

**road safety  
learning resources  
grade 8**

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**activity sheets**



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## Statement of Limitation

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 This material may be oversimplified, out of date, inapplicable, incomplete or incorrect.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

## Acknowledgements

Many people within the Insurance Corporation of British Columbia and the wider professional community, have contributed to the creation of this resource. 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).



## Activity sheet — Problem-solving worksheet

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

Group A	
<b>Why should you be aware of your surroundings?</b>	<b>How can you increase your awareness?</b>

  

Group B	
<b>What hazards put you at risk?</b>	<b>How can you contribute to road safety?</b>



**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?

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

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/>



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

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

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



### 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?



**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:

<b>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?</b>	
<b>Pros</b>	<b>Cons</b>
<b>b) Get a ride with your father, and make your way home by public transit (if possible)?</b>	
<b>Pros</b>	<b>Cons</b>
<b>c) Walk there?</b>	
<b>Pros</b>	<b>Cons</b>
<b>d) Ride your bike?</b>	
<b>Pros</b>	<b>Cons</b>

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



### 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:

<b>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?</b>	
<b>Pros</b>	<b>Cons</b>
<b>b) Walk home?</b>	
<b>Pros</b>	<b>Cons</b>
<b>c) Use a skateboard or skates?</b>	
<b>Pros</b>	<b>Cons</b>
<b>d) Ride your bike?</b>	
<b>Pros</b>	<b>Cons</b>
<b>e) Ride your bike?</b>	
<b>Pros</b>	<b>Cons</b>

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?

**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:

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

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?



### Activity sheet — Identify the hazards worksheet

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

<b>Pedestrians</b>	<b>Cyclists</b>	<b>Inline skaters</b>
Hazards:	Hazards:	Hazards:
Strategize to minimize risk:	Strategize to minimize risk:	Strategize to minimize risk:
<b>Skateboarders</b>	<b>Bus riders</b>	<b>Others</b>
Hazards:	Hazards:	Hazards:
Strategize to minimize risk:	Strategize to minimize risk:	Strategize to minimize risk:

### 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:

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## Activity sheet — Knowing the hazards map rubric

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

Self assessment
  Peer assessment
  Teacher assessment

Requirements	Description	Complete	Incomplete
<b>Title</b>	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.		
<b>Scale</b>	All map features are drawn to scale and the scale is clearly indicated on the map.		
<b>Legend</b>	Legend is easy to find and contains a complete set of symbols, including a compass rose.		
<b>Border</b>	Drawing must be inside a clearly marked border (black line).		

	Extending	Proficient	Developing	Emerging
<b>Focused</b>	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.
<b>Variety of hazards identified</b>	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.
<b>Positive strategies identified</b>	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.
<b>Quality of map</b>	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: \_\_\_\_\_



### 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?



### 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?



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

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

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

## Activity sheet — Board game rubric

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

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

Self assessment

Peer assessment

Teacher assessment

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

## Activity sheet — 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.

## Activity sheet — What happens if...?

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

<p><b>Consequences:</b> 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?</p>	
<p><b>Boredom:</b> 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?</p>	
<p><b>Belonging:</b> 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?</p>	
<p><b>Peer pressure, real and/or perceived:</b> 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)?</p>	
<p><b>Criticizing elders:</b> 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?</p>	
<p><b>Myths and misperceptions:</b> 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.)</p>	
<p><b>Impairment:</b> 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?</p>	
<p><b>Other factors?</b></p>	



## Activity sheet — Distracted Driving Tally Sheet

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

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

## Activity sheet

# The truth about distracted driving

### The facts

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



### The rules

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

**\$368**



### Tips for drivers

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



while driving

### Pledge

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

TS405N (082016)

## 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.



### Activity sheet continued from previous page

1. Remove \_\_\_\_\_ of your portable music player before crossing the street; you need to be able to hear any signs of danger.
2. 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.

## Activity sheet — What happens if...?

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

<b>Consequences:</b> 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?	
<b>Boredom:</b> 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?	
<b>Belonging:</b> 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?	
<b>Peer pressure, real and/or perceived:</b> 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)?	
<b>Criticizing elders:</b> 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?	
<b>Myths and misperceptions:</b> What are some of the misperceptions that the characters base their decisions on?	
<b>Impairment:</b> 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?	
<b>Other factors?</b>	

## Activity sheet — What happens if...?

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

<p><b>Consequences:</b> 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?</p>	
<p><b>Boredom:</b> 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?</p>	
<p><b>Belonging:</b> 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?</p>	
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<p><b>Criticizing elders:</b> 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?</p>	
<p><b>Myths and misperceptions:</b> What are some of the misperceptions that the characters base their decisions on?</p>	
<p><b>Impairment:</b> 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?</p>	
<p><b>Other factors?</b></p>	

## 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.



### Activity sheet — Problem-solving worksheet

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

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

## Activity sheet — Presentation rubric

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

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

Self assessment

Peer assessment

Teacher assessment

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

## Activity sheet — 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.



### 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:

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