

road safety learning resources: teacher's manual

Grade 8



Copyright notice for ICBC

©2021 Insurance Corporation of British Columbia. All rights reserved except as stated in this copyright notice. Sections of this resource copyrighted by the Insurance Corporation of British Columbia (“ICBC”) may be reproduced for use in any accredited educational institution without payment of royalty fees to ICBC, provided such reproduction is not sold or distributed for a fee and is not included in a publication which is supported by advertising of any kind.

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 This material may be oversimplified, out of date, inapplicable, incomplete or incorrect.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. The Corporation also acknowledges those who helped develop the original editions of the TS391 and CAPP8 packages, much of which has remained relevant and central in this resource. In particular, we acknowledge the work done by Sandy Hirtz (Writer).



table of contents

Overview	2
Focus: Assessing the hazards	2
First Peoples Principles of Learning	2
ICBC: Committed to saving lives	2
ICBC Goals	3
Assessing the hazards	4
Resource Connections	6
<hr/>	
Activity 1 — One-minute papers	10
Activity 2 — From here to there: Oh, the places you'll go	12
Activity 3 — Other forms of transportation	14
Activity 4 — Getting from A to B	22
Activity 5 — Knowing the hazards	28
Activity 6 — A crash course in common sense	36
Activity 7 — Risk-taking behaviour	38
Activity 8 — Rules of the road	42
Activity 9 — Under the influenc	49
Activity 10 — Sarah's night out	56
Activity 11 — Distracted driving	62
Activity 12 — Responsible passenger, responsible driver	68
Activity 13 — Distracted walking	70
Activity 14 — Pedestrian safety quiz	72
Activity 15 — Ashley's walk	76
Activity 16 — Young people and risk-taking	81
Activity 17 — The ride of a lifetime	83
Activity 18 — Magic mirror	89
Activity 19 — Assessing the hazards	93
Activity 20 — The power of advertising	110
Activity 21 — Final reflection	114

Focus: Assessing the hazards

The learning resources presented in this package are designed to support the new B.C. Provincial Curriculum, specifically targeting the Big Ideas and Learning Standards from English Language Arts, Career Education, and Physical and Health Education. By engaging in the road safety material, students are encouraged to assess potential risks associated with a variety of road-related situations and apply strategies that assist them in making healthy choices as well as empower them to take responsibility for their road safety in a variety of contexts.

The material is provided as an option for teachers to incorporate into their classrooms. Teachers may choose which units to present in their classes and which to omit. They may also decide that some activities would work better for their students, while other activities might not be of interest. In some cases, teachers may choose to incorporate only portions of a learning plan or activity.

First Peoples Principles of Learning

This Road Safety Learning Resource encompasses the First Peoples Principles of Learning. It aims to inspire youth to lead change for a safer community. It is delivered through experiential activities, involving youth in their learning by engaging them in discussions, deep critical thinking and storytelling. It aims to help them become aware of their responsibility in the school and community and empower them to make a difference.

Visit the [Government of British Columbia](#) for more information on incorporating the First Peoples Principles of Learning (FPPL) into classrooms and schools.

ICBC: Committed to saving lives

Whether it's learning how to safely cross the road, or understanding the rules of a four-way stop, road safety is important for all British Columbians. As part of the commitment of the Insurance Corporation of British Columbia (ICBC) to promoting a safe driving culture in B.C., we've developed this Road Safety Learning Resource to help you give children and young adults the tools they need to stay safe — now and in the future.



ICBC Goals

In support of the resource connections, ICBC goals are to:

- Increase awareness among young people of the hazards involved in being on the road, whether as a pedestrian, cyclist, car passenger or user of another mode of transportation
- Change young people's attitudes toward risky behaviour involving vehicles, making them less willing to engage in or support unnecessary risk-taking
- Encourage young people to recognize unsafe situations and assertively communicate their concerns to their peers and elders
- Improve and enrich this content so that it remains timely and relevant in your community; ICBC welcomes your questions, suggestions and feedback at learningresourcefeedback@icbc.com

Assessing the hazards

Inquiry question

What hazards exist in my community and what can I do to minimize the risk to my personal safety? How do my choices impact outcomes? How do I deal with unexpected situations? How is transportation a part of risk in my life? How can I take responsibility for my own road safety?

Assessment

Students will be able to:

- Discuss responses to guiding questions with a peer
- List the characteristics of personal autonomy displayed by the characters
- Explain strategies the characters could have used to avoid the situations
- List factors that influence behaviour
- Recognize that impairment isn't only related to alcohol
- Assess the potential risks associated with a variety of road-related situations
- Understand the risks involved in being on the road, whether as a pedestrian, cyclist, car passenger or user of another mode of transportation
- Identify risks involved in being on the road, whether as a pedestrian, cyclist, car passenger or user of another mode of transportation
- List driving risks
- Develop a rules of the road boardgame and play it
- Take a transportation true and false quiz
- Design a poster or parody that shows some of the negative consequences of alcohol/drug misuse
- Discuss the issues raised in case studies
- List ways that crashes could have been avoided
- Understand that advertising is a powerful and enticing part of youth culture
- Understand that advertisements are powerful presentations of persuasive language and imagery
- Understand how to identify the target audience and the goal of a specific ad
- Understand that advertisements are powerful presentations of persuasive language and imagery
- Understand how to identify the target audience and the goal of a specific ad



- Discuss the factors one must consider when choosing different modes of transportation for travel
- Consider the different routes one could take to get from the school to a specific destination
- Discuss alternative routes
- Identify road hazards in their immediate community for pedestrians, cyclists, inline skaters, skateboarders, bus riders and others
- Develop an action plan for safely and responsibly increasing independent mobility
- Read several scenarios choosing appropriate destinations for each
- Decide on different forms of transportation most appropriate for different types of journeys
- Conduct a self-assessment/self-reflection

Resource Connections

English Language Arts

Big ideas:

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

Learning Standards

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



Learning Standards (continued)

Curricular Competencies	Content
<ul style="list-style-type: none">• Recognize and appreciate the role of story, narrative and oral tradition in expressing First Peoples' perspectives, values, beliefs and points of view• Develop an awareness of the protocols and ownership associated with First Peoples' texts <p>Create and communicate (writing, speaking, representing)</p> <ul style="list-style-type: none">• Exchange ideas and viewpoints to build shared understanding and extend thinking• Use and experiment with oral storytelling processes	

Physical and Health Education

Big ideas:

- Healthy choices influence our physical, emotional and mental well-being
- Healthy relationships can help us lead rewarding and fulfilling lives
- Advocating for the health and well-being of others connects us to our community

Learning Standards

Curricular Competencies	Content
<p>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none"> • Propose strategies for avoiding and/or responding to potentially unsafe, abusive or exploitive situations • Propose strategies for developing and maintaining healthy relationships • Create strategies for promoting the health and well-being of the school and community <p>Mental well-being</p> <ul style="list-style-type: none"> • Describe and assess strategies for promoting mental well-being, for self and others • Describe and assess strategies for managing problems related to mental well-being and substance use, for self and others 	<ul style="list-style-type: none"> • Media and social influences related to psychoactive substance use and potentially addictive behaviours • Influences of physical, emotional and social changes on identities and relationships • Strategies to protect themselves and others from potential abuse, exploitation and harm in a variety of settings

Career Education

Big ideas:

- Our career paths reflect the personal, community and educational choices we make

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <ul style="list-style-type: none"> • Use self-assessment and self-reflection to develop awareness of their strengths, preferences and skills • Question self and others about how individual purposes and passions can support the needs of the local and global community when considering career choices • Demonstrate respect, collaboration and inclusivity in working with others to solve problems • Question self and others about the role of family expectations and traditions and of community needs in career choices • Apply decision-making strategies to a life, work or community problem and adjust the strategies to adapt to new situations 	<p><i>Students are expected to know the following:</i></p> <p>Personal Development</p> <ul style="list-style-type: none"> • Goal-setting strategies • Reflection <p>Connections to Community</p> <ul style="list-style-type: none"> • Local and global needs and opportunities • Cultural and social awareness <p>Life and Career Plan</p> <ul style="list-style-type: none"> • Role of mentors, family, community, school and personal network in decision-making

One-minute papers

Time requirement

This learning plan will take one session to complete.

One-minute papers

Divide the class into two groups. Using one-minute papers, ask students to comment on the following questions. Students should write for 1 minute consecutively without lifting their pen. After 1 minute, ask student to partner with an individual from the other group and share their responses.

Note: students will revisit these responses as part of the final reflection.

Group A	
Why should you be aware of your surroundings?	How can you increase your awareness?
Group B	
What hazards put you at risk?	How can you contribute to road safety?

One-minute papers: Ask students to comment on specific questions. Give them 1 minute and time them. This activity focuses them on the content and can also provide feedback to you as a teacher. What was the most important or useful thing you learned today? What two important questions do you still have? What remains unclear? What would you like to know more about? You can use these one-minute papers to begin the next day’s discussion, to facilitate discussion within a group, or to provide you with feedback on where the student is in his or her understanding of the material.

Discussion:

Begin by briefly discussing the types of transportation that students use in their lives:

- How often do they rely on their parents to drive them places?
- How often do they travel independently (for example, on a bike or by foot)?
- How often do they use public transportation?



one-minute papers

activity 1

Activity sheet — Problem-solving worksheet

Names _____ Date _____

Group A	
Why should you be aware of your surroundings?	How can you increase your awareness?

Group B	
What hazards put you at risk?	How can you contribute to road safety?



From here to there: Oh, the places you'll go

Time requirement

This learning plan will take one session to complete.

Using the activity sheet, [From here to there — Oh, the places you'll go...](#) on page 13, have students list examples of typical places they travel. Once they have three examples, ask students to brainstorm the different types of road-related risk involved in one of these trips: those they can control and those they cannot.



from here to there: oh, the places you'll go

activity 2

Activity sheet: From here to there — Oh, the places you'll go...

Names _____ Date _____

List three places that you might go during a given week (for example, from home to school). What are two methods of transportation that you might use to get there?

Home to School	<ul style="list-style-type: none"> • Walk • Ride my bike 	What are your responsibilities to get there safely?
Place 1:	<ul style="list-style-type: none"> • • 	
Place 2:	<ul style="list-style-type: none"> • • 	
Place 3:	<ul style="list-style-type: none"> • • 	

Each method of transportation has risks associated with it. Choose one mode of transportation and list five hazards you have control of and five hazards that you don't have control of.

Hazards I have control of:	Hazards that I don't have control of:
For example, wearing a helmet	For example, construction on the road
<hr/>	<hr/>

Other forms of transportation

Time requirement

This learning plan will take one session to complete.

Guiding questions:

1. What forms of transportation yield the most benefits for short-distance travel? Medium-distance travel? Long-distance travel?
2. How does weather affect the choice of transport? How can one offset the effects of bad weather on travel (for example, wear the proper clothing when travelling)?
3. How does time of day affect the choice of transport? What roads are busiest during rush hour, and what are some of the negative health consequences and safety considerations to keep in mind (for example, stress when caught in traffic, inhaling polluted air when riding a bike on a busy road, the increased risk of being in a crash)?
4. How important are the different considerations when choosing a mode of transport? How do convenience and speed compare to safety and health? Is a short-distance trip more enjoyable by car or by foot?
5. How convenient is the public transit in your area? Are there many places that you would like to visit but that are inaccessible by public transit? How convenient is the schedule? Are there ways you would like to see the public transit system be improved?
6. Why is it important to develop responsible road user behaviour? How will the transportation habits they form now help them in the future?
7. How can becoming responsible for your own transportation and travel increase your mobility and independence?

Activity: In small groups, consider the factors that influence the choice of different modes of transportation for travel.

Share the [inline skating safety](#) fact sheet on page 15, and [bicycle safety](#) fact sheet on pages 16 and 17 with students. Ask them to consider other forms of transportation similarly.

Using structured problem-solving, ask students to discuss the factors one must consider when choosing different modes of transportation for travel. Have students use structured problem-solving to complete the worksheet, **Action plan for safely and responsibly increasing your independent mobility**.



other forms of transportation

activity 3

Inline skating safety fact sheet

The information presented here is adapted with permission from Vulnerable Road Users: Rollerblading Safety by Manitoba Public Insurance (mpi.mb.ca).

With so many different styles of inline skating — street/stunt skating, ramp skating, cross-training, racing, hockey and recreational — odds are you'll be involved in the sport in some way or another. Here are some tips to keep you safe while you enjoy one of the fastest growing recreational sports in Canada!

Where to skate

Skate only where it's safe and legal:

- On sidewalks
- On designated roadways in parks
- On bike paths
- On roadways designated as bike routes when vehicle traffic is restricted (keep in mind that cars are still allowed on these roads, so be particularly careful)

What to wear

Skaters of all abilities must prepare by wearing the right gear. While inline skating has a relatively low injury rate compared to other outdoor sports like football and cycling, serious injuries can still occur if you're not in the right gear.

