak clearly, using appropriate volume.	Simplistic language used. Elaboration, explanation and clarification of ideas absent. Some words not spoken clearly, but meaning evident in context.



## Activity sheet — Role play preparation worksheet

I now know...

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I was surprised by...

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The key message for our role play should be...

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Roles:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_





### Activity sheet — Checklist for role play/skit

Name(s) \_\_\_\_\_ Date: \_\_\_\_\_

Impairment factor: \_\_\_\_\_

Role Played: \_\_\_\_\_ Date: \_\_\_\_\_

Self assessment

Peer assessment

Teacher assessment

5 = Outstanding 4 = Very good 3 = Good 2 = Needs improvement 1 = Minimally present

Speech is clear, with appropriate volume and inflection	5	4	3	2	1
Role is played in a convincing, consistent manner	5	4	3	2	1
Arguments and viewpoints expressed fit role played	5	4	3	2	1
Role play is well-prepared and organized	5	4	3	2	1
Role play captures and maintains audience interest	5	4	3	2	1
<b>Total</b>					<b>/25</b>

Comments:

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**Activity sheet — Assessing critical thinking rubric \*Optional**

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

Self assessment

Peer assessment

Teacher assessment

	<b>4 Accomplished</b>	<b>3 Acquiring</b>	<b>2 Developing</b>	<b>1 Emerging</b>
<b>Identifies and explains issues</b>	Identifies and summarizes main ideas. Explains why/how main ideas are problems or questions. Identifies hidden or implicit issues. Addresses main ideas' relationships to each other.	Identifies and summarizes the main ideas, but doesn't explain why/how they are problems or create questions. Identifies hidden or implicit issues. Addresses main ideas' relationships to each other.	Identifies and summarizes the main ideas, but doesn't summarize or explain them clearly or sufficiently. Identifies hidden or implicit issues. Addresses main ideas' relationships to each other.	Identifies, summarizes or explains the main problem or question. Represents the issues accurately or appropriately.
<b>Identifies and presents the student's own perspective</b>	Identifies their own position on the issue. Draws support from experience and information not available from assigned sources.	Identifies one's own position on the issue but may lack detail or depth. Is able to draw support from assigned sources. Lacks the support from personal experience.	Addresses their perspective of the argument. Adequately support that view.	Addresses multiple sources or alternate views of the argument. Demonstrates how the established or presented position relates to one's own.
<b>Frames personal responses and acknowledges other perspectives</b>	Forms a clear and precise personal point of view. Discusses the strengths and weaknesses of point of view with seriousness. Acknowledges objections and other positions. Provides convincing replies to other positions.	Forms a clear and precise personal point of view. Discusses the strengths and weaknesses of point of view with seriousness. Acknowledges objections and other positions. Provides convincing replies to other positions.	Forms a clear and precise personal point of view. Discusses the strengths and weaknesses of point of view, but without depth. Acknowledges objections and other positions, but focuses on minor ones. Provides replies to other positions but the replies are not convincing.	Forms a personal point of view. Discusses the strengths and weaknesses of point. Acknowledges objections and other positions. Provides convincing replies to other positions.
<b>Identifies and assesses conclusions, implications and consequences</b>	Identifies and discusses conclusions, implications and consequences. Considers context, assumptions and evidence. Objectively reflects upon their own assertions.	Identifies and discusses conclusions and consequences. Considers context, assumptions and evidence.	Identifies and attempts to discuss conclusions and consequences. Gives little consideration for context, assumptions and evidence.	Identifies conclusions, implications and consequences. Recognizes context, implications, assumptions or evidence.

## Activity sheet: Group discussion rubric — Active listening

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

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

Self assessment

Peer assessment

Teacher assessment

	<b>4</b> <i>Interested, Involved</i>	<b>3</b> <i>Focused</i>	<b>2</b> <i>Attentive</i>	<b>1</b> <i>Weak, Inconsistent</i>
<b>Ideas</b>	When necessary, members paraphrase what others have said to confirm or clarify understanding and allow for corrective feedback. Probing questions asked of others.	Respond verbally to ideas of others. May ask for clarification or summarize comments to ensure comprehension.	Ideas of others acknowledged by gesture or phrase. Occasionally members repeat the ideas of others to acknowledge or indicate support.	Feedback may be offered only if requested. Difficulty in responding to questions may be experienced.
<b>Social structure</b>	Verbal and non-verbal communication of others appropriately acknowledged and built upon.	Verbal and non-verbal communication of others occasionally acknowledged.	Verbal and non-verbal communication of others occasionally acknowledged.	Passive involvement, or speakers often interrupted.
<b>Non-verbal</b>	Effective gestures or body language used effectively and deliberately to respond to, and sometimes shape, communication with others.	Effective gestures and body language used for effect (for example, smiling or nodding encouragingly, gestures for emphasis).	Effective gestures and body language used for emphasis, to show support to get attention (for example, students move into close proximity as group works).	Effective use of gestures or body language is minimal or nonexistent, suggesting indifference, boredom or lack of involvement. Ineffective or annoying gestures or body language may be displayed at times.

