

**road safety
learning resources
grade 7**

activity sheets



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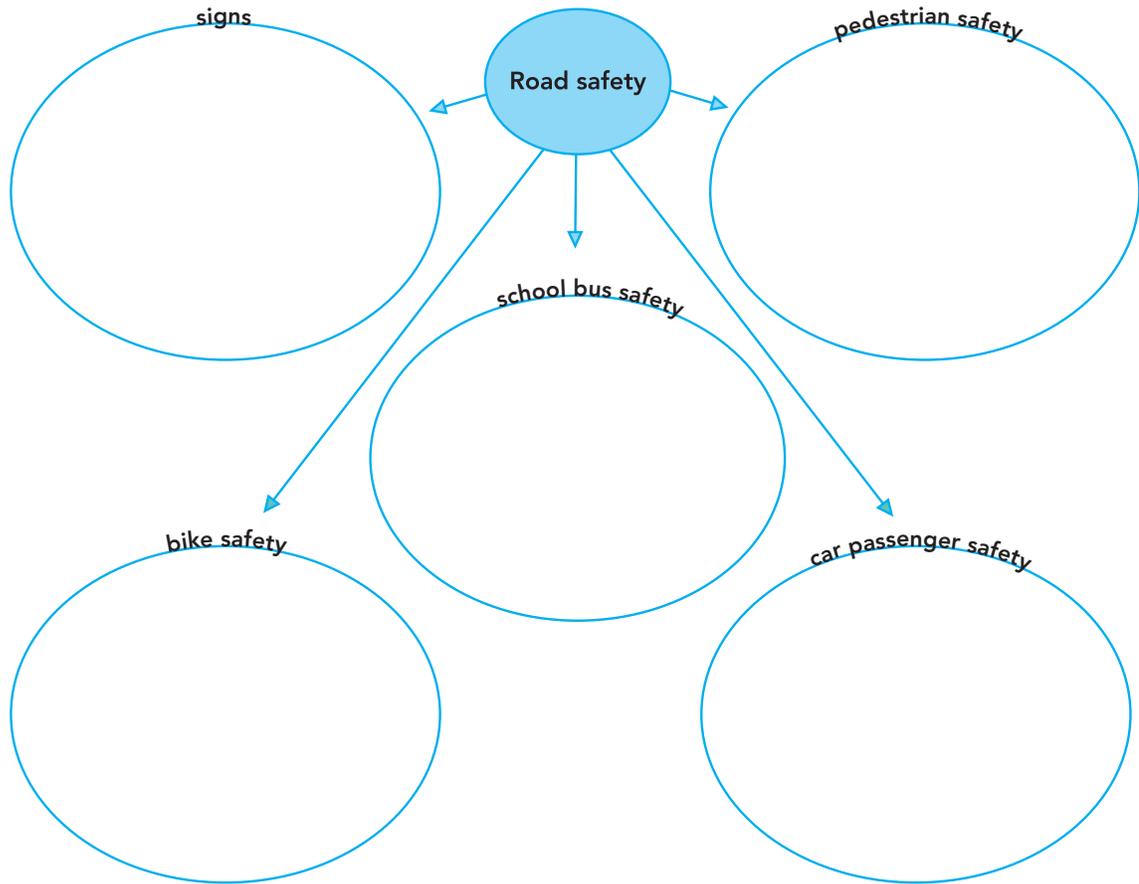
Statement of Limitation

British Columbia has laws, regulations and rules prescribing our behaviour on the road (the “Law”). The material you are reading now relates to the Law, but ICBC cannot guarantee that it fully and accurately describes the Law. This material may be oversimplified, out of date, inapplicable, incomplete or incorrect. For this reason, you should research the Law, without relying on this material. ICBC does not accept any liability resulting from reliance on this material.

Acknowledgements

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

Road Safety mind map





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



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 | | |

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.

\$368



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)

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 |
|------------------------------|---------|---------------------------|
| Pedestrian or cyclist | | Red: Yellow: Green: |
| Driver | | Red: Yellow: Green: |
| Environment | | Red: Yellow: Green: |
| Vehicle | | Red: Yellow: Green: |



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

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. |