- Helmets can reduce the risk of head injury by 85%. Purchase helmets specially designed for inline skating. They're safer than bike helmets because they're designed to provide more protection for the back of the head — skaters tend to fall backwards and cyclists tend to fall forward. Make sure your helmet is ASTM, SNELL or ANSI rated.
- Wrist guards distribute the forces of impact during a slide, reducing injury. Try to fall forward, and to keep your hands in front of you when you skate
- Knee and elbow pads distribute the impact of the fall much like wrist guards, and allow you to slide safely. Drop to your knees if you start to fall (and hold your hands out in front).

Rules of the road

Make sure you understand and follow these rules:

Skate smart

- Always wear protective gear
- Master the basics
- Keep your equipment in good working order



other forms of transportation

activity 3

Skate alert

- Skate under control at all times
- Watch for road hazards
- Avoid water, oil and sand
- Avoid traffic

Bicycle safety fact sheet

Bike smart

Before going out on your bike, know how to:

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

Use hand signals:

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

What to wear

When getting ready to ride a bike, what do you need to be wearing?

- A bike helmet that fits properly — it's the law
- No hood, hat, or baseball cap underneath the helmet — it interferes with proper helmet fit and peripheral vision
- Closed shoes — no open toes, flip-flops or bare feet, and laces and pant cuffs secured — that way they won't get caught in the chain



other forms of transportation

activity 3

Rules of the road

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

Structured problem-solving

Five steps to making effective decisions





other forms of transportation

activity 3

Step 1:

Identify the problem and set a goal. Be as specific as you can by coming up with a goal that's measurable. For example:

Goal:	"I want to do better in school"
Make it more specific:	"I want to improve my marks in English"
Make it measurable:	"I want to improve my English mark from a B- to a B+"

Step 2:

List potential solutions. Brainstorming is a great way to come up with potential solutions. Remember that there's no wrong answer when brainstorming.

Goal:	"I want to improve my English mark from a B- to a B+"
Potential solutions:	Study with a friend, meet with the teacher at lunch for extra help, get a tutor, study for half an hour three times a week...

Step 3:

Come up with a list of pros and cons. Review your ideas and ask yourself "Will this really work?" — your solution should be one that's realistic.

Goal:	"I want to improve my English mark from a B- to a B+"
Potential solutions:	Study with a friend, meet with the teacher at lunch for extra help, get a tutor, study for half an hour three times a week...
Unrealistic:	Get a tutor — maybe this is too expensive or no tutor is available
Realistic:	<i>Meet with the teacher at lunch for extra help</i> — the teacher offers lunchtime study sessions

Step 4:

Develop a plan of action. Come up with some specific steps that will help you achieve your goal. Make your action plan reasonable and manageable; something you can actually commit to.

Goal:	"I want to improve my English mark from a B- to a B+"
Realistic:	<i>Meet with the teacher at lunch for extra help</i>
Action plan:	Lunchtime study sessions on Mondays and Wednesdays until the first report card comes out



other forms of transportation

activity 3

Step 5:

Reflect on your decision and make adjustments. It's possible that your situation has changed or that your action plan needs to be adjusted. Revise as needed.

Goal:	"I want to improve my English mark from a B- to a B+"
Action plan:	Lunch study sessions on Mondays and Wednesdays until the first report card comes out
Adjustments:	Intramurals starts next week on Wednesdays at lunch. Change study sessions to Mondays and Thursdays.



other forms of transportation

activity 3

Activity sheet — Action plan for safely and responsibly increasing your independent mobility

Name(s) _____ Date: _____

Action plan		
Step one	List ideas that will help you to safely and responsibly increase your independent mobility.	
Step two	Choose one of your ideas.	
Step three	Identify what you need to do to achieve this goal.	
Step four	Identify how you'll achieve this goal.	
Step five	List three to five steps that you need to take immediately to start enacting this goal.	
Step six	Choose a date for you to review your progress and make adjustments to your action plan.	

Getting from A to B

Time requirement

This learning plan will take one session to complete.

In small groups, using *Roundtable* structures, have students examine one of the five scenarios from *Getting from A to B: Transportation scenarios* to the students. Ask them to read through the scenarios, and where necessary, choose appropriate destinations to fill in the blanks (you may want to decide on some of the options as a class). Students should decide which form of transportation they would choose for each journey. Encourage them to list reasons supporting their choice. As time allows, have the groups engage in more than one scenario.

Roundtable structures

Roundtable structures can be used to brainstorm ideas and to generate a large number of responses to a single question or a group of questions. The teacher poses a question. One piece of paper and pen per group. First student writes one response, and says it out loud. First student passes paper to the left, second student writes response; continue around group until time elapses. Students may say “pass” at any time. Group stops when time is called. The key here is the question or the problem you’ve asked the students to consider. It has to be one that has the potential for a number of different “right” answers. Relate the question to the course unit, but keep it simple so every student can have some input. Once time is called, determine what you want to have the students do with the lists — they may want to discuss the multitude of answers or solutions, or they may want to share the lists with the entire class.

Discussion:

Have each group report back for their scenario. Elicit comments on why students opted for the form of transportation they did, and how their selection would change if the situation were altered in the ways suggested on the handout.



getting from a to b

activity 4

Activity sheet: Getting from A to B — Transportation scenario #1

Name(s): _____ Date: _____

You have plans to meet friends at _____
(choose location about 5 kilometres from school) after school. Your mom has offered to drive you, but she can't pick you up at school until an hour after classes are done for the day. The weather is cool, but dry. Do you:

a) Wait for your mother to pick you up and take you there?	
Pros	Cons
b) Choose a public transit option (if possible)?	
Pros	Cons
c) Walk there?	
Pros	Cons
d) Go home and get your bike for the journey?	
Pros	Cons

How would your answer change if it was raining?



getting from a to b

activity 4

Activity sheet: Getting from A to B — Transportation scenario #2

Name(s): _____ Date: _____

You're at home. It's a lovely, warm summer morning. A friend calls and asks you if you want to spend the day at a park (choose a park with a pool or a lake in your community about 10 kilometres away from your home).

You agree to meet your friend in 2 hours. Your father is willing to drive you, but he has an appointment in the evening and can only pick you up from the park at 3:00 p.m. — no sooner, no later. Neither of your friend's parents are available to drive. Do you:

a) Get a ride with your father, accepting the fact that you'll have to leave the park at 3:00 p.m., whether you want to or not?	
Pros	Cons
b) Get a ride with your father, and make your way home by public transit (if possible)?	
Pros	Cons
c) Walk there?	
Pros	Cons
d) Ride your bike?	
Pros	Cons

How would your answer change if you were meeting your friend in the evening, instead of the afternoon?



getting from a to b

activity 4

Activity sheet: Getting from A to B — Transportation scenario #3

Name(s): _____ Date: _____

You're at home on a dry autumn Friday night. You've made plans to go with friends to a movie at the local theatre (choose one in your community). It's now 4:30 p.m. The movie starts at 6:00 p.m. and ends at 8:00 p.m. Your mother is willing to drive you there, but she'd have to pick you up after the movie at 8:15 p.m. on her way home from a meeting. This means that you won't be able to go out for pizza after the movie, which is what your friends have planned. Do you:

a) Get a ride with your mother, accepting the fact that you'll have to leave at 8:15 p.m., whether you want to or not?	
Pros	Cons
b) Walk home?	
Pros	Cons
c) Use a skateboard or skates?	
Pros	Cons
d) Ride your bike?	
Pros	Cons
e) Ride your bike?	
Pros	Cons

How would your answer change if one or two of your friends lived near your house and were willing to bike or walk with you to and from the theatre?

Activity sheet:
Getting from A to B — Transportation scenario #4

Name(s): _____ Date: _____

It's a cool, dry spring evening. You've been invited to a sleepover at your friend's place (choose a friend who lives about 2 kilometres away from your place). You need to bring a sleeping bag and a change of clothes, if you plan on going. Neither of your parents is able to drive you. Do you:

a) Walk to your friend's place?	
Pros	Cons
b) Use a skateboard, skates or a scooter?	
Pros	Cons
c) Ride your bike?	
Pros	Cons
d) Reschedule the sleepover for another time?	
Pros	Cons

How would your answer change if the journey between your place and your friend's place was all uphill?



getting from a to b

activity 4

Activity sheet: Getting from A to B — Transportation scenario #5

Name(s): _____ Date: _____

It's Saturday night. Some friends and you want to go out for the evening (choose a popular teen hangout about 15 kilometres from your home that's accessible only by travelling on busy streets or highways). A friend's older brother has agreed to drive you there and is willing to pick you up and get you home. The only problem is that there are five of you who want to go (including the driver), and his car only has four seatbelts. Do you:

a) Decide that riding in a car with an unrestrained passenger is unsafe, and choose not to go?	
Pros	Cons
b) Get in the car, so long as you're not the one without the seatbelt?	
Pros	Cons
c) Take the risk of riding in the car without a seatbelt?	
Pros	Cons
d) Take public transit?	
Pros	Cons
e) Ride your bike?	
Pros	Cons
f) Pool your money with your friends and take a cab?	
Pros	Cons

How would your answer change if it was not your friend's brother, but your friend's father who was willing to drive the five of you in a car with four seatbelts?

Knowing the hazards

Time requirement

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

Purpose:

For students to work together in the construction of their **Knowing the hazards** map. In addition to doing a basic marking of the school area (such as roads, crosswalks, paths, parking lots), their chief task is to look for potential hazards that pose threats to pedestrians, skateboarders, cyclists, etc.

Learning activities:

The purpose of creating a map is to draw upon students' current knowledge of road safety, build their awareness of their surroundings and empower them to take charge of their own safety whenever possible. Through the creation of their map, students will also be able to share the knowledge gained in their exploration. Students will create a detailed map of their immediate surroundings that identifies potential road-related hazards and identify ways to keep themselves safe on the roads. Review the assignment Knowing the risks map and Assessment rubrics (Participation, Knowing the risks map, Final reflection).

Discussion

Have students consider the different routes they could take to get from school to the community recreation centre or other such destination. As a class, briefly discuss alternative routes. Which is shortest? Which has the most vehicle traffic? Which route do the students think would be safest to take on foot? On a bike? If using transit schedule information, ask students to determine how they would get from the school to the destination using public transit. Ask students to consider which route and which form of transportation they would personally prefer to use to get from the school to that destination. What are the reasons for their choice?

Repeat the above procedure for other locations that you or the students have chosen. Include locations at various distances from the school (for example, from 5 to 20 kilometres away). Encourage students to consider the factors listed on the board (health, safety, cost, convenience, etc.) when deciding which route and which form of transportation they would choose to get from point A to point B.

Google Maps Exploration

Using [Google Maps](#), find your community. Type the address or name of your school, the town or city, and the province. Select **Search Maps**.

To access Street View (which provides you with a photo image of the street) click on the small person icon displayed on the lower right side of the map and move that icon onto the balloon that identifies the location you have chosen.

Using this street view option, explore the street(s) near your school. What road-related hazards do you see for pedestrians? cyclists? inline skaters? skateboarders? bus riders? others?

Now type in the location of a well-known destination in your community. Using the Google street view, explore the surrounding street(s) here. What road-related hazards do you see for pedestrians? cyclists? inline skaters? skateboarders? bus riders? others?

Points to consider:

- Crossing between parked cars: Many traffic incidents happen close to parked cars — if at all possible, cross the street where there are no obstacles
- Crossing between obstacles: Many traffic incidents happen close to obstacles that obstruct the driver's or person's view
- Walking areas should be smooth and even; people may choose to travel on the road if sidewalks are broken or uneven

There are many different forms of transportation used by students that pose risks unique to that mode of transportation.

Identify the hazards

Using [Google Maps](#), find your community. Using the Street View option, explore the street(s) near your school. What road-related hazards do you see for pedestrians? cyclists? inline skaters? skateboarders? bus riders? others?

Give each student or group of students an Identify the Hazards worksheet. Have them discuss and record potential strategies for minimizing the risk to personal safety when encountering these hazards.

Alternative activity if internet is not available

Distribute maps and public transit routes and schedule information (if using) to each group. Alternatively, you may choose to have one map displayed on an overhead projector. Have students identify where the school is on the map. Pick a well-known

destination (for example, the town library, community recreation centre, movie theatre) that's within 5 kilometres of the school, and have students identify where it is on the map and what the hazards are.

Tasks:

1. On your map, identify and label the road-related hazards you find.

Your map should include:

- **Title** — Tells the purpose/content of the map, is clearly distinguishable as the title (for example, in larger letters and underlined), and is printed at the top of the map
- **Scale** — Features on map are drawn to scale and the scale used is clearly indicated on the map
- **Legend** — Is easy to find and contains a complete set of symbols, including a compass rose
- **Border** — Drawing must be inside a clearly marked border (black line)

The map will be assessed using the following criteria:

- **Focused** — The goal and importance of understanding surroundings should be clearly stated and relevant. For example, students should attempt to focus on the forms of transportation they actually use.
- **Variety of hazards identified** — A diverse variety of hazards relevant to road safety transportation should be identified, considered and explained where necessary
- **Positive strategies identified** — Highly effective age-appropriate strategies for dealing with each of the hazards should be clearly outlined. Strategies should be well-thought-out and demonstrate critical understanding of risks relating to road safety.
- **Quality of map** — The map makes a positive impact. Information included is genuine and/or authentic. The map has a quality appearance.