**Activity sheet:**  
**Group discussion rubric — Respect for others in the group**

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

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

Self assessment       Peer assessment       Teacher assessment

	<b>4</b> <i>Considerate, Courteous</i>	<b>3</b> <i>Aware, Tactful</i>	<b>2</b> <i>Limited Regard</i>	<b>1</b> <i>Indifferent, Unaware</i>
<b>Ideas of others</b>	When necessary, members paraphrase what others have said to confirm or clarify understanding and allow for corrective feedback. Probing questions asked of others.	Interest and curiosity in ideas of others demonstrated.	Minimal response to ideas of others.	Contributions neither acknowledged, nor response given.
<b>Expression of ideas</b>	Opinions and positions of all members confidently expressed without affecting group morale or cohesiveness.	Opinions communicated without passing judgment (for example, using "I" versus "you" messages). Discussions facilitated and extended, persevering beyond initial impressions.	Some attention paid to the consequences of speech or actions on others. At times, taking turns or accepting suggestions from others difficult.	Little or no attention paid to the consequences of speech or action on others.
<b>Differences</b>	Diverse opinions expected and sought out. Differences clarified and areas of common understanding pursued.	Differences that arise are resolved or accepted tactfully/peacefully.	Differences that arise are sometimes ignored, sometimes acknowledged, but usually left without resolution.	Differences often suppressed or ignored. Sometimes give rise to arguments.

## Activity sheet — Poster rubric

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

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

Self assessment

Peer assessment

Teacher assessment

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



### Activity sheet — Problem-solving worksheet

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

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

### Activity sheet — Road safety attitude self-assessment

How likely would you be to:										
Take a chance by driving more than 10 kilometres over the speed limit when you are in a hurry to get somewhere?	1	2	3	4	5	6	7	8	9	10
Reschedule a meeting or activity that involves travelling by car to avoid driving during rush hour traffic?	1	2	3	4	5	6	7	8	9	10
Get behind the wheel when taking cold medication?	1	2	3	4	5	6	7	8	9	10
Get behind the wheel when extremely tired or emotionally upset?	1	2	3	4	5	6	7	8	9	10
Drive at an excessive speed on an empty country road in the middle of the night?	1	2	3	4	5	6	7	8	9	10
Drive after having consumed any mood-altering substance?	1	2	3	4	5	6	7	8	9	10
Take a ride with a driver whom you know has had a drink of alcohol?	1	2	3	4	5	6	7	8	9	10
Take a ride with a driver whom you know has used a drug?	1	2	3	4	5	6	7	8	9	10
Speak out in a group situation to discourage another person you know from driving after having consumed alcohol or another drug?	1	2	3	4	5	6	7	8	9	10
Call parents or friends to come and give you a ride if you had been consuming alcohol or drugs and couldn't otherwise get home safely?	1	2	3	4	5	6	7	8	9	10
Plan ahead to arrange a safe ride home?	1	2	3	4	5	6	7	8	9	10
Ever drive at two or three times the legal speed limit (e.g., drive in a 50 kilometres/hour zone at 150 kilometres/hour or in a 30 kilometres/hour zone at 90 kilometres/hour)?	1	2	3	4	5	6	7	8	9	10
Ask the driver of a car you're in to slow down if they're driving at excessive speed?	1	2	3	4	5	6	7	8	9	10

1 = not very likely

10 = very likely

## Activity sheet

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

What do you *really* know? Circle the response you think best answers the question.

