

# ICBC road safety speakers resource guide





# Contents

Introduction .....	1
Pre-presentation activities .....	2
Activity one: questions.....	2
Activity two: value thermometer.....	3
Post-presentation activities .....	4
Activity one: post-presentation questions .....	4
Activity two: letter/email to speaker .....	5
Activity three: role play .....	5
Appendix .....	7



## Introduction

This resource guide is for counsellors, teachers and/or school professionals when an ICBC Road Safety Speaker has been booked to speak at your school.

It's intended to help you:

- become more familiar with our ICBC Road Safety Speaker program
- get prepared for the presentation
- find out what your students have learned — in a way that reflects sound teaching practices.

This package includes two pre-presentation activities and three post-presentation activities.

The pre- and post-activity sections include a brief introduction and each activity includes a suggested time frame, an explanation of the activity and, where applicable, a grading criteria. This package also lists province-wide youth-support community resources for youth, parents, teachers, counsellors and administration, including contact information for each of the resources, and a brief explanation of the services provided.

## Rationale

The principal purpose of these materials is to maximize the educational benefits for the students of the ICBC Road Safety Speakers. Studies in education show that activities help prepare students for the themes and concepts they are about to learn and connect what they already know to what they will learn. This increases both the retention of knowledge and its impact. Additionally, educational studies show that when students are given an opportunity to process and personalize what they learn, retention of knowledge, the likelihood of affecting positive change and resonance of the message increase exponentially. To this end, each activity included in this resource package has been created to maximize student retention and personalization of the message from the presentations.

## Objectives

- Identify all types of impairment that affect decision making and driving.
- Identify and understand potential consequences of risky behaviour while driving: impaired driving (resulting from alcohol, legal or illegal drug use), distracted driving, speed and high-risk driving behaviour.
- Identify positive alternatives to impaired driving, distracted driving, speed and high-risk driving behaviour.
- Demonstrate understanding of and practice strategies for avoiding the harmful consequences of impaired driving, distracted driving, speed and high-risk driving behaviour.

## Pre-presentation activities

### Pre-presentation introduction

Included in this section are a variety of activities to help prepare your students for an ICBC Road Safety Speaker. The purpose of this section isn't to elicit correct/incorrect answers. It's to get your students to explore what they already think and know about these issues. Studies in education show that preparing students — by exploring related themes to impaired driving, distracted driving, speeding, high-risk behaviour, decision-making and accessing prior knowledge — allows them to better identify and connect to the messages and increases their retention of what they've learned.

### Dangerous driving behaviours

- impaired
- unsafe speed
- using hand-held portable electronics devices while driving
- distracted
- following too close
- stopping at yellow lights (if you can do so safely).

Slow down and drive smart.

**High-risk Driving** describes a collection of driver actions that contribute to crashes, including: failing to yield the right of way, ignoring a traffic control device, following too closely and improper passing.

**Distracted driving** occurs when a driver's focus is directed away from the primary task of operating a vehicle. Research indicates that the most serious distractions are those that require a driver to interact with a device (such as texting, sending an email, or adjusting a GPS unit) or to take part in a telephone conversation.

**Unsafe speed** includes: a) Exceed Speed Limit; b) Excessive Speed (+40 km/h); c) Too Fast for Conditions (also known as Speed Relative to Conditions).

**Impaired driving** occurs when a driver operates a motor vehicle while under the influence of alcohol and / or other drugs which impair their ability to drive.

### Activity one: questions (15 minutes)

#### Activity overview

Allow students in pairs, fours, small groups and/or as a whole class to brainstorm and discuss answers and issues related to the following questions.

**Optional:** have students jot down answers in a notebook for reference after the presentation. The information contained in the parentheses is to help teachers guide the discussion.