Participation in the creation of the Knowing the risks map will be assessed using the following criteria (Participation rubric):

- **Focus on task** — Consistently stays focused on the creation of the map and what needs to be done
- **Contributions** — Provides useful ideas and can be relied upon to contribute best quality of work
- **Working with partner** — Listens to, shares with and supports the efforts of the partner and tries to keep pair working well together
- **Time management** — Uses time well throughout planning and creating the map to ensure things get done on time



knowing the hazards

activity 5

Reflective writing:

Reflective writing provides the opportunity to reflect on the topics and discussions in a meaningful and thought-provoking way. Reflective writing also encourages thinking beyond a topic towards the implications of these topics on life, both present and future, as well as the implications for others.

Assessment for the reflective writing is based on the detailed responses from students that demonstrate consideration of, and engagement in, the importance of road safety, higher-order thinking skills, the impact of road safety on self and others, and reference to credible fact.



knowing the hazards

activity 5

Activity sheet — Identify the hazards worksheet

Name(s): _____ Date: _____

Pedestrians	Cyclists	Inline skaters
Hazards:	Hazards:	Hazards:
Strategize to minimize risk:	Strategize to minimize risk:	Strategize to minimize risk:
Skateboarders	Bus riders	Others
Hazards:	Hazards:	Hazards:
Strategize to minimize risk:	Strategize to minimize risk:	Strategize to minimize risk:



knowing the hazards

activity 5

Activity sheet — Participation rubric

The partnership should strive for equal participation, capitalizing on individual strengths and interests. Participation throughout the planning, development and presentation is essential. Self-assessments and peer assessments should be completed individually and privately.

Name(s) _____ Date: _____

Self assessment

Peer assessment

Teacher assessment

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

Comments:



knowing the hazards

activity 5

Activity sheet — Knowing the hazards map rubric

Name(s) _____ Date: _____

Self assessment Peer assessment Teacher assessment

Requirements	Description	Complete	Incomplete
Title	Title tells the purpose/content of the map, is clearly distinguishable as the title (for example, larger letters, underlined, etc.), and is printed at the top of the map.		
Scale	All map features are drawn to scale and the scale is clearly indicated on the map.		
Legend	Legend is easy to find and contains a complete set of symbols, including a compass rose.		
Border	Drawing must be inside a clearly marked border (black line).		

	Extending	Proficient	Developing	Emerging
Focused	Goal and importance of understanding surroundings clearly stated and obviously relevant. Information provided is accurate.	Goal and importance of topic stated. Key/important points stressed. Information provided is accurate.	Goal and importance of topic stated, but may have been unclear. Key/important points included. Information provided may be inaccurate.	Goal of presentation and importance of topic stated but may have been unclear. Key/important points included. Information provided may be inaccurate.
Variety of hazards identified	More than 20 relevant hazards included. A diverse variety of directly relevant, age-appropriate road safety transportation modes are explicitly identified and considered.	15 to 20 relevant hazards included. Transportation modes directly relevant to age-appropriate road safety are identified and considered.	10 to 15 relevant hazards included. Transportation modes are identified and considered, but may not be age-appropriate or directly relevant to road safety.	Fewer than 10 hazards included. Transportation modes are identified, but are not directly relevant to road safety.
Positive strategies identified	Highly effective, age-appropriate strategies for dealing with each of the hazards clearly outlined and detailed. Strategies are well-thought-out and demonstrate critical understanding of risks relating to road safety.	Effective age-appropriate strategies for dealing with each of the hazards outlined. Strategies are thought out and demonstrate understanding of risks relating to road safety.	Age-appropriate strategies for dealing with each of the hazards outlined, but may lack effectiveness or relevance. Strategies listed, but may not demonstrate understanding of risks relating to road safety.	Age-appropriate strategies for dealing with each of the hazards outlined lack effectiveness and/or relevance. Strategies listed, but don't demonstrate understanding of risks relating to road safety.
Quality of map	The map exceeded the requirements and made a powerful impact. The map has a high-quality appearance. Details are thorough and well-thought-out.	The map met the requirements and made a positive impact. Most information included is genuine and/or authentic. The map has a quality appearance. Details are present and partially complete.	The map may not have met all of the requirements and/or make an impact. Some information included is genuine and/or authentic. The map lacks a quality appearance.	The map did not meet all of the requirements and/or make an impact. Little information included is genuine and/or authentic. The map lacks a quality appearance. Details are not adequately present or may be inaccurate.

Comments: _____



knowing the hazards activity 5

Activity sheet — Final reflection

Reflective writing provides the opportunity to reflect on the topics and discussions in a meaningful and thought-provoking way. Reflective writing also encourages thinking beyond a topic towards the implications of these topics on life, both present and future, as well as the implications for others.

Name(s) _____ Date: _____

Guiding questions:

Why should you be aware of your surroundings?

What hazards put you at risk?

How can you increase your awareness?

How can you contribute to road safety?

In terms of road safety, what was the most important/beneficial aspect of creating your map?

What are two to three things you would do differently to improve upon your knowledge of your surroundings?

What are some hazards for you to consider when travelling outside of your home area?

A crash course in common sense

Time requirement

This learning plan will take one session to complete.

Purpose:

To draw attention to potential hazards associated with participation in various forms of transportation in a student's surroundings.

Learning activities:

Watch the video. Of the segments on the video, you can select a range or have students watch all of them.

Distribute the activity sheet [A crash course in common sense](#) on page 38. For each selected segment, have students in pairs discuss and record their thoughts on the handout. Questions to address while students are watching may include:

- How do you think the segment could end? How could it have ended differently?
- What's the risk?
- What would you do or say?
- Focus on the risks presented in each segment and ways to reduce those risks

Note: While the content in the video is dated, the main themes will be still relevant to your students. It's a good idea to preview the clips to see which scenarios will best help increase awareness of the risks involved in being on the road, whether as a pedestrian, cyclist or car passenger, and change attitudes toward risk-taking behaviour. You may want to let your students know up front that while the video production is out of date, the actual scenarios are still important to them and worth thinking about.



a crash course in common sense

activity 6

Activity sheet — A crash course in common sense

Names _____ Date _____

In partners, reflect on the video segments by answering the following questions:

Name of segment	What's the key information presented and/or advice given in the segment?	What can you take away from this video?	How does this message impact your own actions?



Risk-taking behaviour

Time requirement

This learning plan will take one session to complete

Distribute the handout activity sheet [Risk Taking Behaviour True/False Quiz](#) on page 40 to the students. Have them complete the quiz, then review the answers as a class.



risk-taking behaviour

activity 7

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.		

Risk-Taking Behaviour True/False Quiz Answers

1. **Each year in B.C., the number of people killed in crashes could fill 5 school buses.**
True In British Columbia, an average of 261 people die on our roads each year. About 89,000 people are injured (including cyclists and pedestrians). (Source: [ICBC five-year average, 2013 – 2017](#))
2. **Distracted driving results in more fatalities than impaired driving.**
True While speeding is the leading cause of fatal crashes, distracted driving is the second leading cause of motor vehicle fatalities on B.C. highways, as well as a top factor in youth crashes. (Source: [ICBC](#))
3. **Most crashes resulting in injury or death occur on high-speed highways.**
False Almost two-thirds of all crashes resulting injury or death occur on urban/residential streets. Most occur in intersections. Major highways are designed for safer high-speed operation and generally have lower levels of injury per vehicle kilometre than other roads, due to safety features such as median dividers that reduce the likelihood of head-on collisions and the absence of pedestrian or cycling traffic. (Source: [Wikipedia](#))
4. **In B.C., youth are involved in an average of 30,000 crashes each year.**
True On average, 31 youth are killed and 10,000 are injured in 30,000 crashes each year in B.C. (Source: [ICBC Road Safety Speaker Program](#))
5. **Driving stoned isn't as bad as driving drunk.**
False Studies show that stoned drivers can be as dangerous as drunk drivers. Depending on what you've smoked, swallowed or injected, your impairment could range from slowed reflexes and flawed depth perception to hallucinations, psychosis and seizures. Police can test for drug impairment and charge drivers who refuse to provide blood, saliva or urine samples when requested.
6. **It's OK to call or text as long as you're fully stopped at a red light.**
False B.C.'s distracted driving laws apply whenever you're in control of the vehicle — even when you're stopped at a light or in bumper-to-bumper traffic. Studies show that drivers who are talking on a cellphone lose about 50% of what is going on around them, visually. When you're stopped at an intersection or slowed in traffic, you're still driving. Graduated Licensing Program drivers with their Learner's or Novice licences are prohibited from using a hand-held or hands-free electronic device.

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.**

True Further, unbelted passengers can kill other vehicle occupants on impact. Drivers and front-seat passengers are five times more likely of dying in a crash if the rear passengers are not wearing seatbelts. (Source: [ICBC seatbelt fact sheet](#))
8. **When you double your speed, your braking distance also doubles.**

False Braking distance is multiplied by four when your speed is doubled — and in wet or icy road conditions, it's even more. (Source: [ICBC Road Safety](#))
9. **Speeding tickets are the same amount regardless of the speed the driver is going.**

False Ticket fines increase the further over the speed limit you drive. If you're caught doing 20 kilometres/hour over the speed limit on a highway, you'll be ticketed \$138; do more than 40 kilometres/hour, and the ticket is \$368. In a school, playground or construction zone, the fines range from \$196 to \$483. (Source: [fines and points for B.C. traffic offences](#))
10. **Eating a big meal before drinking doesn't sober you up enough to drive safely.**

True While it's a good idea to eat while drinking alcoholic beverages, a full stomach won't prevent you from being impaired.
11. **The number of vehicle collisions in our province is declining.**

False The number of vehicle collisions in our province is at an all-time high, according to the latest numbers from ICBC. In 2017, there were 350,000 collisions on B.C. roads — an average of 960 crashes a day. (Source: <https://globalnews.ca/news/4336802/bc-crash-statistics-2018/>)
12. **Males are more frequently killed in motor vehicle crashes than females.**

True In 2018, 314 British Columbians died in motor vehicle incidents. More than two-thirds of decedents (69%) were male. (Source: [BC Coroners Service](#))
13. **Distracted driving accounts for one-quarter of the crashes on B.C. roads.**

True Research evidence has shown that approximately one-quarter of crashes can be attributed to driver distraction — attention being diverted from driving tasks. (Source: [Government of B.C.](#))
14. **Young female drivers involved in crashes are distracted 10 times more than driving impaired.**

True Young female drivers are less often involved in crashes related to distracted driving, speed and impaired driving compared to young males. However, young female drivers involved in crashes were distracted nearly three times more than they sped and almost 10 times more than they drove impaired. (Source: [Collision Repair magazine](#))

Rules of the road

Time requirement

This learning plan will take two sessions to complete.

Introduction

Many people lose their lives or are seriously injured due to teens driving recklessly, driving while fatigued and/or distracted, driving under the influence of alcohol or drugs, or simply not having enough experience. That's why it's so vital to know the rules and obey them carefully.

Getting your Class 7L Driver's Licence

If you are 16 years of age or older, you can take the Class 7L computerized knowledge test at any ICBC Driver Services Centre. To get your L, you'll need to get 40 out of 50 questions right on a multiple-choice knowledge test that includes road sign questions. Passing it ensures you understand the rules of the road. It also means you've started thinking about safe driving behaviours.

While driving on your Class 7L licence, you must observe the following restrictions and rules:

- A supervisor who is 25 years of age or older with a valid Class 1–5 driver's licence must accompany you when you drive
- You must wait a minimum of 12 months to attempt the Road Test
- You may have a maximum of two passengers in your vehicle, including the supervisor
- No hand-held or hands-free electronic devices
- You cannot drive between midnight and 5:00 a.m.
- You must have 0% drugs and blood alcohol content
- You must display the "L" sign on the rear of your vehicle



rules of the road

activity 8

Completing an ICBC-Approved GLP Course

Any 7L driver who completes an approved Graduated Licensing Program (GLP) driver training course may receive a Novice-stage 6-month reduction reward if they successfully complete the course within 1 year, provided that they stay violation-free and at-fault crash-free during the first 18 months of the Novice stage. In addition to the 6-month Novice-stage reduction, high school students who successfully complete a GLP course are also eligible to receive 2 credits towards graduation.

Getting your Class N (Novice) Driver's Licence

Having an N means that you are now a Novice driver and that you are allowed to drive on your own.