1. Visual clues that a person has been drinking include:
  - a. Slurred speech
  - b. Loss of balance and co-ordination
  - c. Delayed reaction times
  - d. Uninhibited behaviour
  - e. All of the above
  
2. A person is at a party and has had six beers. He or she finished the last one half an hour ago. The best way for this person to sober up quickly is to:
  - a. Take a cold shower
  - b. Vomit
  - c. Exercise
  - d. Drink coffee
  - e. Eat a plate of pasta
  - a. None of the above
  
3. It's midnight, and there's a party going on. Of the following people present at the party, who has the highest blood alcohol content?
  - a. Dominique had to work late and only got there at 10:30 p.m. Since arriving, she's had three 354-millilitre wine coolers, but has had two glasses of water after each one. She weighs 60 kilograms.
  - b. Dante has been at the party since 9 p.m.; he's an 80-kilogram man who has had five 354-millilitre bottles of beer and three slices of pizza.
  - c. Rosa Maria arrived half an hour after Dante. She's a 66-kilogram woman who's had four vodka tonics, each with a 45-millilitre vodka (1 shot). She's had nothing else to eat or drink.
  - d. Bob's the host. He's been drinking since 8:30 p.m., but because he's a little concerned about his weight he's been sticking to light beer. So far he's had six 354-millilitre bottles of light beer and four pieces of pizza. He weighs 86 kilograms.
  
4. Which of the following will give a person the highest blood alcohol content (BAC)?
  - a. Three (45 millilitre) shots of tequila
  - b. Four rum and cokes, each drink containing 45 millilitres of rum
  - c. Three (145 millilitre) glasses of wine
  - a. Five (354 millilitre) regular beers

### Activity sheet

5. What fraction of car crash fatalities in B.C. were victims of collisions involving alcohol?
  - a.  $\frac{1}{2}$
  - b.  $\frac{1}{3}$
  - c.  $\frac{1}{4}$
  - a.  $\frac{1}{10}$
6. What fraction of impaired drivers in crashes in B.C. were between 16 and 25 years of age?
  - a. About  $\frac{1}{10}$
  - b. About  $\frac{1}{3}$
  - c. About  $\frac{1}{4}$
  - d. About  $\frac{1}{2}$
7. What percentage of all impaired drivers in crashes in B.C. are male?
  - a. About 20%
  - b. About 70%
  - c. About 50%
8. You can be charged with impaired driving even if your blood alcohol content (BAC) is below 0.05%.
  - a. True
  - b. False
9. Under current law, 0.5% and higher is legally intoxicated.
  - a. True
  - b. False
10. A driver can be charged with impairment if under the influence of a drug other than alcohol.
  - a. True
  - b. False
11. If a driver's breath sample contains a BAC (blood alcohol content) of .05 or higher, they will get a warning if it is the first time within a 5-year period.
  - a. True
  - b. False



**Activity sheet:**  
**Videos — Key points**

Themes:

- The results of risky behaviour can lead to direct personal, financial and human costs as well as consequences that affect people not directly involved in the situation
- Life changing risks are associated with a variety of situations involving alcohol, drugs and reckless driving

What are the key points relating to your topic in each of the videos?

Jason Gow

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ER Room

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Heidi's life

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What questions do you have as a result of viewing the videos?

### Activity sheet — Reflective writing rubric

The **Reflection journal** provides you with the opportunity to reflect on the topics and discussions in a meaningful and thought provoking way. You are encouraged to think beyond the topic towards the implications of these topics on your life both present and future as well as the implications for others.

	Extending	Proficient	Developing	Emerging
Engagement	Obvious engagement with the topic present through details and coherent thought.	Engagement with the topic present in many of the details and through coherent thought.	Engagement with the topic may be vague or lacking detail. May lack coherence or logical thought.	Engagement with the topic is vague and lacks detail. Lacks coherence or logical thought.
Critical thought	Demonstrates obvious evidence of higher-level thinking relating to the topic(s).	Demonstrates evidence of higher-level thinking relating to the topic(s).	May demonstrates some evidence of higher-level thinking relating to the topic(s).	Fails to demonstrate evidence of higher-level thinking relating to the topic(s).
Relevant	Reflection demonstrates obvious and clear understanding of relevance to issues facing youth, including self and others.	Reflection demonstrates understanding of relevance to issues facing youth, including self and others.	Reflection may demonstrate understanding of relevance to issues facing youth, including self and others, but lacks supporting evidence.	Reflection doesn't demonstrate understanding of relevance to issues facing youth, including self and others. Lacks supporting evidence.
Evidence of learning	Reflection makes clear reference to key points or credible facts that support the topic and its application.	Reflection makes reference to key points or credible facts that support the topic and its application.	Reflection may make reference to key points or credible facts, but doesn't adequately address the topic and its application.	Reflection doesn't make reference to key points or credible fact. Doesn't adequately address the topic and its application.

Comments: \_\_\_\_\_

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**Activity sheet — Reflective writing rubric (student)**

Choose between:

- a. Free-write — prompt: “As a driver/passenger, I’m responsible for... ”
- b. Respond to one or both of the essential questions:
  - i. What are your responsibilities as a driver? passenger?
  - ii. How do the risks of driving impaired affect you? your friends? your family? your community? society in general?