1. What does it mean to be impaired? (diminishing your ability to make a sound decision, react appropriately to a situation, etc.)
2. What does it mean to be distracted while driving? (unable to attend to the major task)
3. List as many different kinds of risky behaviour while driving that you can possibly think of? (using alcohol, drugs, medications, lack of sleep, texting, being angry, adjusting your iPod, speeding/racing, driving with an N and having four friends in the car, putting on makeup, etc.)
4. How do impaired, distracted, high-risk or speeding behaviours affect your driving? (physical/emotional/cognitive effects)
5. What are some of the consequences of driving: Impaired? Distracted? Speeding? High-risk? How is it going to affect you and others around you – driving impaired, distracted, speeding, etc?
6. How would you feel if you didn't stop someone from making a bad driving choice and it resulted in injury or death?
7. You're about to see an ICBC Road Safety Speaker, what's your prediction about what the messages of the presentation will be?
8. What would you like to learn about making smart driving choices?

### Activity two: value thermometer (15 minutes)

#### Activity overview

This activity requires students to agree or disagree with statements that you'll read aloud to the class. Begin by designating a space for students to go in the room if they agree/disagree with each statement. Then, read each statement aloud and let students move to the appropriate area.

**Optional:** have students explain why they agree or disagree with each statement.

#### Statements: agree or disagree (A/D)

1. The majority of the time you drive impaired, you'll arrive home safely. A/D?
2. Impaired driving laws and penalties are too strong. A/D?
3. There's a group of friends in a car wanting a ride home. Everyone in the car is responsible for the decision if the driver decides to drive home impaired. A/D?
4. Having everyone you love get home safely because you were the designated driver is more important than one night of partying. A/D?
5. Your parents would rather get a phone call from you impaired and wanting a ride home than a phone call from the police saying you were arrested, injured, or dead. A/D?

**Important note:** teachers should feel free to use other examples of dangerous driving behaviours (distracted driving, speeding and high-risk driving) interchangeably with impairment in the above questions.

## Post-presentation activities

### Post-presentation introduction

Included in this section are three activities designed to help students process, analyze and explore the issues and information they learned from the presentation. The purpose of this section is to have students consider different kinds of dangerous driving, including impaired, distracted, speeding and high-risk. This section also allows students to explore how the presentation changed their beliefs or understanding of the impacts of risk-taking driving behaviour, and to understand the full range of consequences for each type of risky behaviour.

### Activity one: questions (10 to 15 minutes)

#### Activity overview

Allow students in pairs, fours, small groups and/or as a whole class to brainstorm and discuss answers and issues related to the following questions.

**Optional:** if you had students write down answers to the pre-presentation questions, have them review their responses and discuss how their thinking has changed.

1. How have your ideas, attitudes, or beliefs about impaired driving changed after hearing the presentation? Distracted driving? Speeding? High-risk driving?
2. What did you learn about the consequences of driving while impaired? Driving distracted? Speeding? High-risk driving?
3. What did you learn about your alternatives to driving impaired? Driving distracted? Speeding? High-risk driving?
4. If you had to describe the presentation to someone who has never seen it, what would you identify as the most important messages?
5. Brainstorm different ways you would respond to a friend who wants to drive impaired. Brainstorm plans for a safe trip home that enables you to avoid travelling with impaired drivers. Distracted drivers? Drivers who speed? High-risk driving?
6. Is there something else you could have learned from the presentation that would help you gain a better understanding of the issues of risk while driving?
7. Has the presentation made you feel more at ease about calling on your peers to make safer choices while driving or as a passenger?

**Important note:** Pre-presentation activity one: questions 1 to 4 address learning outcomes of fundamental importance. The questions address issues around the nature of risky behaviour while driving. It's highly recommended that teachers who didn't do the pre-presentation questions have the students answer pre-presentation activity one, questions 1 to 4 after the presentation.

### Activity two: letter/email to speaker (30 to 60 minutes)

#### Activity overview

This activity invites students to demonstrate and analyze what they learned from the presentation by writing a letter or email to the presenter. Make sure they include the following:

1. What the student liked about the presentation.
2. The three most important things they learned from the presentation.
3. How their view of risky behaviour changed because of the presentation.
4. How they'll respond if they're ever in a situation involving risky behaviour.
5. One constructive criticism for how the speaker could improve upon their presentation.