It's important to follow the restrictions of graduated licensing when you get your N. If you violate these restrictions or get any other tickets or prohibitions, you must pay graduated licensing penalties.

While driving on your Class N (Novice) licence, you must observe the following restrictions and rules:

- You may have a maximum of two passengers in your vehicle, including the supervisor
- No hand-held or hands-free electronic devices
- You must have 0% drugs and blood alcohol content
- One passenger only (immediate family exempt), unless with supervisor age 25+ with a valid Class 1, 2, 3, 4 or 5 licence
- You must display the "N" sign on the rear of your vehicle

Learn to Drive Smart

[Learn to Drive Smart](#) is like a textbook for your knowledge test. It has all of the info you need. You can read it online, on the ICBC app, print out chapters or pick up a copy at any driver licensing office.

After you've read and studied [Learn to Drive Smart](#), you're ready to take the [practice knowledge test](#). It's based on the real test, but the questions are a little different.

If you're a Mac user, download the free Learn to Drive Smart app from the app store. Take the practice test and challenge your friends and family.



rules of the road

activity 8

Know your signs

Take the road signs practice test. ICBC has put every single one of them on their [road signs practice test](#). By knowing your signs, you can have a better chance of passing the real test. Take the practice test and challenge your friends and family.

Explore

Take the students to the staff parking lot or to the automotive centre of the school for a tour of a vehicle. Point out:

- Dashboard controls
- Steering wheel and seat adjustment
- Mirror adjustment
- Turn signals
- Headlights
- Safety features like airbags and seatbelts
- Wipers
- Emergency lights
- Parking brake/release
- Starting/turning off the engine
- Gas, brakes (especially ABS)
- Warning indicator lights on dashboard (such as low fuel, oil, temperature indicator)
- Where the registration, insurance card and car manual are located



rules of the road

activity 8

Drive Smart Trivia Quiz

1. How old must you be to get your Learner's licence in British Columbia? (Answer: 16)
2. Sometimes passengers put their shoulder strap behind their back because it is bothersome to their neck. Is this dangerous? (Answer: Yes)
3. The gas coming out of the back of a car is called exhaust. What dangerous gas does exhaust have in it? (Answer: Carbon monoxide)
4. Very small babies are supposed to have their car seats facing backwards. (Answer: True)
5. Driving when you are sleepy can be as dangerous as driving when you are drunk. (Answer: True)
6. If your car has an airbag, you don't need to wear a seatbelt. (Answer: False)
7. Never buckle a child safety seat into the front seat of a car that has an airbag. (Answer: True)
8. If an adult is not wearing a seatbelt and is sitting too close to the dashboard, he or she could be in danger if the airbag inflates. (Answer: True)
9. If your car doesn't have an airbag, your children can ride safely in the front seat. (Answer: False)
10. It's OK to check and send messages while waiting at a traffic light. (Answer: False)
11. It's OK for an L driver to have two friends in the back seat. (Answer: False)
12. A passenger should check to make sure everyone has seatbelts on. (Answer: Yes)
13. It's OK to get into a vehicle with a driver who has been drinking alcohol. (Answer: False)



rules of the road

activity 8

Playing the rules

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

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

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

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

You are a board game manufacturer, and you have been assigned the task of creating a board game that will help players Learn to Drive Smart in a fun and interesting way.

Using a file folder, coloured paper, coloured pencils and markers, create a game board. Put the name of your game on the tab of the folder and decorate the inside so that it is a game board. Make it neat, colourful, interesting and creative.

Use a minimum of 25 questions gathered from the [Learn to Drive Smart](#) textbook and [road signs practice test](#). Include questions about impaired and distracted driving and about making good choices.



rules of the road

activity 8

You must provide instructions, cards with the questions, a game board with the steps, path, etc. — everything that a regular board game would have. Write directions for your game that would make it perfectly clear how to play the game. Type the directions and glue them to the back cover of the file folder.

A rubric is included for this project that outlines specific areas of the assignment.

Playing for real

Take the game home and play it with family members. Help them learn, relearn and review the rules of the road. Buddy with a younger class and play the board game with them. Explain the 'rules of the road' as you play.



rules of the road

activity 8

Activity sheet — 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.

Under the influence

Time requirement

This learning plan will take two sessions to complete.

Investigate, analyze, reflect and connect

Sadly, each year in B.C., 68 people die in crashes involving impaired driving. Refer to the [ICBC statistics](#) in the graph below. What do you notice about the total fatalities each year? Why do you think the numbers are increasing? Use a graphing tool to graph the results.

Fatal victims where impairment by alcohol, drugs or medication* was a contributing factor, by region and in B.C.

Region	2013	2014	2015	2016	2017	5-year average
Lower Mainland	16	14	17	16	21	17
Vancouver Island	12	7	9	9	10	10
Southern Interior	21	22	22	23	24	23
North Central	15	22	23	19	15	19
Unknown	0	0	1	0	0	1
British Columbia (total)	64	65	72	67	70	68

*Impairment: Includes alcohol involvement, ability impaired by alcohol, alcohol suspected, drugs illegal, ability impaired by drugs, drugs suspected and ability impaired medication.

[ICBC statistics](#)

Impaired driving in B.C.

According to data from the Uniform Crime Reporting (UCR) survey, police reported 90,277 impaired driving incidents in Canada in 2011, about 3,000 more than in 2010. ([Learn the facts](#) behind impaired driving in B.C.) Under the new drunk-driving laws, breath tests cannot be refused.

Drinking and driving

Drinking and driving is a deadly combination. One drink can reduce your ability to concentrate and react to things that happen suddenly while you're driving. The more alcohol in your blood, the more difficulty you have judging distances and reacting to sudden hazards on the road. To make matters even worse, your vision may become blurred. Canada's revised laws on [impaired driving](#) enable police to demand breath samples from people driving, or from people in bars or restaurants.

Drugs and driving

Any drug that changes your mood, or the way you see and feel, will affect the way you drive. This isn't only true for illegal drugs. There are prescription drugs and some over-the-counter drugs that can also impair your driving ability. The police will soon be using roadside devices to test saliva for drug impairment.

Tips to remember

- If someone is planning on drinking, they should plan not to drive
- Do not accept a ride from someone who has been drinking
- Individuals should ask their doctor about the side effects of prescription medication or allergy shots
- Individuals should read the information on the package of any over-the-counter medicine, including allergy and cold remedies
- Drugs and alcohol together can combine to impair driving even more drastically

Impaired driving counter attack

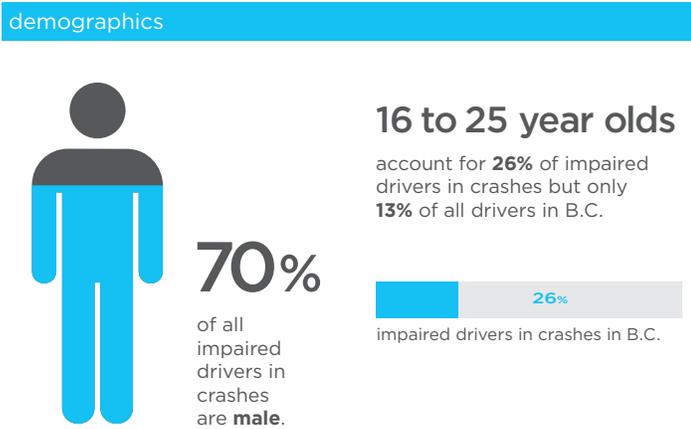
B.C. has the toughest drinking and driving laws in Canada. If someone is caught driving impaired (over .05 blood alcohol concentration), they could lose their driver's licence and vehicle from 24 hours to 90 days, pay fines from \$600 to \$4,060, do jail time, and face mandatory rehabilitation and even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

How much is too much?

Impaired is considered over .05% blood alcohol concentration (BAC) — this means that there are 50 milligrams of alcohol in 100 millilitres of blood. Roughly one drink in one hour will keep a 68-kilograms adult under .05%.

Zero tolerance for young drivers

B.C. has a graduated licensing program, requiring new drivers of all ages to pass through a 12-month learner stage and a 24-month Novice stage before getting a regular class driver’s licence. New (or Novice) and learner drivers must have no alcohol in their bloodstream while driving. If caught with a blood alcohol content (BAC) higher than 0, new drivers must start over at the beginning of their 24-month (N) licensing period and may also [face other penalties](#).



[ICBC infographic](#)

New drivers are the group with the highest rate of vehicle crashes. Youth and young adults may look fully grown, but their brains are not fully developed until at least age 25. Young males in particular are more likely to take risks on the road with alcohol and other substances. The “zero BAC” rule for new drivers is a step toward safer communities, as it instills a practice of never mixing alcohol with driving. Impaired driving is a serious problem that affects road safety for everyone.

Alcohol and advertising

According to [Global News](#), alcohol advertising preys on young women. While the advertising industry isn’t necessarily targeting adolescent women, the message portrayed in ads suggests that drinking will secure a successful life, an attractive body and attention from men. “A simple Internet search on ‘women, alcohol and advertising’ should suffice to illustrate the point,” the editorial said.



under the influence

activity 9

Alcohol myths

Tell the students that they will be on looking at some of the myths about drinking alcohol that are found in advertising. Indicate that they will be given a chance to show the truth behind the ads by making their own ads.

The alcohol industry spends millions of dollars advertising alcohol and pairing alcohol with playing and watching sports. Have the students view the [best alcohol advertising campaigns](#) of beer, wine, liquor and other alcohols. What are the ads telling the viewers? What myths are found in the advertising? Who are the ads targeting?

Alcohol mythbusters!

It is safe to drive after a drink or two.

- **Truth:** Traffic accidents are the leading cause of death for teens, and roughly one-third of these accidents involve alcohol or another substance. It is never safe to drive after a drink or two.

Alcohol makes you happy.

- **Truth:** Alcohol is a depressant that slows your ability to think, speak and move. Your perception, co-ordination and judgment will be affected before you notice any physical signs of impairment.

Alcohol makes you sexy.

- **Truth:** Alcohol may make you less inhibited, but physiologically, it reduces your performance. You may end up engaging in something you hadn't planned on, including unprotected sex. Not sexy at all.

Beer makes you less drunk than other types of alcohol.

- **Truth:** The alcohol content of a drink is what makes you drunk. A beer, a large glass of wine and a double vodka all have nearly three units of alcohol each. Whatever you consume, in large enough quantities, it's going to make you drunk.

You can "sober up" with a pot of coffee or a cold shower.

- **Truth:** Time is the only thing that will make you sober again. Your body has to process the alcohol. It typically takes about an hour to process one unit (12 fluid ounces of beer, 8 fluid ounces of malt liquor, 5 fluid ounces of wine, 2 fluid ounces of liqueur, 1.5 fluid ounces of brandy, a 1.5-fluid-ounce shot of distilled spirits).

You'll get more drunk if you drink several types of alcohol.

- **Truth:** Mixing things up with a glass of wine, then a beer, then a shot does not affect how drunk you get. (The order of the drinks doesn't matter either.) Your blood alcohol content determines how drunk you are. This is affected by how much alcohol content you drink, not how much *variety* you drink. (But throwing down a mix of different drinks could make you a lot more nauseous.)

If you eat a big meal before you drink, you won't get drunk.

- **Truth:** Food does not prevent alcohol from affecting your body. The alcohol still gets in your system. It may be delayed a bit by the food, which will slow the rate of absorption, but if you drink heavily, you still get drunk.



under the influence

activity 9

A drink before bed helps you sleep.

- **Truth:** Alcohol can actually make you lose sleep. Alcohol may help you fall asleep, but it interferes with the quality of sleep and cuts down on the amount of restful sleep you get.

It is safe to drive while high.

- **Truth:** The [percentage](#) of Canadian drivers killed in vehicle crashes who test positive for drugs (40%) exceeds the numbers who test positive for alcohol (33%).
[Don't drive high!](#)

Activity: Collaborate, engage, design — design a poster or parody ad

Brainstorm other myths. Then, in groups of two or three, have the students design a poster/video/radio ad/skit that shows some of the negative consequences of alcohol/drug misuse. View some ads/campaigns to get ideas:

- [Don't drive high!](#)
- [Learn the facts about alcohol impaired driving in B.C.](#)
- [MADD \(Mothers Against Drunk Drivers\) ads](#)

Go beyond

- Invite a police officer or first responder to speak to the class
- Invite a representative from Mothers Against Drunk Drivers (MADD) to speak to the class

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 made an impact.	The poster did not meet all of the requirements and/or made an impact.

Sarah's night out

Time requirement

This learning plan will take one session to complete.

Purpose:

To engage students in realistic scenarios through peer discussion and consideration of factors that contributed to the scenarios.

Sarah's Night Out

Organize the students into groups. Distribute copies of part 1 of the case study to each group. When the students have finished reading part 1 of the case study, distribute the part 1 discussion questions. Give students about 15 to 20 minutes to work their way through the questions. Let them know them to take brief notes detailing the points brought up in their discussion, as they'll want to refer to them later.