Name(s) \_\_\_\_\_ Date: \_\_\_\_\_

Self assessment                       Peer assessment                       Teacher assessment

Extending	Proficient	Developing	Emerging
Excellent quality and detail. Information is very relevant and/or valuable. Evidence of a deep level of understanding and critical engagement is obvious.	Good quality and detail. Information is relevant and/or valuable. Evidence of understanding and critical engagement is obvious.	Adequate quality and detail. Information is somewhat relevant and/or may lack value. Evidence of critical engagement is vague. May require revisions.	Poor quality and detail. Information isn’t relevant and/or lacks value. Little evidence of critical engagement. Requires revisions.

Comments: \_\_\_\_\_

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### Activity sheet — Reflective writing rubric

The **Reflection journal** provides you with the opportunity to reflect on the topics and discussions in a meaningful and thought provoking way. You are encouraged to think beyond the topic towards the implications of these topics on your life both present and future as well as the implications for others.

	Extending	Proficient	Developing	Emerging
Engagement	Obvious engagement with the topic present through details and coherent thought.	Engagement with the topic present in many of the details and through coherent thought.	Engagement with the topic may be vague or lacking detail. May lack coherence or logical thought.	Engagement with the topic is vague and lacks detail. Lacks coherence or logical thought.
Critical thought	Demonstrates obvious evidence of higher-level thinking relating to the topic(s).	Demonstrates evidence of higher-level thinking relating to the topic(s).	May demonstrates some evidence of higher-level thinking relating to the topic(s).	Fails to demonstrate evidence of higher-level thinking relating to the topic(s).
Relevant	Reflection demonstrates obvious and clear understanding of relevance to issues facing youth, including self and others.	Reflection demonstrates understanding of relevance to issues facing youth, including self and others.	Reflection may demonstrate understanding of relevance to issues facing youth, including self and others, but lacks supporting evidence.	Reflection doesn't demonstrate understanding of relevance to issues facing youth, including self and others. Lacks supporting evidence.
Evidence of learning	Reflection makes clear reference to key points or credible facts that support the topic and its application.	Reflection makes reference to key points or credible facts that support the topic and its application.	Reflection may make reference to key points or credible facts, but doesn't adequately address the topic and its application.	Reflection doesn't make reference to key points or credible fact. Doesn't adequately address the topic and its application.

Comments: \_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Activity sheet — Reflective writing rubric (student)

Letter to Sharleen Velhurst:

Speak to the issue and its impact on Sharleen, her family and society as well as on the impact her story has had on them and how it has potentially changed their own behaviours.

Name(s) \_\_\_\_\_ Date: \_\_\_\_\_

Self assessment
  Peer assessment
  Teacher assessment

Extending	Proficient	Developing	Emerging
Excellent quality and detail. Information is very relevant and/or valuable. Evidence of a deep level of understanding and critical engagement is obvious.	Good quality and detail. Information is relevant and/or valuable. Evidence of understanding and critical engagement is obvious.	Adequate quality and detail. Information is somewhat relevant and/or may lack value. Evidence of critical engagement is vague. May require revisions.	Poor quality and detail. Information isn't relevant and/or lacks value. Little evidence of critical engagement. Requires revisions.

Comments: \_\_\_\_\_

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## Activity sheet — Media fact sheet

### Instructions:

Investigate some of the reported road-related safety issues in the media to gain a sense of how these risks are both reported and perceived by the public. Go to [www.cbc.ca](http://www.cbc.ca), [www.canada.com](http://www.canada.com) or [www.news.google.ca](http://www.news.google.ca) and do a search for articles relating to:

- Driver distractions such as texting and cellphone use while driving
- Aggressive driving, such as speeding, running red lights, following too closely
- Impaired driving

You may choose to do your investigation in partners. Find one **credible** article and summarize as a one-page fact sheet or oral summary of key points (to be reported next class) using the outline below.