**Optional:** teachers may want to encourage students to peer edit each others' letters/emails and offer suggestions for improving them.

### Activity three: role play (30 to 60 minutes)

#### Activity overview

This will let your students demonstrate their understanding of different types of risky behaviour; the consequences of impaired driving, distracted driving, speeding and high-risk driving; the alternatives; and strategies for avoiding risky behaviours. Begin by pairing students off. Then, depending on time, have each pair practise any, some, or all of the following scenarios. Each scenario describes a problem about risky behaviour for students to solve in their role play. For each scenario, allow students to alternate roles so each student gets the chance to act out a solution.

**Important note:** It's important for students to respond naturally/realistically to the scenarios; ask them to behave in each role as they would if these scenarios were really happening. Teachers can have all the partner groups role play at once, or they can give each pair time to practise, then perform the scenario for the whole class.

#### Scenarios:

1. Your friend has had a few drinks/smoked a joint/is on medication that makes it dangerous to drive and wants to drive home. Convince him/her not to drive.
2. Your friend has an "N" licence and has agreed to be the designated driver for the evening. However, you learn your friend has a full car, which is a violation of their "N" licence. Convince him/her to not to take so many people, find the others a safe ride home, or suggest an alternative means of getting everyone home safely.
3. You're in the car with your friend who's excessively speeding/street racing with another driver on unpaved back roads. How can you get him/her to slow down?
4. Your friend is using their cell (talking or texting) while they're driving. What can you do to get your friend to put the phone away?

5. Your friend has been cut off by another driver and has serious road rage. Calm your friend down.
6. You agreed to be the designated driver for the night. However, you ended up having a few drinks and/or smoked a joint and have decided that it's not safe to drive home. What can you say to your friend and what can you do to help you both get home safely?
7. You're out for the evening, you're impaired, and the only way for you to get home safely is to call your parent/guardian for a ride. Consider how your parent/guardian will react to this request and what you'll say to get them to pick you up.
8. The best way to ensure a safe ride home is for parents/guardians and youth to negotiate a plan beforehand where parents/guardians will agree to drive the youth home if they call needing a safe ride. What might you say to get your parents to agree to this contract?
9. Your friend is giving you a ride home from school. As you leave you notice that he/she isn't wearing a seatbelt. Convince him/her to put on a seatbelt.
10. Some fellow students are planning a bush party/grad camping trip. Convince your friends of the benefits of planning ahead for a designated driver there and back, to ensure that no one from the party who may be impaired gets behind the wheel and that everyone drives safely on back roads.

# Appendix

## Letter/email rubric

Category	4	3	2	1
<b>Key Points</b>	Writing completely identifies the main messages of the presentation.	Writing mostly identifies the main messages of the presentation.	Writing somewhat identifies the main messages of the presentation.	Writing barely identifies the main messages of the presentation.
<b>Changed Views</b>	Writing completely explains how the presentation changed thinking.	Writing mostly explains how the presentation changed thinking.	Writing somewhat explains how the presentation changed thinking.	Writing does not show how the presentation changed thinking.
<b>Strategies</b>	Writing shows exemplary responses for avoiding impaired driving.	Writing shows mostly adequate responses for avoiding impaired driving.	Writing shows somewhat adequate responses for avoiding impaired driving.	Writing doesn't show adequate responses for avoiding impaired driving.
<b>Conventions</b>	Writing is clear, flows and is free from grammatical and spelling errors.	Writing is clear, flows and has few grammar/spelling errors; errors don't disrupt flow of writing.	Writing has regular grammatical and spelling errors; errors disrupt the flow of writing but message isn't obstructed by errors.	Writing is full of grammatical and spelling errors; flow is disrupted and message obstructed by errors.