Hand out part 2 of the case study to each group, and give them a few minutes to read through it. When the students have finished reading, distribute the part 2 discussion questions, and give the students another 15 to 20 minutes to discuss those questions.

After the groups have finished discussing the issues raised in their case studies, break them up to form new groups. Students should refer to their notes as a memory aid for this part. You may wish to direct them to specifically address the following topics:

- What characteristics of personal autonomy do the characters display? Do they use their autonomy wisely? Identify points where characters could have asserted their personal autonomy in a positive way, but did not.
- What influence did friends and other people have on the character's attitude and behaviour? Was this influence used in a positive or negative way?
- How is the emotional health and well-being of the characters affected by the events in the case study?
- What strategies could the character have used to avoid the situation they experienced?

Bring everyone together again and wind up with a teacher-facilitated class discussion about the issues raised by the lesson as a whole. You may also encourage them to discuss this in small groups or partners first. Use the worksheet **"What happens if...?"**



sarah's night out

activity 10

Activity sheet — What happens if...?

Name(s) _____ Date: _____

Consequences: What are the consequences of the characters' actions? How can young people get into the habit of taking time to consider the short-term and long-term consequences of decisions before they make them?	
Boredom: How great a part does it play in leading young people into poor decision-making? What can be done to ensure that young people have enough healthy activities to keep them from engaging in possibly dangerous activities? What kinds of activities would contribute to young people's mental well-being?	
Belonging: How may the desire to be included in a group cloud one's better judgment? What can be done to develop the personal autonomy necessary to make the right choice in risky situations?	
Peer pressure, real and/or perceived: What role does it play in forcing young people to engage in actions they know are questionable or dangerous? What about the role media influences play? Can peer pressure be used for positive effect (for example, people banding together to convince an individual that reckless or abusive behaviour isn't cool)?	
Criticizing elders: How do you voice concerns to older teens and adults when you think they're driving recklessly or engaging in some other potentially dangerous activity?	
Myths and misperceptions: What are some of the misperceptions that the characters base their decisions on? (For example, Sarah thinks Kevin doesn't look drunk, but he is.)	
Impairment: What does it mean to be impaired? How does alcohol, drugs or prescription medication impact the ability to operate different forms of transportation? Does extreme fatigue have the same impact as being impaired by drugs or alcohol?	
Other factors?	

Case study — Sarah's night out (Part 1)

Sarah is an intelligent, popular Grade 8 girl who looks older than her age. She's at the heart of the "in" crowd at school. She's an only child, whose parents both grew up in extremely strict households. They don't drink and have never used drugs or tobacco. They're concerned about Sarah having a good life in the future, so are constantly encouraging her to study more so she'll get good grades and be able to go to university.

Her parents don't approve of the idea of Sarah going out at night to parties or concerts, or even just to hang out. They also think she's far too young to be getting involved with guys, and tell her repeatedly not to think about getting a boyfriend before she turns 16.

Sarah has a strict curfew of 9:00 p.m., unless she's going to a movie with friends, in which case her parents always insist on dropping her off and picking her up as soon as the movie is finished. As a consequence, Sarah feels herself growing apart from her circle of friends who are allowed more freedom in their after-school lives. To make matters worse, Sarah has begun secretly seeing Randy, a guy in Grade 9 who's really popular with all the girls. Because he's always going out and doing things on the weekend, running into her friends and other girls, she fears that he's going to get bored with her and will want to go out with someone who he can see outside of school more often.

On this particular Friday, Randy tells her at lunchtime that a bunch of people are meeting at around 10:00 p.m. that night in a park near her home to hang out. Randy asks her if she'll break her curfew and sneak out to meet him, because they never get to see each other outside of school. Sarah knows that Hyun-Li, a Grade 9 girl who used to go out with Randy and who still likes him, will probably be there. After a moment's hesitation, she agrees to try to meet him.

That night, Sarah pretends she has a stomach ache and goes to bed early. Her parents follow shortly after. A little while later, Sarah gets out of bed, still fully dressed and, after arranging her pillows to make it look like the bed is still occupied, sneaks out of the window and heads to the park.

A number of people are already at the barbecue pit in the park, laughing and having a good time. Sarah is exhilarated by her successful escape and, after locating Randy, has a good time at first. Some people are passing around a bottle of liquor but Sarah refuses, and is pleased to see that Randy does too.



sarah's night out

activity 10

About half an hour later, Brad, a guy in Grade 10 who already has his driver's licence, mentions that there's a party across town that he's heading off to, and asks if anyone wants a ride with him. Randy asks Sarah eagerly if she wants to go. She's nervous at the idea of going so far from home when she's supposed to be in bed. When she sees that Hyun-Li is going to the party, she starts to feel possessive and tells Randy that she'd love to go. The next thing she knows, she's crammed into the back of a car with three other people, sitting on Randy's lap and laughing along with the others.

Discussion questions

- Why doesn't Sarah feel secure about her relationships with her friends and her boyfriend? How does she deal with her insecurity? How would you suggest she deal with them differently?
- Name at least two risks Sarah considers before she decides to get into the back of Brad's car and go to the party. What are the possible short- and long-term consequences of these risks? How do her friends influence her attitude and behaviour?
- Name at least three risks Sarah doesn't consider. What are some of the possible short- and long-term consequences associated with these risks? Which risks are most serious — the dangers she does consider or those she doesn't?

Case study — Sarah's night out (Part 2)

Once she's at the party, Sarah realizes that maybe coming wasn't such a good idea. Most of the people are in high school or older, everyone is drinking, and she feels a little out of place. Randy has met up with a couple of his buddies who have beer. He's started drinking with them, and is in no hurry to leave. She's getting a little bored of sitting beside him and being ignored while he and the guys play drinking games in the kitchen. Brad, the guy that drove them there, is nowhere to be seen, and Sarah hasn't seen Hyun-Li for a long time either.

Because she only thought she was going to the park, Sarah has no money on her, and is totally reliant on someone else getting her home. There's no way she can call her parents — they'd kill her! Randy ends up getting pretty drunk with his friends and is no longer any fun to be with because he keeps touching and kissing her, but doesn't actually talk to her. He won't listen to her repeated pleas to leave. Finally, when she hears someone mention that he's heading home in her direction, Sarah asks if she can get a ride with him.

She leaves Randy with his buddies still sitting at the kitchen table, and gets into the car with the stranger. He introduces himself as Kevin. Sarah knows Kevin's had at least one beer because she saw him with a can in his hand, but he doesn't have any of the traits she associates with being drunk — he can speak and walk no problem, and he seems to be OK. Besides, she thinks, anything is better than calling her parents!

They're about halfway to Sarah's house when she begins to think she's made a big mistake. She's upset about Randy's behaviour and doesn't really feel like talking. Kevin keeps shouting comments to her over the loud music coming through his stereo, and expecting her to respond. He's spending a lot more time looking at her instead of watching where he's going, and is taking too long to react to stop signs and traffic lights. She wants to tell him to pay more attention to his driving, but she feels it isn't her place to do so — he's at least 3 years older than she is and probably knows a lot more about driving. She reaches over and casually puts on her seatbelt, something she'd forgotten to do earlier.

Kevin, who isn't wearing his seatbelt, sees her do this. He laughs at her and says, "Relax, would you? I only had a couple beers!" Just as he's looking at Sarah and saying this, the traffic signal at the upcoming intersection turns red. "Stop!" shouts Sarah, pointing at the light.



sarah's night out activity 10

Kevin turns, sees the red light and brakes hard — too hard, for the tires lock and the car goes skidding into the intersection. An SUV coming from the opposite direction slams into Kevin's veering vehicle. The impact hurls Kevin through the windshield and onto the hood of the SUV, smashing several bones in his face, breaking a number of ribs, and shattering his pelvic bone. Sarah, who was wearing her seatbelt, is battered and bruised, but otherwise physically unharmed.

Mentally, though, she's not left undamaged — she remains in a state of shock for several hours, and it'll be years before she can close her eyes at night without seeing Kevin's body flying through the windshield, and the horrified expression on the face of the driver in the SUV.

Discussion questions

- Sarah, Randy and Kevin all make a number of choices that night. What were the consequences of these choices? Discuss other possible risks associated with these decisions.
- Sarah thought that anything was better than calling her parents. She felt she had no choice but to accept a ride from someone who had been drinking. Do you think that fear of getting caught often leads people to make bad decisions? What are some of the ways that you could avoid finding yourself in a similar situation?
- Discuss the relative risks of other transportation options that Sarah might have considered (for example, walking home late at night, taking a bus, hitching a ride).

Distracted driving

Time requirement

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

Investigate, analyze, reflect and connect

Sadly, each year in B.C., 77 people die in crashes involving distracted driving. Refer to the [ICBC statistics](#). What do you notice about the total fatalities each year? Use a graphing tool to graph the results.

Fatal victims where distraction* was a contributing factor, by region and in B.C.

Region	2013	2014	2015	2016	2017	5-year average
Lower Mainland	26	23	30	31	25	27
Vancouver Island	10	8	8	9	11	10
Southern Interior	20	24	42	28	24	28
North Central	21	11	8	12	13	13
Unknown	0	0	1	0	0	1
British Columbia (total)	77	66	89	80	73	77

*Distraction: Includes use of communication/video equipment, driver inattentive and driver internal/external distraction.

(Source: [ICBC statistics](#))

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

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

[Click here](#) for another informative source about one of the leading causes of death for teens.



distracted driving

activity 11

Question, predict and investigate

- Brainstorm and record all the things that might distract a driver:
 - Texting
 - Talking on the phone
 - Using an app
 - Checking the GPS
 - Reading a map
 - Applying makeup
 - Searching for music on the radio or music player
 - Eating or drinking beverages
 - Hands-free calling
 - Turning around to talk to someone
 - Passengers
 - Drug or alcohol use
- Are there environmental factors that might distract a driver?
 - Searching for a parking spot
 - Weather conditions
- Are there personal driver-related factors that might distract a driver?
 - Stress
 - Anger or sadness
 - Alcohol, drugs, medication
 - Overtired
 - Not well
 - Hungry
 - Driving too fast
- Are there vehicle-related factors that might distract a driver?
 - Cracked windshield
 - Engine trouble
 - No headlights



distracted driving

activity 11

Survey

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

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

Analyze

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



distracted driving

activity 11

Activity sheet — Distracted Driving Tally Sheet

Name(s) _____ 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		



distracted driving

activity 11

Experience

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

Research

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

Investigate and graph

- Graph the results of the survey on large poster paper and hang the poster on a bulletin board

Research

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

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

Fun with numbers

Based on the information on fines, compute the following:

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

Campaign to end distracted driving

1. Have the students present their findings at a parent night or school assembly.
2. Have the students take home 'the truth about distracted driving' pledge and have a parent or guardian sign it.

Activity sheet

The truth about distracted driving

The facts

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



The rules

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



Tips for drivers

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



while driving

Pledge

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

TS405N (082016)

Responsible passenger, responsible driver

Time requirement

This learning plan will take two sessions to complete.

Discussion

Ask the students what 'responsible passenger, responsible driver' means? A passenger has the important role of keeping the driver of the vehicle focused, not distracted. Think about how you can do your part to reduce the chances of becoming involved in a crash.

Brainstorm ways to be a responsible passenger. These might include but not be limited to:

1. Buckle up and set a good example
2. Remind the driver and other passengers to wear seatbelts
3. Be a good 'co-pilot'. Tell the driver that you will: answer their phone, send texts for them, navigate, change the radio station, etc.
4. Never let someone drive if they are upset
5. Help keep passengers quiet and calm
6. Don't be a 'back-seat driver' — you can give the driver helpful information but refrain from being negative or giving a critical or 'witty' commentary on how they are driving, particularly if they are inexperienced
7. Keep an eye on the road
8. Suggest that the driver stop to rest if you notice they are sleepy
9. If the weather conditions aren't safe, insist that the driver pull over
10. Never get into a car or let others ride with a driver who has been drinking or under the influence of drugs

Bumper Sticker Campaign

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

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

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

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

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

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

I used to think... But now, I think...

This thinking routine helps students reflect on *how and why* their thinking about a topic has changed. To begin, ask students to consider what “I used to think...” to explain their initial opinions and/or beliefs about

‘safe passenger, safe driver’ and their responsibility to keep themselves and others safe on the roads. How can they recognize and avoid peer pressure in situations that might be hazardous (for example, your driver says it is OK to ride in the back of the pickup truck just this once; or says “I have only had a couple of drinks”)? How can they be a positive role model? How can they avoid negative peer pressure?

Then prompt students to share how their thinking has shifted, starting with “But now, I think...” Ask students to elaborate on why their thinking has changed.

Go beyond

- Invite a police officer or first responder to speak to the class
- Try the [Heads Up](#) distracted driving simulator that makes it easy to see why texting and driving can be so dangerous

Distracted walking

Time requirement

This learning plan will take one session to complete.