### Part I — Background information

Source: \_\_\_\_\_ Author: \_\_\_\_\_

Original date of publication: \_\_\_\_\_ Title: \_\_\_\_\_

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

*Note: Attach a copy of the original article to the fact sheet.*

### Part II — Key points

*(you may include additional information if needed):*

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_





## Activity sheet — Media fact sheet rubric

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

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

Self assessment

Peer assessment

Teacher assessment

	Extending	Proficient	Developing	Emerging
Key points from article	A minimum of five key points are listed. Significant detail is provided. Key points are accurately and clearly taken from the main points of the original article.	A minimum of five key points are listed. Appropriate detail is provided. Key points are accurately taken from the main points of the original article.	Less than five key points are listed and/or detail is lacking. Key points may not reflect the main points of the original article.	Less than five key points are listed and/or detail is lacking. Key points are not reflective of the main points of the original article.
Relevance of topic	The chosen topic of investigation is clearly relevant to teens. Peers would obviously benefit from learning about this topic.	The chosen topic of investigation may be relevant to teens. Peers would likely benefit from learning about this topic.	The chosen topic of investigation is somewhat relevant to teens. Peers would possibly benefit from learning about this topic.	The chosen topic of investigation lacks relevance to teens. Peers would rarely benefit from learning about this topic.
Risk posed to teens are explained	Risks associated with this topic are clearly explained with significant detail.	Risks associated with this topic are explained in detail.	Risks associated with this topic are explained, but lack clarity and/or detail.	Risks associated with this topic are not explained.
Strategies for reducing risk are explained	Strategies associated with this topic are clearly explained with significant detail. Strategies are realistic and are highly applicable to the issue.	Strategies associated with this topic are explained in detail. Strategies are mostly realistic and are applicable to the issue.	Strategies associated with this topic are explained but may lack detail. Strategies are somewhat realistic and may not be applicable to the issue.	Strategies associated with this topic are not explained. Strategies are not realistic or applicable to the issue.

Comments:

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## Activity sheet — Decision-making flow chart rubric

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

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

Self assessment

Peer assessment

Teacher assessment

	Extending	Proficient	Developing	Emerging
<b>Events in case study accurately listed (flow chart 1)</b>	Events are accurately representative of those presented in the case study.	Some minor errors in accuracy, or specific details absent in flow chart.	Several errors in accuracy, or specific details absent in flow chart.	Errors in accuracy, or specific details absent throughout flow chart.
<b>Two to three different choices listed (flow chart 2)</b>	Choices demonstrate critical understanding of behaviours that can both cause crashes and diffuse risks.	Choices demonstrate understanding of behaviours that can both cause crashes and diffuse risks.	Choices demonstrate some understanding of behaviours that can both cause crashes and diffuse risks.	Choices demonstrate little understanding of behaviours that can both cause crashes and diffuse risks.
<b>Benefits and consequences briefly explained for different choices (flow chart 2)</b>	Details provided show critical thinking and analysis of the relationship between action and consequence. Responses are highly relevant to realistic situations.	Details provided show consideration of the relationship between action and consequence. Responses are relevant to realistic situations.	Details provided show some consideration of the relationship between action and consequence, but may lack depth of understanding. Responses are somewhat relevant to realistic situations.	Lack of details provided show little consideration of the relationship between action and consequence. Responses lack relevance to realistic situations.
<b>Understanding of strategies for meeting the challenges of road-related risk</b>	Strategies are realistic and are highly reflective of topics discussed in class.	Strategies are realistic and reflect application of topics discussed in class.	Strategies are somewhat realistic and may reflect application of topics, but may lack detail.	Strategies are unrealistic and have little evidence of application of topics.

Comments:

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**Activity sheet:**  
**Reflective Writing — Case study reflection**

Can be included in your reflection journal.

Think about the Case Studies: The Road Trip, Jane’s Story, Kim’s Story, Bill and Carmen.  
Respond to one of the essential questions:

- i.** Why do young people sometimes put themselves at risk?
- ii.** What can young people do to reduce risks and avoid injury?
- iii.** What factors influence our decisions?
- iv.** How do we make important decisions?

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### Activity sheet — Reflective writing rubric

The **Reflection journal** provides you with the opportunity to reflect on the topics and discussions in a meaningful and thought provoking way. You are encouraged to think beyond the topic towards the implications of these topics on your life both present and future as well as the implications for others.

	Extending	Proficient	Developing	Emerging
Engagement	Obvious engagement with the topic present through details and coherent thought.	Engagement with the topic present in many of the details and through coherent thought.	Engagement with the topic may be vague or lacking detail. May lack coherence or logical thought.	Engagement with the topic is vague and lacks detail. Lacks coherence or logical thought.
Critical thought	Demonstrates obvious evidence of higher-level thinking relating to the topic(s).	Demonstrates evidence of higher-level thinking relating to the topic(s).	May demonstrates some evidence of higher-level thinking relating to the topic(s).	Fails to demonstrate evidence of higher-level thinking relating to the topic(s).
Relevant	Reflection demonstrates obvious and clear understanding of relevance to issues facing youth, including self and others.	Reflection demonstrates understanding of relevance to issues facing youth, including self and others.	Reflection may demonstrate understanding of relevance to issues facing youth, including self and others, but lacks supporting evidence.	Reflection doesn't demonstrate understanding of relevance to issues facing youth, including self and others. Lacks supporting evidence.
Evidence of learning	Reflection makes clear reference to key points or credible facts that support the topic and its application.	Reflection makes reference to key points or credible facts that support the topic and its application.	Reflection may make reference to key points or credible facts, but doesn't adequately address the topic and its application.	Reflection doesn't make reference to key points or credible fact. Doesn't adequately address the topic and its application.

Comments: \_\_\_\_\_

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**Activity sheet — Reflective writing rubric (student)**

Free-write (the road trip)

Respond to one of the essential questions:

- i.** Why do young people sometimes put themselves at risk?
- ii.** What can young people do to reduce risks and avoid injury?
- iii.** What factors influence our decisions?
- iv.** How do we make important decisions?

Name(s) \_\_\_\_\_ Date: \_\_\_\_\_

Self assessment

Peer assessment

Teacher assessment

Extending	Proficient	Developing	Emerging
Excellent quality and detail. Information is very relevant and/or valuable. Evidence of a deep level of understanding and critical engagement is obvious.	Good quality and detail. Information is relevant and/or valuable. Evidence of understanding and critical engagement is obvious.	Adequate quality and detail. Information is somewhat relevant and/or may lack value. Evidence of critical engagement is vague. May require revisions.	Poor quality and detail. Information isn't relevant and/or lacks value. Little evidence of critical engagement. Requires revisions.

Comments: \_\_\_\_\_

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### Activity sheet — Assessment

Each section of the **Plan for achievement** will be assessed using the following rubric:

Extending	Proficient	Developing	Emerging
Excellent quality and detail. Information is very relevant and/or valuable. Evidence of a deep level of understanding and critical engagement is obvious.	Good quality and detail. Information is relevant and/or valuable. Evidence of understanding and critical engagement is obvious.	Adequate quality and detail. Information is somewhat relevant and/or may lack value. Evidence of critical engagement is vague. May require revisions.	Poor quality and detail. Information isn't relevant and/or lacks value. Little evidence of critical engagement. Requires revisions.

Comments: \_\_\_\_\_

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## Activity sheet — Plan for achievement

The **Plan for achievement** is intended to support you as you work towards putting together an engaging and purposeful **Road safety campaign** that will demonstrate your ability to:

- Evaluate the potential effects of an individual’s health-related decisions on self, family and community
- Change young people’s attitudes toward risky behaviour involving vehicles, making them less willing to engage in or support unnecessary risk-taking
- Analyze individual and societal practices associated with road-related risk reduction and injury prevention (for example, obeying speed limits, wearing seatbelts, driver education)
- Increase awareness among young people of the risks involved in being on the road

The evidence you provide throughout the **Plan for achievement** is key to your overall understanding of these concepts and in the achievement of the highest possible mark.

For each of the following sections and questions, provide as much detail as possible. This will increase the ultimate success of your campaign as well as the likelihood of you achieving the highest possible mark.

### Assessment

Each section of your **Plan for achievement** is assessed as follows:

Extending	Proficient	Developing	Emerging
Excellent quality and detail. Information is very relevant and/or valuable. Evidence of a deep level of understanding and critical engagement is obvious.	Good quality and detail. Information is relevant and/or valuable. Evidence of understanding and critical engagement is obvious.	Adequate quality and detail. Information is somewhat relevant and/or may lack value. Evidence of critical engagement is vague. May require revisions.	Poor quality and detail. Information isn’t relevant and/or lacks value. Little evidence of critical engagement. Requires revisions.

Comments: \_\_\_\_\_  
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Note: A mark of two or less in any section may require you to resubmit your work for improvement.



## Activity sheet

### 1. Timeline:

**Plan for achievement due:** \_\_\_\_\_

Informal presentation: \_\_\_\_\_

Presentation or poster due: \_\_\_\_\_  
(presentation completed in class, poster handed in)

Reflection journal draft due: \_\_\_\_\_

Reflection journal final due: \_\_\_\_\_  
(include reflection and self-assessment)

Record of group meetings:

- |          |          |
|----------|----------|
| 1) _____ | 5) _____ |
| 2) _____ | 6) _____ |
| 3) _____ | 7) _____ |
| 4) _____ | 8) _____ |

Planning calendar						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Extending	Proficient	Developing	Emerging
Excellent quality and detail. Information is very relevant and/or valuable. Evidence of a deep level of understanding and critical engagement is obvious.	Good quality and detail. Information is relevant and/or valuable. Evidence of understanding and critical engagement is obvious.	Adequate quality and detail. Information is somewhat relevant and/or may lack value. Evidence of critical engagement is vague. May require revisions.	Poor quality and detail. Information isn't relevant and/or lacks value. Little evidence of critical engagement. Requires revisions.