Introduction

Drivers are not the only ones distracted. More and more accidents occur as a result of pedestrian inattentiveness. Refer to the statistics in the chart below.

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

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

(Source: [ICBC statistics](#))

Pedestrian traffic incidents on the rise

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

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

When pedestrians are using their cellphone, texting, looking down or listening to music, distracted attention may increase their risk of accidents.

For pedestrians, most of the information at a crosswalk is obtained visually by watching traffic, seeing the markings and signage, and observing the signs that indicate when it's safe to walk. Pedestrians who attempt to multi-task while talking on a cellphone have a reduced cognitive capacity to devote to potentially dangerous activities such as crossing streets. Research studies indicate that young people who talk on their cellphone while crossing streets are 43% more likely to be hit by a car than when their phones are turned off.

By making the choice not to engage in distractive activities while crossing the street, pedestrians can make intersections and crosswalks safer for themselves. Regardless of the safety technologies available at a given crosswalk, one clear way to reduce potential accidents due to inattention is to have both pedestrians and drivers choose not to engage in activities that may distract them.

Distractions to pedestrians walking in traffic

Have the students brainstorm possible distractions to pedestrians walking in traffic:

- Cellphone conversations
- Texting
- Listening to music
- Looking at something other than the direction of travel
- Waving away an insect
- Conversations with friends
- Eating on the run
- Looking at one's watch
- Attempting to find something in a backpack or luggage
- Reading a book or newspaper
- Being late
- Being lost in thought

It's important to note that looking isn't always seeing, and that distraction caused by any of the above activities could result in pedestrians either failing to look or looking but failing to see. The looked-but-failed-to-see phenomenon isn't new and is not limited to pedestrians.



Pedestrian safety quiz

Time requirement

This learning plan will take one session to complete.

Purpose:

To help students make authentic connections between road-related risks and personal responsibility. Of importance is that students can't control every situation, but can make informed choices about responding to potential risks.

Ask students to complete the [Pedestrian safety quiz](#) on page 74. Emphasize that walking is only one mode of transportation to be considered. Once the quiz is completed, provide the answers to students, and ask them to assess their own level of safety and awareness as a pedestrian.



pedestrian safety quiz

activity 14

Activity sheet:

Pedestrian safety quiz — How safe are you?

Name(s) _____ Date: _____

1. Walk on the _____ of the sidewalk, away from the curb or roadway so you're less exposed to vehicles.
2. Where there are no sidewalks, walk _____ traffic so that oncoming vehicles are visible.
3. Stay away from the road edge or curb while _____ to cross the road. Take one giant step back to ensure you're well away from vehicles turning the corner or passing close by the sidewalk.

CAUTION: When crossing a multi-lane road, don't assume that when one vehicle stops, the car in the next lane will also stop. Pedestrians must ensure that vehicles in each travel lane are stopped before they proceed across the road. Approaching vehicles may pass or go around a stopped car.

Steps to crossing safely at an intersection without lights:

4. If traffic is light, wait until all traffic has passed or there's a long gap in traffic, providing enough time to cross safely. Look _____, _____ and _____ again before crossing.
5. If traffic is heavy, _____ to indicate the desire to cross and wait for cars to stop.
6. Always make _____ with a vehicle driver and ensure that the vehicle is stopped before stepping off the curb to cross a road.
7. When crossing at a signalized crosswalk, a pedestrian light will indicate that you can cross the road. Always check to ensure vehicles have actually _____.
8. Never assume that a driver has seen you, particularly in poor weather. _____, _____ and/or _____ make it much harder for a driver to notice pedestrians and bicyclists.
9. Wear _____ in low-light conditions, and additional reflective materials at dawn, dusk and night when vehicle lights are in use.
10. Fluorescent materials are not necessarily _____. Fluorescent colours are suitable for daytime conditions, but ineffective at night. They're also less visible than white fabrics. Under low-light conditions, _____ materials are necessary to ensure safety.



pedestrian safety quiz

activity 14

Activity sheet continued from previous page

11. Remove _____ of your portable music player before crossing the street; you need to be able to hear any signs of danger.
12. Never cross a street _____. Cross only at corners or crosswalks.

CAUTION: Parking lots require special consideration. Vehicles often move without warning. Stay well back from cars in parking lots, and anticipate that vehicles may back out or move unexpectedly.



pedestrian safety quiz

activity 14

Answer key: Pedestrian safety quiz — How safe are you?

Information presented here has been adapted with permission from Pedestrian Safety, Hub for Action on School. (Source: Transportation Emissions [Haste]. Retrieved March 15, 2010, from hastebc.org.)

1. Walk on the **inside edge** of the sidewalk, away from the curb or roadway so you're less exposed to vehicles.
2. Where there are no sidewalks, walk facing traffic so that oncoming vehicles are visible.
3. Stay away from the road edge or curb while **waiting at an intersection** to cross the road. Take one giant step back to ensure you're well away from vehicles turning the corner or passing close by the sidewalk.
4. If traffic is light, wait until all traffic has passed or there's a long gap in traffic, providing enough time to cross safely. Look **left, right and left** again before crossing.
5. If traffic is heavy, **extend an arm** to indicate the desire to cross and wait for cars to stop (they may stop even before an arm is extended). Once you have ensured that all vehicles have stopped, look left, right and left again before stepping into the intersection.
6. Always make **eye contact** with a vehicle driver and ensure that the vehicle is stopped before stepping off the curb to cross a road. Look left, right and left again before you cross.
7. When crossing at a signalized crosswalk a pedestrian light will indicate that you can cross the road. Always check to ensure vehicles **have actually stopped**. Look left, right and left again to confirm that traffic is stopped before stepping off the curb, into the street.
8. Never assume a driver has seen you, particularly in poor weather. **Heavy rain, fog or snow** make it much harder for a driver to notice pedestrians and bicyclists. Make eye contact with the driver and ensure the vehicle is stopped before crossing in front of it.
9. Wear **bright clothes** in low-light conditions, and additional reflective materials at dawn, dusk and night when vehicle lights are in use.
10. Fluorescent materials are not necessarily **reflective**. Fluorescent colours are suitable for daytime conditions, but ineffective at night. They're also less visible than white fabrics. Under low-light conditions, reflective materials are necessary to ensure safety.
11. Remove **at least one earpiece** of your portable music player before crossing the street — you need to be able to hear any signs of danger.
12. Never cross a street **mid-block**. Cross only at corners or crosswalks.

Ashley's walk

Time requirement

This learning plan will take one session to complete.

Purpose:

To engage students in realistic scenarios through peer discussion and consideration of factors that contributed to the scenarios.

Ashley's walk

Organize the students into groups. Distribute copies of part 1 of the case study to each group. When the students have finished reading the first part of the case study, distribute the part 1 discussion questions. Give students about 15 to 20 minutes to work their way through the questions. Let them know them to take brief notes detailing the points brought up in their discussion, as they'll want to refer to them later.

Hand out part 2 of the case study to each group, and give them a few minutes to read through them. When the students have finished reading, distribute the part 2 discussion questions, and give the students another 15 to 20 minutes to discuss those questions.

After the groups have finished discussing the issues raised in their case studies, break them up to form new groups. Students should refer to their notes as a memory aid for this part. You may wish to direct them to specifically address the following topics:

- What characteristics of personal autonomy do the characters display? Do they use their autonomy wisely? Identify points where characters could have asserted their personal autonomy in a positive way, but did not.
- What influence did friends and other people have on the character's attitude and behaviour? Was this influence used in a positive or negative way?
- How is the emotional health and well-being of the characters affected by the events in the case study?
- What strategies could the character have used to avoid the situation they experienced?

Bring everyone together again and wind up with a teacher-facilitated class discussion about the issues raised by the lesson as a whole. You may also encourage them to discuss this in small groups or partners first. Use the activity sheet [What happens if...?](#) on page 78.



Activity sheet — What happens if...?

Name(s) _____ Date: _____

Consequences: What are the consequences of the characters' actions? How can young people get into the habit of taking time to consider the short-term and long-term consequences of decisions before they make them?	
Boredom: How great a part does it play in leading young people into poor decision-making? What can be done to ensure that young people have enough healthy activities to keep them from engaging in possibly dangerous activities? What kinds of activities would contribute to young people's mental well-being?	
Belonging: How may the desire to be included in a group cloud one's better judgment? What can be done to develop the personal autonomy necessary to make the right choice in risky situations?	
Peer pressure, real and/or perceived: What role does it play in forcing young people to engage in actions they know are questionable or dangerous? What about the role that media influences play? Can peer pressure be used for positive effect (for example, people banding together to convince an individual that reckless or abusive behaviour isn't cool)?	
Criticizing elders: How do you voice concerns to older teens and adults when you think they're driving recklessly or engaging in some other potentially dangerous activity?	
Myths and misperceptions: What are some of the misperceptions that the characters base their decisions on?	
Impairment: What does it mean to be impaired? How does alcohol, illegal drugs or prescription medication impact the ability to operate different forms of transportation? Does extreme fatigue have the same impact as being impaired by drugs or alcohol?	
Other factors?	

Case study — Ashley's walk (Part 1)

Several weeks ago, Ashley agreed to babysit for the Snows on Friday night. They have two cute little boys that Ashley had been babysitting for a couple of years. The family was always generous — they paid her well and left money so she could order pizza for her and the boys. She really liked the boys, but they could be a handful; they demanded her full attention playing trucks, Rescue Heroes and crashing around the house. By the end of a night of babysitting, she was usually exhausted. She had no problem playing with them, they were fun, but tonight she was a little distracted. She was thinking about the party that all of her friends were at, the party she was on her way to after she was done babysitting.

On Wednesday, her friends told her about a big party at Dawson's house planned for Friday night. "This party is going to be awesome," her best friend Michele told her about the party. "Everyone, I mean *everyone*, is going."

"I can't go. I'm babysitting this Friday." She liked the Snow boys and having the extra babysitting money was great, but she really wanted to go to the party.

"You can't miss this party. It's going to be so much fun. Why don't you sleep over at my house Friday night? You can just meet us at the party when you're done."

Michele's parents always let her stay out later, so Michele and Ashley would have lots of time at the party after Ashley was done at the Snows. Ashley checked with her parents and they agreed, but they didn't want her walking at night over to Michele's. Ashley told her parents that Michele would babysit with her and they would walk home together.

Discussion questions

- How do Ashley's priorities change over the course of the week? Are those changes realistic? What would you do in a similar situation?
- What are three errors in judgment that Ashley makes? What are some of the potential problems that Ashley may encounter as a result of her choices?

Case Study — Ashley's walk (Part 2)

On Friday night, the Snows said they would be home around 9:00 p.m., which meant she could still get to the party in lots of time and it wouldn't be too dark yet to walk. Mr. and Mrs. Snow usually gave her a ride home after babysitting, but she didn't want to ask them to drop her off at the party. It was only about a 20-minute walk between Dawson's place and the Snows, so she thought she could get there quick enough on her own, plus she didn't want the Snows to tell her parents about the party.

Her best friend Michele had been sending her texts for the past hour, updating her on what was going on at the party. It sounded like everyone was having a great time. She couldn't wait to get there.

Ashley finally got the boys to bed just before 9:00 p.m., rushed around the house to put the toys away and the dishes into the dishwasher. She quickly checked her hair and touched up her makeup to get ready. She was wearing her new black shirt and dark jeans, and managed to keep both clean despite the boys being covered with greasy pizza.

The Snows got home at 9:15 p.m. She told them she was just going over to her friend Michele's house. Her parents thought the same thing, which wasn't a complete lie. Eventually she was going over to Michele's house — she was just going over to the party first. The Snows offered her a ride but she said she could walk, it was no big deal.

She walked out the door, looking back and waving. Once she was a few doors down, she pulled out her iPod and put the earbuds in for the walk and took out her phone to check her messages.

"r@?"

"OMW," Ashley replied. "mtu n 10 mins"

"k"

As Sarah texted her message, she stepped out between the parked cars to cross the road. An oncoming car hit her before she ever heard it coming. As it was getting dark, the car didn't see Ashley. With her iPod blaring and, her head down as she texted Michele, she didn't see or hear the car.



ashley's walk

activity 15

Discussion questions

- What were some of the factors that contributed to Ashley's accident? What should she have done differently?
- People frequently listen to iPods or music players while walking, running, riding bikes and so on. When and how this could be an acceptable practice that doesn't put your personal safety at risk?
- In today's society, there are many factors that distract people. Is it possible that our focus has become spread too thin?

Young people and risk-taking

Time requirement

This learning plan will take one session to complete.

Injured road victims by age category in B.C.

Take a look at the [ICBC statistics](#). Using a graphing tool, graph them. What age category has the highest incidence of road user injury (drivers, passengers, pedestrians and cyclists)? Why do you think the numbers in the 16–18 age group increasing?