Comments: \_\_\_\_\_  
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## Activity sheet

### 2. Goal:

What is your goal for this assignment?

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Why have you chosen this goal?

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Why is this goal important to you? Others?

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Extending	Proficient	Developing	Emerging
Excellent quality and detail. Information is very relevant and/or valuable. Evidence of a deep level of understanding and critical engagement is obvious.	Good quality and detail. Information is relevant and/or valuable. Evidence of understanding and critical engagement is obvious.	Adequate quality and detail. Information is somewhat relevant and/or may lack value. Evidence of critical engagement is vague. May require revisions.	Poor quality and detail. Information isn't relevant and/or lacks value. Little evidence of critical engagement. Requires revisions.

Comments: \_\_\_\_\_

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### Activity sheet

#### 3. Goal:

What are the overall responsibilities of the group?

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What are the individual responsibilities in the planning stage?

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What are the individual responsibilities in the development stage?

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What are the individual responsibilities in the presentation stage?

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Extending	Proficient	Developing	Emerging
Excellent quality and detail. Information is very relevant and/or valuable. Evidence of a deep level of understanding and critical engagement is obvious.	Good quality and detail. Information is relevant and/or valuable. Evidence of understanding and critical engagement is obvious.	Adequate quality and detail. Information is somewhat relevant and/or may lack value. Evidence of critical engagement is vague. May require revisions.	Poor quality and detail. Information isn't relevant and/or lacks value. Little evidence of critical engagement. Requires revisions.

Comments: \_\_\_\_\_

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## Activity sheet

### 4. Audience:

Who's your target audience?

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Why have you chosen this audience?

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How will the audience be involved?

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Extending	Proficient	Developing	Emerging
Excellent quality and detail. Information is very relevant and/or valuable. Evidence of a deep level of understanding and critical engagement is obvious.	Good quality and detail. Information is relevant and/or valuable. Evidence of understanding and critical engagement is obvious.	Adequate quality and detail. Information is somewhat relevant and/or may lack value. Evidence of critical engagement is vague. May require revisions.	Poor quality and detail. Information isn't relevant and/or lacks value. Little evidence of critical engagement. Requires revisions.

Comments: \_\_\_\_\_

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## Activity sheet

### 5. Situation:

What will your presentation/poster look like?

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What specific tools will you need?

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What setting/context will work best for this presentation/poster (consider room location, available equipment, size of print, use of graphics, etc.)?

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Extending	Proficient	Developing	Emerging
Excellent quality and detail. Information is very relevant and/or valuable. Evidence of a deep level of understanding and critical engagement is obvious.	Good quality and detail. Information is relevant and/or valuable. Evidence of understanding and critical engagement is obvious.	Adequate quality and detail. Information is somewhat relevant and/or may lack value. Evidence of critical engagement is vague. May require revisions.	Poor quality and detail. Information isn't relevant and/or lacks value. Little evidence of critical engagement. Requires revisions.

Comments: \_\_\_\_\_

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### Activity sheet

#### 6. Product/Performance:

What will the final product/performance look like?

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How is your presentation and its content relevant to the real-life challenges involved in road safety?

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How will your presentation make a difference?

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Extending	Proficient	Developing	Emerging
Excellent quality and detail. Information is very relevant and/or valuable. Evidence of a deep level of understanding and critical engagement is obvious.	Good quality and detail. Information is relevant and/or valuable. Evidence of understanding and critical engagement is obvious.	Adequate quality and detail. Information is somewhat relevant and/or may lack value. Evidence of critical engagement is vague. May require revisions.	Poor quality and detail. Information isn't relevant and/or lacks value. Little evidence of critical engagement. Requires revisions.

Comments: \_\_\_\_\_

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## Activity sheet

### 7. Standards:

What is your goal?

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What will you do to achieve this goal?

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How will you know you've achieved this goal?

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Extending	Proficient	Developing	Emerging
Excellent quality and detail. Information is very relevant and/or valuable. Evidence of a deep level of understanding and critical engagement is obvious.	Good quality and detail. Information is relevant and/or valuable. Evidence of understanding and critical engagement is obvious.	Adequate quality and detail. Information is somewhat relevant and/or may lack value. Evidence of critical engagement is vague. May require revisions.	Poor quality and detail. Information isn't relevant and/or lacks value. Little evidence of critical engagement. Requires revisions.

Comments: \_\_\_\_\_

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**Activity sheet:**  
**Reflective Writing — Campaign for road safety**

To be included in your reflection journal.

In order to support your self-assessment mark, provide as much detail as possible in your answers to the following questions.

**Part I — Guiding questions**

How can your actions positively and negatively impact others? Yourself?

As a driver, what are your responsibilities and why are they important? Why should you model and promote road-related risk reduction?

**Part II — Goals**

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Did you achieve your goal? Why or why not?

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**Part III — Rewards and challenges**

What was the most important/beneficial aspect of this project? For you? For the group? For the audience? What are two to three things you would do differently to improve this project?

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## Activity sheet — Assessment of final reflection

Self:

Extending	Proficient	Developing	Emerging
Excellent quality and detail. Information is very relevant and/or valuable. Evidence of a deep level of understanding and critical engagement is obvious.	Good quality and detail. Information is relevant and/or valuable. Evidence of understanding and critical engagement is obvious.	Adequate quality and detail. Information is somewhat relevant and/or may lack value. Evidence of critical engagement is vague. May require revisions.	Poor quality and detail. Information isn't relevant and/or lacks value. Little evidence of critical engagement. Requires revisions.

Comments: \_\_\_\_\_

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Teacher:

Extending	Proficient	Developing	Emerging
Excellent quality and detail. Information is very relevant and/or valuable. Evidence of a deep level of understanding and critical engagement is obvious.	Good quality and detail. Information is relevant and/or valuable. Evidence of understanding and critical engagement is obvious.	Adequate quality and detail. Information is somewhat relevant and/or may lack value. Evidence of critical engagement is vague. May require revisions.	Poor quality and detail. Information isn't relevant and/or lacks value. Little evidence of critical engagement. Requires revisions.

Comments: \_\_\_\_\_

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## Activity sheet — Presentation rubric

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

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

Self assessment

Peer assessment

Teacher assessment

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

## Activity sheet — Poster rubric

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

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

Self assessment

Peer assessment

Teacher assessment

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

## Activity sheet — 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.



### Activity sheet — Reflective writing rubric

The **Reflection journal** provides you with the opportunity to reflect on the topics and discussions in a meaningful and thought provoking way. You are encouraged to think beyond the topic towards the implications of these topics on your life both present and future as well as the implications for others.

	Extending	Proficient	Developing	Emerging
Engagement	Obvious engagement with the topic present through details and coherent thought.	Engagement with the topic present in many of the details and through coherent thought.	Engagement with the topic may be vague or lacking detail. May lack coherence or logical thought.	Engagement with the topic is vague and lacks detail. Lacks coherence or logical thought.
Critical thought	Demonstrates obvious evidence of higher-level thinking relating to the topic(s).	Demonstrates evidence of higher-level thinking relating to the topic(s).	May demonstrates some evidence of higher-level thinking relating to the topic(s).	Fails to demonstrate evidence of higher-level thinking relating to the topic(s).
Relevant	Reflection demonstrates obvious and clear understanding of relevance to issues facing youth, including self and others.	Reflection demonstrates understanding of relevance to issues facing youth, including self and others.	Reflection may demonstrate understanding of relevance to issues facing youth, including self and others, but lacks supporting evidence.	Reflection doesn't demonstrate understanding of relevance to issues facing youth, including self and others. Lacks supporting evidence.
Evidence of learning	Reflection makes clear reference to key points or credible facts that support the topic and its application.	Reflection makes reference to key points or credible facts that support the topic and its application.	Reflection may make reference to key points or credible facts, but doesn't adequately address the topic and its application.	Reflection doesn't make reference to key points or credible fact. Doesn't adequately address the topic and its application.

Comments: \_\_\_\_\_

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### Activity sheet — Final reflection rubric

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

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

Self assessment

Peer assessment

Teacher assessment

Extending	Proficient	Developing	Emerging
Excellent quality and detail. Information is very relevant and/or valuable. Evidence of a deep level of understanding and critical engagement is obvious.	Good quality and detail. Information is relevant and/or valuable. Evidence of understanding and critical engagement is obvious.	Adequate quality and detail. Information is somewhat relevant and/or may lack value. Evidence of critical engagement is vague. May require revisions.	Poor quality and detail. Information isn't relevant and/or lacks value. Little evidence of critical engagement. Requires revisions.

Comments: \_\_\_\_\_

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