Injured Victims by Age Category by Year (5-year average)

Age category	2013	2014	2015	2016	2017	5-year avg
0–4	1,000	1,200	1,200	1,000	770	1,000
5–6	480	570	520	480	310	470
7–9	760	880	910	840	650	810
10–12	810	900	930	890	680	840
13–15	910	1,100	1,100	1,100	780	1,000
16–18	2,700	3,000	3,200	3,400	3,000	3,000
Other	78,000	77,000	78,000	86,000	89,000	82,000
Total	85,000	85,000	86,000	93,000	95,000	89,000

Injured Victims include all road users – drivers, passengers, pedestrians and cyclists
Counts include incidents that occurred in parking lots or involved parked vehicles

Young people and risk-taking

Young drivers 16 to 24 years of age continue to be at higher risk of being killed in motor vehicle collisions per distance travelled than all other age groups (Source: [Transport Canada](#)). Young drivers are more at risk because they lack driving experience and take risks on the roads. The tendency to take risks is part of being a young person, but for too many young people, this results in death or serious injury on the roads.



young people and risk-taking activity 16

Cyclists risks

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

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

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

Research

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

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

The ride of a lifetime

Time requirement

This learning plan will take one session to complete.

Purpose:

To engage students in realistic scenarios through peer discussion and consideration of factors that contributed to the scenarios.

The ride of a lifetime

Organize the students into groups. Distribute copies of part 1 of the case study to each group. When the students have finished reading the first part of the case study, distribute the part 1 discussion questions. Give students about 15 to 20 minutes to work their way through the questions. Let them know them to take brief notes detailing the points brought up in their discussion, as they'll want to refer to them later.

Hand out part 2 of the case study to each group, and give them a few minutes to read through them. When the students have finished reading, distribute the part 2 discussion questions, and give the students another 15 to 20 minutes to discuss those questions.

After the groups have finished discussing the issues raised in the case study, break them up to form new groups. Students should refer to their notes as a memory aid for this part. You may wish to direct them to specifically address the following topics:

- What characteristics of personal autonomy do the characters display? Do they use their autonomy wisely? Identify points where characters could have asserted their personal autonomy in a positive way, but did not.
- What influence did friends and other people have on the character's attitude and behaviour? Was this influence used in a positive or negative way?
- How is the emotional health and well-being of the characters affected by the events in the case study?
- What strategies could the character have used to avoid the situation they experienced?

Bring everyone together again and wind up with a teacher-facilitated class discussion about the issues raised by the lesson as a whole. You may also encourage them to discuss this in small groups or partners first. Use the activity sheet [What happens if...?](#) on page 85.



the ride of a lifetime

activity 17

Activity sheet — What happens if...?

Name(s) _____ Date: _____

Consequences: What are the consequences of the characters' actions? How can young people get into the habit of taking time to consider the short-term and long-term consequences of decisions before they make them?	
Boredom: How great a part does it play in leading young people into poor decision-making? What can be done to ensure that young people have enough healthy activities to keep them from engaging in possibly dangerous activities? What kinds of activities would contribute to young people's mental well-being?	
Belonging: How may the desire to be included in a group cloud one's better judgment? What can be done to develop the personal autonomy necessary to make the right choice in risky situations?	
Peer pressure, real and/or perceived: What role does it play in forcing young people to engage in actions they know are questionable or dangerous? What about the that role media influences play? Can peer pressure be used for positive effect (for example, people banding together to convince an individual that reckless or abusive behaviour isn't cool)?	
Criticizing elders: How do you voice concerns to older teens and adults when you think they're driving recklessly or engaging in some other potentially dangerous activity?	
Myths and misperceptions: What are some of the misperceptions that the characters base their decisions on?	
Impairment: What does it mean to be impaired? How does alcohol, illegal drugs or prescription medication impact the ability to operate different forms of transportation? Does extreme fatigue have the same impact as being impaired by drugs or alcohol?	
Other factors?	

Case study 1 — The ride of a lifetime (Part 1)

Scott is one of the top athletes in Grade 8 at his school, and enjoys playing all sports. Although he's not exactly popular with the girls in his grade, he's well-liked by most of the guys. They all admire him for his athletic skill and crazy daredevil behaviour. Scott, you see, loves speed. He lives for the adrenalin rush of taking on the steepest run of the mountain on a snowboard, he loves the crazy thrill of plummeting down the side of a heavily wooded cliff on his mountain bike, and he really digs zooming around on his dad's old dirt bike. He's the king of the local arcade hill, because he's the only one who can make it through racing games without ever applying the brakes. All of his friends love to watch or hear about his latest exploits. One day at lunchtime, Scott overhears one of his friends talking about a mountain bike trail he'd visited with buddies from another school on the weekend. From the sounds of the conversation, the hill was a real killer. He leaned across his friend, Jose, and asked Kelly, the guy who'd been talking, to tell him more.

"Oh, man," said Kelly through a bite of his sandwich, "You wouldn't have believed it. These guys, they made the trail themselves last fall, and then just let it grow over entirely. Those guys are crazy, man, taking me up there. There was no way to know what was coming ahead — I kid you not, it was a total death trap! Only a madman would attempt this trail."

"Sounds interesting," Scott commented.

"Uh oh, psycho Scottie has sniffed out a challenge," laughed Jose.

Kelly shook his head. "I dunno, this trail might be too much for even Scott to handle. I'm telling you, it was nuts!" "What about those guys you were with — could they handle it?" asked Jose.

"Well, yeah, but only because they made it themselves and must've practised it about a hundred times!" Kelly responded.

"Anything they can do, we can do better," sang Manjit jokingly.

"Yeah, why don't we check it out, if it's supposed to be the craziest trail in town?" someone else said. "It's a nasty hike to the top," Kelly warned.

"Argh! We're invincible! We fear nothing!" proclaimed Scott, slapping his palms on the table. The others echoed his war cry, and before anyone had really thought about it, all the guys around the table had made the agreement to meet the next Saturday and check out this trail.



the ride of a lifetime

activity 17

Discussion questions

- Do you admire risk-takers like Scott? What do you think is more important when approaching a potential dangerous activity — skill or fearlessness? Which is most respected by your peers?
- What convinces Scott and his friends to check out this mountain bike trail? What factors are they not considering when making this decision?
- What kinds of emotions and feelings do you associate with speed? What are some other, less risky ways in which you could satisfy the same feelings and emotions?

Case study 1 — The ride of a lifetime (Part 2)

Early Saturday morning, five of them — Kelly, Jose, Scott, Manjit and Chris — all met up at a park near the school, and made the long ride to the mountain. A grueling 40-minute hike later, they found themselves looking down on an overgrown trail that fell below them at what looked like a 90-degree drop.

“Wow,” Manjit whistled, looking down. “You weren’t joking. This trail is intense!”

Chris and Jose echoed his sentiments. Everyone was exhausted from the trip up the mountain, and not looking forward to going back down. “Whaddaya think, Scottie? This baby too much for you?” asked Kelly.

Scott eyed what he could see of the trail critically, enjoying the drama. “I could do it,” he said. “Aw, no way,” said Jose. “You’d kill yourself.”

“My man!” said Kelly, slapping Scott on his shoulder. “You do this, I’ll buy you all the pizza you can eat!”

“Hey, if some guys from Evergreen Junior can handle this trail, then psycho Scottie certainly can!” Manjit told Jose, who still looked worried.

“But they built the trail, and have ridden it a lot. And besides, doesn’t this look like the kind of trail that you should maybe have body armour for?” Jose insisted.

“Body armour!” Scott exclaimed. “That’s for 30-year-old softies with brittle bones! Naw, I can do it — it doesn’t look that much worse than some of the trails I did up in Nelson last year.”

“Well — be careful,” cautioned Jose. The others looked at him derisively, and turned back to the situation at hand. Scott got on his bike, readied himself, and shouted, “See you at the bottom, boys!” and yielded to gravity.

He had only gone a few dozen metres down the mountain before he began to realize why this particular trail had earned its reputation. At no point in the trail could he see more than a few metres ahead. He was often surprised by sudden drop-offs and fallen trees and branches in the way. Still, he was deep into the adrenalin rush, and had confidence that he would finish the trail without taking a serious tumble. He was wrong. The trail was so overgrown, it became more difficult to tell which way he should go.

“What the heck,” Scott thought to himself, “As long as I’m heading down I’ve gotta be going in the right direction.” About halfway down the trail, his bike wheel got caught in a rut between root and tree and lodged itself there, kicking the back wheel upward and flinging Scott up over the handlebars and smashing him face-first into a tree directly ahead. The impact broke his nose immediately. Just before the pain overwhelmed him and he passed out, he thought he heard something go ‘snap!’ at the base of his neck.

The others were taking the trail much more cautiously, walking their bikes more often than riding. After a while, they reached the point where the trail ended at an old logging road, and were surprised not to find Scott there waiting for them. After another 15 minutes or so, the three boys decided to lock up their bikes at the logging road and climb the hill again, looking for Scott — just in case. They didn't find him, nor (since the trail was so overgrown) could they find any clues to where he'd gone.

After spending two hours looking for their buddy, the guys concluded that Scott had probably played a trick on them, and had ridden off back into town. They decided to do the same, then called Scott's place when they reached a phone. Scott's mom was surprised to hear from them. Since Scott hadn't returned home, she'd thought he was still with them. Although they didn't want to panic her, they told her that they had lost Scott on a mountain trail, and weren't exactly sure whether he'd made it all the way down. Scott's mom was worried because it didn't sound like Scott to play such a trick on his friends.

When it grew dark out, and Scott still hadn't returned, she began to worry a lot more. Scott's parents called the police, who then called a local search and rescue unit, who combed the mountainside all night long in the dark, calling Scott's name. They eventually found him sometime before noon the next day. He was suffering from exposure and a concussion, had lost a lot of blood and broken his neck, but he was still alive. The search and rescue unit airlifted him out and took him straight to the hospital where he was to spend the next few months of his life, recovering from his injuries and coming to terms with the fact that he'd be spending the rest of his life in a wheelchair, paralyzed from the neck down.

Discussion questions

- In what ways does Scott show that he thinks he's indestructible? How did this belief prevent him from fully thinking through the possible short- and long-term consequences of his decision to ride down the hill? How would you have acted in Scott's place?
- How does Scott fail to prepare himself for taking the unknown bike trail? Why does he scoff at the idea of wearing body armour? How does his attitude differ from that of a professional athlete who engages in extreme sports? Why is it important to prepare yourself and wear the proper gear before attempting a potentially dangerous activity?
- If Scott hadn't been injured, what kind of driver do you think he would have grown up to become? What kind of risk would he pose to himself and others if he were behind the wheel of a car?

Magic mirror

Time requirement

This learning plan will take two sessions to complete.

Discussion about rules

Why do communities have rules? Why? What are some road safety rules that we have to follow in our community, for example, wear a helmet or to use a crosswalk? What are the possible consequences for not following rules? Unfortunately, people don't always follow the rules. Why do you think this is?

Stories can be persuasive

Stories pass on wisdom, they teach valuable lessons and they preserve our history. Storytelling creates a connection to the past and to each other. It is a uniquely human skill. As far as we know, no other species creates and shares stories. Stories can convince people to act. Stories can help others learn. Stories can persuade others. Stories create emotion and help us all connect.

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

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

Cree Story:

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

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

This is a story about Gookum (Cree word for "grandmother") and her mischievous granddaughter, Beulah. Beulah was a very curious little girl. She was always wandering off from the camp, looking for adventures. Gookum was always telling her to listen. One day, Gookum asked Beulah to get some water from the lake so she could make soup.

"Whatever you do, don't go swimming in the lake alone," said Gookum.

"Why not?" asked Beulah.

"Because there is a giant fish in that lake, and he will catch you and swallow you up if you swim too far."

"Eeeeya, Gookum. I'm not afraid of a big fish."

So, Beulah went off to collect the water. Oh, it was a nice warm day. The sun shone brightly.

A squirrel chattered as she walked along the path.

"Go away, silly squirrel. I am busy."

A butterfly flew around the girl. She ran around in circles trying to catch the butterfly until it flew away. "I am really hot now," Beulah said to herself.

Finally, Beulah came to the lake. She went to the big rock where Gookum had showed her to stand to get water. She dipped her buckets in the lake. They filled up quickly. Those buckets were heavy now. She had to be very careful when she carried them to the shore, they were so heavy. With a cup, she scooped out the little sticks and leaves that floated on the top. She was ready to carry them back now.

Carrying the buckets made Beulah tired. She lay down next to the water, in a nice spot on a large flat rock. The sun shone on her. She was very hot, so she took off her shirt.

A blue jay landed in a tree next to the path. The blue jay squawked at her.

"You noisy old bird. Stop disturbing me." The blue jay flew away.

Beulah decided to have a quick swim, just to cool off before she took the water back for Gookum. She removed all of her clothes and dived in.

The water was nice and cool. Beulah was a good swimmer. She decided she would swim out as far as she could. As she swam out, Beulah saw a huge silver flash in the water. It was a great big fish, and with one gulp, it swallowed her whole! Beulah found she was trapped in the stomach of the huge fish Gookum had warned her about.

“Oh no,” she cried. “I should have listened to Gookum!”

Beulah had been gone a long time. Gookum thought that she had found an adventure and forgotten to get water. There was no point in worrying about her — there were chores to be done around camp. She cut wood and made dinner. When Beulah wasn’t home by night, Gookum was worried, but she knew the little girl was able to take care of herself in the woods.

The next day, Beulah still was not back. Gookum needed food, so she gathered the fishing net and went down to the lake. She caught six fish. One was a huge creature that stretched as long as her arms and more. That big fish would feed a whole family for a week.

She started cutting up all the fish. When she finally got to the big fish, she slid the knife into the belly. Beulah jumped out, very much alive.

At first, Gookum was startled, but she quickly realized it was Beulah, who was covered head to toe in slimy, sticky fish innards.

She shook her head at Beulah, and began to laugh at her. “I told you, I told you not to swim in the lake.” Beulah bowed her head and said nothing. She just went to the lake to clean off all the smelly fish slime.

Discussion

Refer students back to the Rudyard Kipling quote and elicit the question words who, where, when, why, how, what.

- Who are the characters in the story?
- Where did the story take place?
- When do you think it happened?
- Why didn’t Gookum want her granddaughter to swim in the lake?
- What was Beulah’s reaction when she was told not to swim in the lake? Do you think that was the right way to act?
- Why did Beulah disobey Gookum? Do you think there may have been other ways for her to cool off without swimming in the lake?



magic mirror

activity 18

- How did Gookum react when she discovered Beulah in the big fish? How do you think she felt?
- Do you think Beulah learned something? What did she learn? How do you think she felt?
- What did you learn?
- What were the animals trying to tell Beulah? How did she treat them?

Magic mirror

Hold up a blank piece of paper and tell the students it is a magic mirror that allows a person to look at an experience they have had in their life.

Give each student a blank piece of paper (a mirror) and magazines, and have them cut and paste images related to an experience they have had about a road safety risk they have taken. Their mirror story must convey the who, where, when, why, how and what questions. The students will think about their story as they create their picture, thus allowing them to think about what they want to say in advance. Once they have the images they want for their story, have them write it. What important lesson or piece of advice will their story tell?

In partners, have students share their stories and collaborate with each other by actively listening and asking questions about the picture and the story. The picture itself acts as a useful prop for the students in their storytelling.

Allow the students to mingle with different students. Move the students around every 3 or 4 minutes, ensuring they don't stay with the same partner for too long, and that they talk to at least three other students.

Go beyond

Have the students write a persuasive story about their experience. How can they use a story to persuade others to not take the same risk?

Assessing the hazards

Time requirement

This learning plan will take one session to complete. Each extension activity will also take one session.

Inquiry question:

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

Passenger hazards

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

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

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

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

Pedestrian hazards

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

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

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

(Source: [ICBC data statistics](#))

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

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

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

Cyclists hazards

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

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

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

(Source: [ICBC statistics](#))

Research

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

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

And did you know that, under the *Motor Vehicle Act*, a person operating a bicycle:

- Must not ride on a sidewalk unless authorized by a bylaw made under section 124 or unless otherwise directed by a sign
- Must not, for the purpose of crossing a highway, ride on a crosswalk unless authorized to do so by a bylaw made under section 124 or unless otherwise directed by a sign
- Must ride as near as practicable to the right side of the highway
- Must not ride abreast of another person operating a cycle on the roadway
- Must keep at least one hand on the handlebars
- Must not ride other than on or astride a regular seat of the cycle
- Must not use the cycle to carry more persons at one time than the number for which it is designed and equipped

- A person must not ride a cycle, skateboard, roller skates, inline roller skates, sled, play vehicle or other similar means of conveyance when it is attached by the arm and hand of the rider or otherwise to a vehicle on a highway
- A person commits an offence if that person operates or rides as a passenger on a cycle on a highway and is not properly wearing a bicycle safety helmet
- A bicycle operated on a highway between 1/2 hour after sunset and 1/2 hour before sunrise must have the following equipment:
 - A lighted lamp mounted on the front and under normal atmospheric conditions capable of displaying a white light visible at least 150 metres in the direction the cycle is pointed
 - A red reflector of a make or design approved by the Insurance Corporation of British Columbia for the purposes of this section
 - A lighted lamp, mounted and visible to the rear, displaying a red light

Safe cycling

Have the students brainstorm safe cycling practices:

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



assessing the hazards

activity 19

- Make eye contact with drivers at intersections before you cross to make sure that they can see you
- When you're walking or biking make sure that cars have stopped in ALL lanes before proceeding

Activity: Community research

Choose a category to research (pedestrian, cyclist, passenger, driver, other). Use [ICBC statistics](#) to determine:

- How many crashes in the category occurred in your community in 2017?
- Choose three B.C. cities and compare the number of crashes in the category — create a graph of the results

Self-reflection

I used to think... But now, I think...

This thinking routine helps students reflect on *how and why* their thinking about a topic has changed. To begin, ask students to consider what “I used to think...” to explain their initial opinions and/or beliefs about the hazards that pedestrians, cyclist, passengers and drivers face and their responsibility to reduce the hazards. Then prompt students to share how their thinking has shifted, starting with “But now, I think...” Ask students to elaborate on why their thinking has changed.



assessing the hazards

activity 19

Explore — Vehicle collisions in B.C.

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

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

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

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

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

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 made an impact.	The poster did not meet all of the requirements and/or made an impact.

Optional Activity — Momentum

(adapted from [Teach Engineering](#))

Resources

Each group needs:

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

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

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

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

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

Experiment:

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

- Begin with two skateboards that weigh the same. Have a student roll a skateboard into another skateboard so that they bump nose to nose. Observe what happens. Do both skateboards move, or does the first one stop? Are the skateboards moving

faster than the first skateboard or slower? (If the first stops, the second should move away at the same speed; since they have the same weight, and since momentum is conserved, the second skateboard must have the same velocity. If they are both moving, they should be moving at a slower speed; since momentum is conserved for the whole system, and since the moving mass is greater — now both skateboards — the total velocity must be lower.)

- Ask students to draw the forces acting within the system. For example, draw the two skateboards at the moment of collision (just touching). If you call one skateboard A, and the other skateboard B, tell students that there will be a force AB (skateboard A acting on skateboard B) and a force BA. The magnitudes of these two forces are the same.
- Add weight to the stationary skateboard. For precision, and if time allows, have the students weigh the skateboard and double its weight exactly. Repeat the collision experiment and observations. (This time, if the first skateboard stops, the second should move away at half the original speed; since the second object has twice as much mass, it must have half the velocity to have the same momentum. If they are both moving, they should be moving at a much slower speed.)
- Move the weights from the stationary skateboard to the moving skateboard. Perform the collision experiment and observations once again. (This time, if the first skateboard stops, the second should move away at twice the original speed; since the second object has half as much mass, it must have twice the velocity to have the same momentum. If they are both moving, the second skateboard should still be moving more quickly than the first skateboard, since it has less mass.)

Pre-Activity Assessment

Discussion Question: Solicit, integrate and summarize student responses.

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



assessing the hazards

activity 19

Activity Embedded Assessment

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

Post-Activity Assessment

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

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

Optional activity — Problem-solving

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

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

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

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

Have teams present their scenarios and solutions to the class.



assessing the hazards

activity 19

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:

Problem-solving scenarios

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

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

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

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

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

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

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

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

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

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

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

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

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

Optional activity — Planning for oral history

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

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

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

Sample questions:

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



assessing the hazards

activity 19

Presentation

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

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.

The power of advertising

Time requirement

This learning plan will take two sessions to complete.

Purpose:

For students to work together in the construction of persuasive advertisements

Learning activities:

The purpose of this activity is to have students understand that advertising is a powerful and enticing part of youth culture; the most popular ads slip into teens' daily banter and often influence their behaviour as well. Advertisements are powerful presentations of persuasive language and imagery.

Understand how to identify the target audience and the goal of a specific ad.

This activity has students analyzing how ads work, identifying the target audience and goal. They will select messages that are important to them, and work in teams to create and enact media advertising that expresses their own voice and values.

After this lesson, students will be able to:

- Explain the purpose of persuasive writing
- Identify components of a successful advertisement
- Create a persuasive advertisement

Resources

- Advertisements from magazines, newspapers and the internet
- [WikiHow — create an advertisement](#)
- Road safety advertisements and videos



the power of advertising

activity 20

Discussion

Review a variety of road safety advertisements (from an internet search, magazines, posters or signs in the community). Discuss “What techniques are consistently used by media advertisers to influence teen decision-making?” and “Can we use these techniques for messages we think are important?”

Ask students to review the hazards they identified? Which ones do they feel the most concerned about? In groups, have students identify one road safety message they agree is important to a teen audience.

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

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

Present the advertisements and display them in the hallway.

Print ad:

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

Video ad:

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



the power of advertising

activity 20

Radio ad:

- Consider using a jingle, a short song that contains your persuasive theme
- The script should be no longer than 65 words for a 30-second ad
- Select your voices carefully. As far as your listeners are concerned, you are speaking only to them. Voices should use personal tones to convey warmth and a sense of rapport with the listener.
- A sense of urgency is often used in radio advertising — the first 2 to 4 seconds of a radio ad are critical in capturing the listener's attention

Activity sheet — 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.

Final reflection

Time requirement

This learning plan will take one session to complete.

Speaking to communicate

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

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

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

Explain that the unit has been about identifying hazards, being aware and taking responsibility for their own road safety. To begin, ask students to consider what "I used to think..." to explain their initial opinions and/or beliefs about road safety. Then prompt students to think about how their thinking has shifted, starting with "But now, I think..."

Give the talking object to a student who is comfortable speaking to a group. Ask that student to share experiences about what they learned about road hazards and their responsibility to minimize risks. Do they have an experience to share? Have the student share "I used to think, but now I think" and elaborate on why their thinking has changed. Anyone who doesn't want to speak can simply pass the talking object to the next person. Students should continue passing the talking object until each person has had a chance to speak.

Reflective writing

Have the students complete reflective writing using the question guide. Reflective writing provides the opportunity to reflect on the topics and discussions in a meaningful and thought-provoking way. Reflective writing also encourages thinking beyond a topic towards the implications of these topics on life both present and future, as well as the implications for others.

Assessment for the reflective writing is based on the detailed responses from students that demonstrate consideration of and engagement in the importance of road safety, higher order thinking skills, the impact of road safety on self and others, and reference to credible fact.

Reflective writing question guide

Part 1 — I used to think... But now, I think...

- Explain their initial opinions and/or beliefs about road safety (I used to think...)
- Explain how their thinking has shifted (But now, I think....)

Part 1 — Guiding Questions

- Why should you be aware of your surroundings?
- What hazards put you at risk?
- How can you increase your awareness?
- How can you contribute to road safety?

Part 2 — Rewards and challenges

- In terms of road safety, what was the most important/beneficial aspect of creating your map?
- What are two to three things you would do differently to improve upon your knowledge of your surroundings?

Part 3 — Future considerations

- What are some hazards for you to consider when travelling outside of your home area?

Activity sheet — Final reflection rubric

Reflective writing provides the opportunity to reflect on the topics and discussions in a meaningful and thought-provoking way. Reflective writing also encourages thinking beyond a topic towards the implications of these topics on life, both present and future, as well as the implications for others.

Name(s) _____ Date: _____

Self assessment
 Peer assessment
 Teacher assessment

	Extending	Proficient	Developing	Emerging
Engagement	Obvious engagement with the importance of road safety present through details and coherent thought.	Engagement with the importance of road safety present in many of the details and through coherent thought.	Engagement with the importance of road safety may be vague or lacking detail. May lack coherence or logical thought.	Engagement with the importance of road safety is vague and lacks detail. Lacks coherence or logical thought.
Critical thought	Demonstrates obvious evidence of higher-level thinking.	Demonstrates evidence of higher-level thinking.	May demonstrate some evidence of higher-level thinking.	Fails to demonstrate evidence of higher-level thinking.
Relevant	Reflection demonstrates obvious and clear understanding of the importance of road-related safety, including the impact on self and others.	Reflection demonstrates understanding of the importance of road-related safety, including the impact on self and others.	Reflection may demonstrate understanding of the importance of road-related safety, including the impact on self and others. May lack supporting evidence and/or sufficient detail.	Reflection doesn't demonstrate understanding of the importance of road-related safety, including the impact on self and others. Lacks supporting evidence and detail.
Evidence of learning	Reflection makes clear reference to key points or credible fact that supports the importance of road safety and its application.	Reflection makes reference to key points or credible fact that supports the importance of road safety and its application.	Reflection may make reference to key points or credible fact but doesn't adequately address the importance of road safety and its application.	Reflection doesn't make reference to key points or credible fact. Doesn't adequately address the importance of road safety and its application.

Comments:

