

**road safety
learning resources:
teacher's manual**

Grade 10



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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 This material may be oversimplified, out of date, inapplicable, incomplete or incorrect.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

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The material presented in this package is tailored to support the new provincial curriculum specifically targeting English Language Arts — Spoken Language and English Language Arts — New Media. It also aligns with the Big Ideas and Learning Standards for 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 both assist them in making healthy choices as well as empower them to take responsibility for their road safety in a variety of contexts.

With its strong focus on matters of immediate personal interest to students, on effective learning and emotions, on responsible and informed decision-making, on appropriate forms of behaviour and on the meaning of personal responsibility, the learning resource provides a natural context for students to reflect on what's involved in being on the road as a pedestrian, cyclist, car passenger or user of other modes of transportation. It espouses inquiry based learning, project based learning and collaborative inquiry through investigation, exploration, research and study into real world contexts and questions that are relevant to them. Through a study of documentaries, online videos, journal articles, TED talks, podcasts and a variety of other examples of digital media, the students will analyze and explore issues related to road safety such as media manipulation and bias, themselves as citizens in a digital world and the global community and how the messages they convey, both overt and implied, can have a significant influence on students' lives.

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

Resource Connections

English Language Arts — Spoken Language

Big ideas:

- The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others and the world
- People understand text differently depending on their world views and perspectives
- Texts are socially, culturally, geographically and historically constructed
- Language shapes ideas and influences others
- Voice is powerful and evocative

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"> • Recognize and appreciate the role of story, narrative and oral tradition in expressing First Peoples’ perspectives, values, beliefs and points of view • Access information for diverse purposes and from a variety of sources to inform writing • Apply appropriate strategies to comprehend written, oral, visual and multimodal texts • Recognize and appreciate how different forms, formats, structures and features of texts enhance and shape meaning and impact • Think critically, creatively and reflectively to explore ideas within, between and beyond texts • Explore the role of personal and social contexts, values and perspectives in texts 	<p><i>Students are expected to know the following:</i></p> <p>Text forms and text genres, including creative spoken forms</p> <p>Text features and structures</p> <ul style="list-style-type: none"> • Oral text features and structures • Narrative structures found in First Peoples’ texts • First Peoples’ oral traditions and oral texts

Learning Standards (continued)

Curricular Competencies	Content
<ul style="list-style-type: none"> • Explore how language constructs personal and cultural identities • Construct meaningful personal connections between self, text and world • Identify bias, contradictions and distortions <p>Create and communicate (writing, speaking, representing)</p> <ul style="list-style-type: none"> • Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understanding and extend thinking • Assess and refine texts to improve clarity and impact • Demonstrate speaking and listening skills in a variety of formal and informal contexts for a range of purposes • Explore appropriate spoken language formats for intended purposes • Use writing and design processes to plan, develop and create spoken language and other texts for a variety of purposes and audiences • Express and support an opinion with evidence • Use the conventions of Canadian spelling, grammar and punctuation proficiently and as appropriate to the context • Use acknowledgements and citations to recognize intellectual property rights • Transform ideas and information to create original texts 	<p>Strategies and processes</p> <ul style="list-style-type: none"> • Reading strategies • Oral language strategies • Metacognitive strategies • Writing processes • Presentation techniques <p>Language features, structures and conventions</p> <ul style="list-style-type: none"> • Features of oral language • Elements of style • Rhetorical devices • Persuasive techniques • Usage and conventions • Literary elements and devices • Literal and figurative meaning • Citation techniques

English Language Arts — New Media

Big ideas:

- The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others and the world
- People understand text differently, depending on their world views and perspectives
- Texts are socially, culturally, geographically and historically constructed
- Language shapes ideas and influences others
- Digital citizens have rights and responsibilities in an increasingly globalized society

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"> • Recognize the complexities of digital citizenship • Read for enjoyment and to achieve personal goals • Explore the role of story, narrative and oral tradition in expressing First Peoples’ perspectives, values, beliefs and points of view • Explore diversity among First Peoples’ cultures, as represented in new media and other texts • Access information for diverse purposes and from a variety of sources to inform writing • Explore the relevance, accuracy and reliability of texts • Apply appropriate strategies to comprehend written, oral, visual and multimodal texts • Recognize and appreciate how different forms, formats, structures and features of texts enhance and shape meaning and impact • Think critically, creatively and reflectively to explore ideas within, between and beyond texts 	<p><i>Students are expected to know the following:</i></p> <p>Text forms and genres</p> <p>Text features and structures</p> <ul style="list-style-type: none"> • Interactivity • Features of multimodal texts • Narrative structures found in • First Peoples’ texts • Protocols related to ownership of First Peoples’ oral texts

Learning Standards (continued)

Curricular Competencies	Content
<ul style="list-style-type: none"> • Explore how language constructs personal and social identities • Construct meaningful personal connections between self, text and world • Identify bias, contradictions and distortions <p>Create and communicate (writing, speaking, representing)</p> <ul style="list-style-type: none"> • Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understanding and extend thinking • Respond to text in personal, creative and critical ways • Assess and refine texts to improve clarity and impact • Demonstrate speaking and listening skills in a variety of formal and informal contexts for a range of purposes • Use writing and design processes to plan, develop and create engaging and meaningful texts for a variety of purposes and audiences • Use digital media to collaborate and communicate both within the classroom and beyond its walls • Express and support an opinion with evidence • Use the conventions of Canadian spelling, grammar and punctuation proficiently and as appropriate to the context • Use acknowledgements and citations to recognize intellectual property rights • Transform ideas and information to create original texts 	<p>Strategies and processes</p> <ul style="list-style-type: none"> • Reading strategies • Oral language strategies • Metacognitive strategies • Writing processes • New media design processes multimedia presentation processes

Physical and Health Education

Big ideas:

- Understanding our strengths, weaknesses and personal preferences helps us plan and achieve our goals
- Healthy choices influence and are influenced by, our physical, emotional and mental well-being

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Healthy and active living</p> <ul style="list-style-type: none"> • Identify and apply strategies to pursue personal healthy-living goals • Reflect on outcomes of personal healthy-living goals and assess the effectiveness of various strategies • Analyze how health-related decisions support the achievement of personal healthy-living goals <p>Social and community health</p> <ul style="list-style-type: none"> • Propose strategies for avoiding and responding to potentially unsafe, abusive or exploitative situations • Develop skills for maintaining healthy relationships and responding to interpersonal conflict • Analyze the potential effects of social influences on health <p>Mental well-being</p> <ul style="list-style-type: none"> • Evaluate and explain strategies for promoting mental well-being • Explore factors contributing to substance use • Explore and describe factors that shape personal identities, including social and cultural factors 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • Basic principles for responding to emergencies • Strategies to protect themselves and others from potential abuse, exploitation and harm in a variety of settings • Consequences of bullying, stereotyping and discrimination • Physical, emotional and social aspects of psychoactive substance use and potential behaviours • Signs and symptoms of stress, anxiety and depression • Influences of physical, emotional and social changes on identities and relationships • Strategies for goal-setting and self-motivation

learning plan 1

getting ready to drive

Getting Ready to Drive

Time requirement

This learning plan will take two sessions to complete.

Inquiry question

What are the rules of the road? Why is it vital to know them and to obey them carefully?

Goals

To know the rules of the road and the risks involved with not following them.

Assessment

- Design and play a 'rules of the road' board game
- Learn to drive smart
- Take a rules of the road test
- Complete a road signs practice test

Ready to drive

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



getting ready to drive learning plan 1

- 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

Completing an ICBC-Approved Graduate Licensing Program (GLP) Course

Any 7L driver who completes an approved (GLP) driver training course may receive a 6-month Novice stage time reduction reward if they successfully complete the course within one year, and provided that they stay violation 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 you are now a Novice driver and 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.



getting ready to drive

learning plan 1

Go beyond — [Try the DriveWise driving simulator](#). Using the simulator gives drivers realistic visual scenarios, and allows them to physically experience wheel resistance and the feel of braking. The simulator imitates what a dangerous driving situation feels like and shows drivers how to safely deal with these situations.

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.

Just for fun: Try the [Heads Up](#) distracted driving simulator that makes it easy to see why texting and driving can be so dangerous.

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)

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?

Activity — Create a board game

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 making good choices. You must provide instructions, cards with the questions, a game board with the steps, path, etc. — all that a regular board game would contain. 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.



getting ready to drive

learning plan 1

Playing for real

Take the game home and play 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.

Reflection

Ask the students what they learned by creating the game and by playing the game with others. Was this an effective way to learn the rules of the road? What did they learn by playing the game with others? Were any of the rules/signs new or a surprise to them?



getting ready to drive

learning plan 1

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.

learning plan 2

identifying the hazards

Identifying the hazards

Time requirement

This learning plan will take three sessions to complete.

Inquiry question

What are the hazards drivers/pedestrians/cyclists and passengers face and how can they be prevented? How can people protect themselves and others from potentially hazardous situations? Why do youth engage in risk-taking behaviour? What are each person's responsibilities in terms of action and consequence? What are positive alternatives for risk-taking behaviours? What does it mean to be "impaired"? How can impairment affect your ability to drive?

Goals

Analyze individual and societal practices associated with road-related risk reduction and injury prevention (obeying speed limits, wearing seatbelts, driver education, drinking and driving, etc.).

Assessment

- Discussion of risk-related behaviour
- Take a transportation hazards quiz and trivia quiz
- Review scenarios and identify rules/actions that could have possibly reduced the hazards
- Analyze individual and societal practices associated with road-related risk reduction and injury prevention, specifically in regards to impaired driving
- Increase awareness among young people of the risks involved in being on the road
- Evaluate the potential effects of an individual's health-related decisions on self, family and community
- Analyze strategies for preventing substance misuse (for example, recognizing influences, accessing accurate information, applying informed decision-making skills)



Identifying the hazards

learning plan 2

- Change young people's attitudes toward risky behaviour involving vehicles, making them less willing to engage in or support unnecessary risk-taking
- Identify the ways in which different impairment factors affect an individual
- List factors that can result in impaired driving
- Summarize key points relating to impairment factors
- Perform a role play that highlights the key points relating to impairment factors
- Understand that impairment extends beyond alcohol to include legal drugs (cannabis, over-the-counter medications, such as cough medicines, allergy medications, etc.), illegal drugs and prescription medications (Ritalin, Prozac, Valium, etc.)
- Participation in discussions
- Reflection: Why do youth engage in risk-taking behaviour? What are the consequences for these choices?
- Predict what can happen in a linear collision using the principle of conservation of momentum
- Explain that with every action, there is an equal and opposite reaction (Newton's Third Law)
- Experimentally determine the momentum of two objects in a collision
- Explain why engineers must thoroughly understand momentum and collisions to design many products

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. According to a poll conducted by Insights West for ICBC's Drive Smart road safety campaign, 75% of drivers admitted to bad driving habits.

Risk-Taking Behaviour True/False Quiz

Distribute the activity sheet [Risk-Taking Behaviour True/False Quiz](#) on page 19. Have the students complete the quiz, and review the answers as a class.



Identifying the hazards

learning plan 2

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 statistics](#))
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.



Identifying the hazards

learning plan 2

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: [GlobalNews.ca](#))

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](#))

Activity — Factors affecting driver behaviour

Have the students review the handout Factors affecting driver behaviour

Exploration

- Have students work by consensus (as a whole group) or individually or in groups, to rank the items on the list. Are there other factors to consider? Discuss the ranking, correcting misconceptions and pointing out that vehicle crashes are by a wide margin the number-one preventable cause of death among young people.
- Using specific driving behaviours as examples, ask students to suggest how one might assess the associated risks. (For example, on what basis do you decide whether speeding is risky?)
 - What makes people say that drinking or doing drugs and then driving is risky?
 - Is taking cold medicine and then driving considered risky?
 - For more information on the risks of driving while impaired, as well as for other factors that cause crashes, go to icbc.com
- Student suggestions may include factors such as:
 - The advice of informed individuals (for example, specialists, experts in the field, people who have direct first-hand experience)
 - The likelihood of negative consequences
 - The severity of negative consequences
 - The immediacy of the consequences (for example, someone who smokes may not suffer serious health effects for many years, whereas a vehicle crash often results in immediate injury or death)
 - The number of people negatively affected (the ripple effect: bystanders, parents, siblings, etc.)
 - The extent to which steps can be taken to minimize the likelihood or severity of negative consequences
 - The “benefits” to be gained by taking the risk
- Using the last item from the list (benefits to be gained by taking the risk) as a point of departure, ask students to suggest reasons why some people take the high risks associated with:
 - Driving while impaired (or travelling in the car with a driver who has been drinking or doing drugs)
 - Speeding
 - Driving in a reckless or unsafe manner

Participation in discussions for this learning plan can be assessed using the **Group discussion rubric — Participation**.

Factors affecting driver behaviour

Drivers are called upon to make many decisions in succession, often with very little time to react. Habit and reflex are frequently as important as considered calculation. The following are some of the many factors that can affect driver behaviour at any time:

Degree of attention and alertness, that can be influenced by:

- distractions
- the need to engage in conflicting tasks (for example, using a map, negotiating unfamiliar streets)
- fatigue
- alcohol, drugs, or other factors that might cause impairment (for example, a health condition).

Time pressures, that may be determined by:

- the purpose of the trip
- the value of the time spent driving.

Feedback from:

- passengers
- changes in traffic flow (for example, near misses, conflicts).

Skill level, with respect to:

- information processing
- motor control (for example, reflexes).

Knowledge, which may come from:

- driver training
- public education
- media.

Level of frustration and aggression, which can be affected by:

- one's character
- driving circumstances.

Deterrence, which includes:

- awareness of legislated penalties for irresponsible driving
- understanding of enforcement.

Willingness to accept risks, often determined by the benefits gained by taking the risk (How valuable or important it's to get some place faster).

Need for stimulus, which means:

- capacity to avoid boredom
- need for thrills, and the degree of pleasure associated with thrill-seeking.

Driving habits, developed through experience.

Personal values, particularly with respect to one's sense of duty to, or respect for, others.

Sense of social norms regarding driving, which is generally established by the driver's:

- awareness and acceptance of community standards
- concern for the opinions of others (especially family and friends)
- observations of others' behaviour (for example, driving behaviour).



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Activity sheet: Group discussion rubric — Participation

Name(s) _____

Topic _____ Date: _____

Self assessment

Peer assessment

Teacher assessment

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



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Activity — Read, research, summarize

In groups, have students read and summarize the key points for each of the readings and complete two statements: (1) “I now know...” and (2) “I was surprised by...”. Answers can be recorded on the [Role play preparation worksheet](#) on pages 50 and 51. Alternatively, groups could be assigned one of the readings.

Reading assignments:

- Reading assignment 1 — Speed
- Reading assignment 2 — Passenger restraints
- Reading assignment 3 — Pedestrian hazards
- Reading assignment 4 — Cyclist hazards
- Reading assignment 5 — Drinking and driving
- Reading assignment 6 — Drugs and driving
- Reading assignment 7 — Fatigue
- Reading assignment 8 — Emotion
- Reading assignment 9 — Distracted driving

Group work

In groups, have the students conduct research to extend the information from one of the readings. Emphasize the importance relying on factual information from a credible source.

The following websites, while not exhaustive, will provide further information.

Websites

- [ICBC road safety](#)
- [Canadian Public Health Association](#)
- [MADD Canada](#)
- [Traffic Injury Research Foundation](#)
- [Canadian Institute for Substance Use Research](#)
- [Transport Canada Vehicle Traffic Collision Statistics](#)
- [Royal Canadian Mounted Police \(RCMP\)](#)
- [Substance Use — Parenting Articles](#)
- [Canadian Centre on Substance Use and Addiction](#)
- [HealthyFamiliesBC — Alcohol Sense](#)



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- [HeretoHelp](#)
- [ICBC driving tips and guides](#)
- [RoadSafetyBC, Motor Vehicle Related Fatalities](#)
- [ICBC Quick Statistics](#)
- [BC Coroners Service statistical reports](#)
- [BC Injury Research and Prevention Unit \(BCIRPU\)](#)

Learning cell

Using a learning cell (collaborative learning technique CoLT), each group should discuss the important messages within the readings. The purpose of the learning cell is to engage students actively in thinking about content and to encourage them to challenge each other to pursue deeper levels of thought. Students discuss using the questions they have about the reading assignments. The learning cell CoLT is shared at the end of this activity.

Role play

Using the [Role play preparation worksheet](#) on pages 49 and 50, each group will prepare a 5 to 10 minute presentation that communicates important information about one of the readings. Encourage students to engage the audience through role play or the production of a skit. This activity can be assessed using the [Checklist for role play/skit](#) on page 51. The key criteria for the role play are:

- Speech is clear, with appropriate volume and inflection
- Role is played in a convincing, consistent manner
- Arguments and viewpoints expressed fit the role played
- Role play is well-prepared and organized
- Role play captures and maintains audience interest

The purpose of the role play is to engage students in actively meaningful ways with the risks involved with being a driver/pedestrian/passenger/cyclist.



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Reading Assignment 1 — Speed

Speeding is a major contributing factor to car crash fatalities in B.C. The faster you go, the longer it takes to stop — and the more dangerous a crash can be.

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

Region	2013	2014	2015	2016	2017	5-year average
Lower Mainland	21	21	26	31	30	26
Vancouver Island	13	5	13	10	7	10
Southern Interior	28	30	26	30	23	28
North Central	15	25	24	21	10	19
Unknown	0	0	0	0	0	0
British Columbia (total)	77	81	89	92	70	82

You need time to see and react before your brakes take effect and slow you down; reducing your speed gives you more reaction time and less braking distance is required. Each time you double your speed, your braking distance is multiplied by four. In wet or icy road conditions, it's even more.

Depending on your vehicle type and road material:

- At 30 kilometres/hour, it can take 18 metres to come to a full stop
- At 80 kilometres/hour, it can take 76 metres
- At 110 kilometres/hour, it can take 126 metres
- At 100 kilometres/hour on an icy road it can take 262 metres

Ticket fines increase the further over the speed limit you drive. If you're caught driving at 20 kilometres/hour over the speed limit on a highway, you'll be ticketed \$138; more than 40 kilometres/hour, and the ticket is \$368. In a school, playground or construction zone, the fines range from \$196 to \$483.

Did you know that 23% of **speeding** drivers involved in crashes, resulting in injury or death were between the ages of 16 and 21 years?

Extension: Use the [Stopping Distance Formula](#) to determine the stopping distance of a car.

Reading Assignment 2 — Passenger restraints

Wearing a seatbelt is one of the most important ways for drivers — and passengers — to protect themselves. Your chances of surviving a vehicle crash increase dramatically if you're wearing a seatbelt properly. Seatbelts reduce the risk of occupants striking the interior of the vehicle, colliding with other passengers or being ejected.

Did you know that every year on average 52 fatal victims are identified as not wearing a restraint (seatbelt, lap belt, infant and child restraint system or booster seat)?
(Source: [ICBC](#))

Fatal victims identified as not wearing a restraint, by region and in B.C.

Region	2013	2014	2015	2016	2017	5-year average
Lower Mainland	8	9	12	13	13	11
Vancouver Island	11	7	5	5	10	8
Southern Interior	18	15	15	20	12	16
North Central	19	17	12	20	15	17
Unknown	0	0	1	0	0	1
British Columbia (total)	56	48	45	58	50	52

At just 55 kilometres/hour, a person not wearing a seatbelt in a crash has the same experience as falling from a three-storey building. In an 80 kilometres/hour crash, unbelted passengers of average size fly forward with a force of 3,000 pounds — enough to cause serious injury or death. Passengers in the back seat are just as vulnerable as those in the front. Unbelted passengers can potentially kill other vehicle occupants on impact. Studies show that drivers and front-seat passengers are at a five times greater risk of dying in a car crash if the rear passengers are not wearing seatbelts. This is particularly the case in head-on collisions.

Wearing seatbelts in B.C. is also the law. Every seat used in your vehicle must have a seatbelt.

The fine for not wearing a seatbelt is \$167. Each unrestrained occupant risks a violation ticket. The driver is responsible for ensuring that passengers under 16 years of age are properly restrained.



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Review the passenger column in the chart below. What age groups have the highest number of injuries? Why do you think this is?

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

Responsible passenger, responsible driver

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.



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Reading Assignment 3 — Pedestrian hazards

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?

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

[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.

Reading Assignment 4 — Cyclist 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

[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, nearly 1,000 people die from injuries sustained in bicycle crashes, with head injuries accounting for more than 60% of these deaths? An effective way to prevent head injury from these accidents is to use bicycle helmets.

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



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- 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

Reading Assignment 5 — 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.

Sadly, each year in B.C., 68 people die in crashes involving impaired driving.

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.)

Drinking and driving remains the leading criminal cause of death in Canada.

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](#).

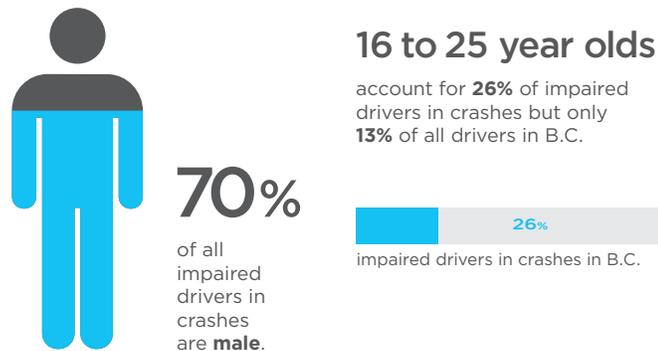
How much is too much?

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-kilogram adult under .05%. But an adult about 45 kilograms will be legally intoxicated by one drink.

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](#).

demographics



[ICBC infographic](#)

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.



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How impairment affects one's ability to drive		
Ability	Symptoms	Effects
See	<ul style="list-style-type: none">tendency to stare	<ul style="list-style-type: none">eyes cannot take in information quickly enough
	<ul style="list-style-type: none">eyes lose reflex abilities	<ul style="list-style-type: none">can be blinded by glare
	<ul style="list-style-type: none">reduced coordination of images	<ul style="list-style-type: none">sees double
	<ul style="list-style-type: none">reduced depth perception	<ul style="list-style-type: none">cannot judge distance and speed of other vehicles
	<ul style="list-style-type: none">reduced peripheral vision	<ul style="list-style-type: none">may not see hazards approaching from the side
Think	<ul style="list-style-type: none">reasoning becomes unclearreduced concentrationemotional state becomes unstableawareness is reduced	<ul style="list-style-type: none">thinks mental ability is sharp; however, cannot make smart riding decisions
Do	<ul style="list-style-type: none">reduced muscle control	<ul style="list-style-type: none">cannot coordinate steering and braking
	<ul style="list-style-type: none">increased impulsiveness	<ul style="list-style-type: none">takes greater risks by speeding or taking chances
	<ul style="list-style-type: none">reduced coordination	<ul style="list-style-type: none">over-steers or under-steersbrakes too hard or not hard enough
	<ul style="list-style-type: none">slowed reaction time	<ul style="list-style-type: none">cannot make turns accuratelycannot react to emergencies quickly

Alcohol

The information in this section is adapted from Drinking Facts produced by the Canadian Public Health Association in 2006. For more information, please go to www.drinkingfacts.ca.

Drinking and driving is a deadly combination. One drink can reduce your ability to concentrate and react to things that happen suddenly while you are 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.

Alcohol is a psychoactive drug. It affects your senses, thoughts, emotions and behaviour. In Canada, the most commonly used drug is alcohol. 80% of the alcohol used by Canadians is in the form of beer. The legal drinking age in all provinces and territories of Canada is 19 except for Quebec, Manitoba and Alberta where it's 18.

It takes about 90 minutes for your body to absorb and eliminate one standard drink. The exact time depends on factors such as:

- How much you weigh
- Whether you are male or female
- The strength of your drinks
- How old you are
- Your drinking history

Factors that affect how intoxicated you get when you drink are:

- How fast you drink
- If you ate before or while you were drinking
- Your body size and build
- How old you are, your age
- How rested or tired you are
- If you have experience drinking alcohol
- If you are using any illegal drugs
- If you are using any medications (over-the-counter or prescription)
- If you are male or female



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If a male and female drink the same amount, the female will be more affected by the alcohol even if they have a similar build and body weight. On average, women weigh less than men and have less water in their bodies, so alcohol is less diluted and has a stronger impact.

Caffeine and other substances found in energy drinks won't sober you up because they don't reduce the amount of alcohol in your body or the time it takes you to process it. The only thing that will make you sober is time.

If you eat before or while you drink, you won't get as drunk as a person who drinks on an empty stomach. The food causes the alcohol to stay in your stomach longer where it's absorbed more slowly. Your blood alcohol content or BAC is the percentage of alcohol in your blood. Your BAC increases when your body absorbs alcohol faster than it can eliminate it.

Reading Assignment 6 — 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.

What is drug-impaired driving?

Drug-impaired driving is driving a motor vehicle (including all-terrain vehicles, snowmobiles and boats) while impaired by any type of drug (illegal, prescription or over-the-counter medication) or any combination of drugs and alcohol. Drug-impaired driving is an offence under the *Criminal Code of Canada*.

While many people may think of illegal drugs (heroin, cocaine, cannabis, etc.) when they hear the term "drugs and driving", a wide range of prescription drugs (benzodiazepines, codeine, amphetamines, etc.) and numerous over-the-counter medications can influence the ability to drive safely and are implicated with drugged driving.

Facts:

- Some antihistamines cause drowsiness and can affect concentration and reaction time, while tranquilizers, cold remedies (for example, cold tablets), cough syrup, anti-nausea medication, non-prescription sleep medication and other over-the-counter pain medications have the potential to affect a person's ability to safely control a vehicle. Of concern are drugs that affect key aspects of driver performance such as awareness, attention, concentration, reaction time and motor co-ordination.
- In 2002 over-the-counter medications are the drugs most frequently associated with driving (15.9%); all other types of drugs were reported much less frequently (for example, prescription medications [2.3%], cannabis [1.5%] and other illegal drugs [0.9%]).
- After cannabis, benzodiazepine (prescribed for anxiety and sleep disturbances) is the class of drug most frequently associated with drug-impaired driving. Frequently, patients drive after consuming these medications without realizing the potential risk they pose to pedestrians, other drivers and themselves. Cannabis, benzodiazepines, cocaine and opiates are the drugs most frequently detected in fatally or seriously injured drivers.
- Of additional concern is the serious impact of the interaction of alcohol with these various drugs. Canadian and international studies examining both fatally and seriously injured drivers revealed that cannabis, or combinations of cannabis and alcohol, are associated with crashes.

Remember:

- If someone is planning on drinking, he or she should plan not to drive
- 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

Cannabis:

Many people think that driving under the influence of cannabis is risk-free, and that drivers on cannabis are more cautious and drive slower. But studies show that cannabis can have a negative impact on driving, including reduced concentration and attention span, slower reaction time, and an altered perception of time and distance. Driving studies (simulated and on-road) showed drivers had increased variability in lane position, following distance and speed following cannabis use. Cannabis also affected driver ability to react to unexpected events, such as a pedestrian darting out onto the roadway.

(Source: [Clearing the Smoke on Cannabis: Cannabis Use and Driving — An Update](#). Canadian Centre on Substance Use and Addiction. Douglas J. Beirness, Ph.D., Senior Research Associate, CCSA, Amy J. Porath, Ph.D., Director, Research and Policy, CCSA.)

Studies estimating the number of crash deaths attributable to cannabis are concerning.

- One study estimated that, in 2012, there were 75 cannabis-attributed crash deaths in Canada. (Source: [Estimating the harms and costs of cannabis-attributable collisions in the Canadian provinces](#). A. Wettlaufer et al., (Ottawa: Canadian Centre on Substance Abuse, 2016), at 13)
- Another study estimated that there were between 89 and 267 cannabis-related crash deaths in 2010. (Source: [Crude estimates of cannabis-attributed mortality and morbidity in Canada — implications for public health focused intervention priorities \(2015\)](#) B. Fischer et al., 10 *Journal of Public Health* 1, at 2)

As with alcohol, if you're suspected of drug-affected driving, police can suspend your driver's licence and prohibit you from driving.

Penalties for cannabis-impaired driving depend on the amount of THC and/or alcohol in your system, and the number of times you're charged. Penalties include fines, points on your licence, and even jail time for multiple offences.



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Police can test for drug impairment and charge drivers who refuse to provide blood, saliva or urine samples when requested. The police will soon be using roadside devices to test saliva for drug impairment.

Zero-tolerance for L and N drivers

As with alcohol, Learner and Novice drivers are not allowed to have any amount of certain drugs, including THC, in their system while driving. Violating this restriction will result in a suspension of driving privileges. Learner and Novice drivers could also be subject to other penalties under the *Motor Vehicle Act* or *Criminal Code*.

Reading Assignment 7 — Fatigue

The information in this section is adapted from Impaired Driving produced by Manitoba Public Insurance (2010). For more information, go to www.mpi.mb.ca.

It's been suggested that driver fatigue is second only to alcohol involvement as a causal factor in crashes. Additional people susceptible to fatigue-related crashes are all drivers who:

- Are sleep deprived
- Drive long distances without rest breaks
- Drive at times they would normally be sleeping
- Take medication that increases sleepiness
- Drink alcohol
- Drive alone or on long, rural roads

Driving while fatigued or drowsy can result in significant consequences for all motorists. Fatigue-related collisions are a serious traffic safety issue. Some solutions will require making lifestyle changes in addition to recognizing the warning signs of drowsy driving.

Should you notice even one of these conditions, ask the driver to get off the road and find a safe rest area to take a nap. In addition, while travelling, drivers must avoid the use of alcohol. Studies reveal drivers who travel long distances are more susceptible to fatigue-related crashes if they've consumed alcohol. As well, a driver should get plenty of sleep before a long trip. The average person requires about 8 hours of sleep each night.

Some warning signs to watch for while driving on the road:

- The driver can't stop yawning
- The driver has trouble keeping their eyes open
- The car starts drifting within your lane
- The driver is unable to concentrate

What is the impact of fatigue on driving ability?

Fatigue slows reaction time: A serious thing when your vehicle is driving the length of a football field every 3.6 seconds (as it does at 100 kilometres/hour). Picture this: if your reaction time is just half a second slower, at 40 kilometres/hour, you'll go two car lengths further before you begin to respond to a child running in front of you.



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Fatigue decreases awareness: Many collisions can be avoided through good situational awareness — being aware of traffic, bicyclists and pedestrians around you and anticipating ways in which they may cross paths with you. If you're tired, you're not as aware of others on or near the road, and if you're not aware, you can't slow down or take other steps to avoid that collision.

Fatigue impairs judgment: In a 2005 study by the Traffic Injury Research Foundation, 20% of Canadians polled admitted to falling asleep at least once in the previous year. To drive a vehicle while fatigued displays is an appalling lack of judgment, and those who do so are as impaired as those who have had too much to drink.

What should every driver know about fatigued or drowsy driving?

The information in this section is adapted from Fatigued driving fast facts produced by the Traffic Research Foundation (2010). For more information, go to www.tirf.ca.

Once you start feeling tired or drowsy, it becomes almost impossible to predict when you'll fall asleep. Stopping to nap or sleep, at regular intervals, before you become tired or drowsy can save your life.

Recognizing the onset of fatigue or drowsiness and taking a break before you start to feel fatigued or drowsy are very important; failing to recognize the warning signs of fatigue or drowsiness can seriously increase the chances for falling asleep or nodding off while driving. Once you start to feel fatigued or drowsy, it may be particularly difficult to determine or gauge when you'll actually fall asleep.

Police statistics show that in a given year, at least 29 people were killed and 890 people were injured in B.C. as a result of fatigue-related motor vehicle collisions. Even more frightening are the number of people who admit to falling asleep behind the wheel. A poll conducted by the Canadian Traffic Injury Foundation found that during the last year, 20% of Canadians admitted to dozing off while driving.

Reading Assignment 8 — Emotion

The information in this section is adapted from How emotions affect driving produced by The Unofficial DMV Guide (2010). For more information, go to www.dmv.org.

Remember:

Stress, anger and other emotions can also negatively affect your ability to drive.

Many times we have to drive after facing an emergency, for example, after being notified of the sudden illness or death of a loved one; or even after a confrontation with another person, such as a particularly upsetting incident at work. If you find that you must drive after your emotions have surfaced, here are a few things you can do to manage the emotion and make your driving safer for yourself and others on the road:

- If you are angry or upset or otherwise annoyed, whether due to something unrelated to driving or because of a driving incident, pull over or off of the road. Take a few moments to close your eyes, take a few deep breaths and relax. If the emotion is particularly strong, take a short walk, or go get something to drink (non-alcoholic, of course); just stay off of the road until you have time to settle down.
- If you find yourself drifting into worry, depression, or if you are thinking too closely about something that has happened, make a concerted effort to put it out of your mind until you stop the car. Give yourself time to sort out the troubling issue when you don't have to drive.
- If it's a matter of feeling rushed, hurried or just generally impatient, give yourself a bit of extra time before you start out. That will help you avoid getting even more frustrated with slower drivers or other things that are out of your control, such as heavy traffic or a back up due to an accident. Plus, allowing for extra time means you won't be as likely to start speeding, which can end up saving you a great deal of stress.

A serious distraction — Research has proven that human beings in the grip of negative (and sometimes positive) emotions have exhibited a distraction level even more serious than those experienced by cellphone users. Such motions can cause otherwise excellent drivers to:

- Experience dimmed or otherwise impaired observation and reaction times.
- Fail to recognize situations, such as an abrupt slowing of traffic or debris on the road.
- Get to the point that they're unable to predict or to determine what the other drivers around us are doing.

- Make risky manoeuvres and risky changes, such as cutting across several lanes of traffic to take an off-ramp, suddenly change lanes, or even to drive on the freeway shoulder.
- Lose the ability to perform driving skills that require precise timing or other subtle skills.
- Make a driver feel as though he or she is detached from the other drivers, vehicles, and conditions on the road

Dealing with road rage — It's become all too common these days. Road rage has been responsible for many accidents and even bodily injury, due mainly to an overreaction and the personalization of driving situations. If something happens to make you believe that you could become the focus of another driver's rage, here are a few things you can do to protect yourself:

- Remain in your car, and if approached on foot, roll up the windows and lock the doors.
- Even if you're just talking with a passenger, avoid making gestures that another driver could interpret as hostile, rude, or otherwise negative.
- If you accidentally do something that annoys or upsets another driver, make overly-exaggerated expressions of regret, hold hand in a prayer gesture, mouth the word "sorry," make a silly grimace — anything that will send the message that you acknowledge an error. This works very well to diffuse a situation. Some drivers have even begun to carry a printed sign that simply says "sorry" in bold letters, to hold up if they do something that annoys another driver.

According to a survey conducted by doctors on the topic of road rage, over half of all drivers in America will either express "road rage" themselves, or encounter another driver in a fit of "road rage" focused at them while they're driving. The U.S. Highway Safety Office reports that each year, tens of thousands of automobile accidents can be linked directly to the expression of road rage or by aggressive driving. An extremely frightening statistic: road rage accidents are now the leading cause of death for our children.

A few things you can do to prevent road rage — Driving an automobile has become increasingly personalized, with many drivers feeling that the actions of other drivers are directed at them personally, rather than taking another's driving errors in stride. Of course, this type of reaction isn't uncommon as a secondary emotion to fear, especially if a driving error causes the enraged driver to make a sudden reactive manoeuvre to avoid collision.

It has also been found that about 85 per cent of the drivers who were surveyed said that the flash of anger and personalization the experience brought on could be defused and settled if the offending driver had simply acknowledged the error with a gesture of apology.



identifying the hazards

learning plan 2

Keep your eye, mind, and thoughts on the road — Keeping emotions in control makes a huge difference in driving skills, but there are other things many drivers do that take their attention away from driving and can cause problems for themselves and others. Even if you work in your car and almost never seem to leave it, refrain from eating, reading, map consulting, Internet surfing, applying makeup, or holding our pets while you're driving.

If you use a cellphone and find that you must talk, use a hands-free device while you are driving and keep the calls short and at an absolute minimum. As long as you are moving, your attention should be on the road and traffic at all times — not diluted by distractions or strong emotions.

Reading Assignment 9 — Distracted driving

Any diversion of your attention away from the safe operation of your vehicle, like chatting with passengers, eating or drinking, or adjusting radio or vehicle settings, can contribute to distracted and inattentive driving.

On average, 77 people die every year in crashes where distracted driving is a contributing factor. Distracted driving is responsible for more than one quarter (27%) of all car crash fatalities in B.C.

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.

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 BC the fine for a distracted driving violation ticket is \$368, along with 4 penalty points that will be applied 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.

Did you know that the use of hand-held devices has been banned since 2010? If you have a Learner's (L) or Novice (N) licence, you aren't allowed to use any electronic device behind the wheel, for any purpose, even in hands-free mode.

Reciprocal Peer Teaching CoLTs

This CoLT	Is a technique in which students:	It's particularly useful for:
Note-Taking Pairs	Pool information from their individual notes to create an improved, partner version.	Helping students acquire missing information and correct inaccuracies in their notes and learn to become better note takers.
Learning Cell	Quiz each other using questions they have developed individually about a reading assignment or other learning activity.	Engaging students actively in thinking about content and encouraging them to challenge each other to pursue deeper levels of thought.
Fishbowl	Form concentric circles with the smaller, inside group of students discussing and the larger, outside group listening and observing.	Providing opportunities for students to model or observe group processes in a discussion setting.
Role Play	Assume a different identity and act out a scenario.	Engaging students in a creative activity that helps them "learn by doing."
Jigsaw	Develop knowledge about a given topic and then teach it to others.	Motivating students to learn and process information deeply enough to teach it to their peers.
Test-Taking Teams	Prepare for a test in working groups, take the test individually, and then retake the test in their groups.	Helping students assess and improve their understanding of subject matter as they also teach each other test-taking strategies.

Discussion CoLTs

This CoLT	Is a technique in which students:	It's particularly useful for:
Think-Pair-Share	Think individually for a few minutes, and then discuss and compare their responses with a partner before sharing with the entire class.	Preparing students to participate more fully and effectively in whole class discussions.
Round Robin	Generate ideas and speak in order moving from one student to the next.	Structuring brainstorming sessions and ensuring that all students participate.
Buzz Groups	Discuss course-related questions informally in small groups of peers.	Generating lots of information and ideas in a short period of time to prepare for and improve whole class discussions.
Talking Chips	Participate in a group discussion and surrender a token each time they speak.	Ensuring equitable participation.
Three-Step Interview	Interview each other and report what they learn to another pair.	Helping students network and improve communication skills.
Critical Debates	Assume and argue the side of an issue that's in opposition to their personal views.	Developing critical thinking skills and encouraging students to challenge their existing assumptions.



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Activity sheet — Role play preparation worksheet

I now know...

I was surprised by...

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

Roles:

1. _____
2. _____
3. _____
4. _____
5. _____



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Activity sheet — Checklist for role play/skit

Name(s) _____ Date: _____

Impairment factor: _____

Role Played: _____ Date: _____

Self assessment

Peer assessment

Teacher assessment

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

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

Comments:

Activity sheet — Assessing critical thinking rubric *Optional

Name(s) _____

Self assessment

Peer assessment

Teacher assessment

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



Identifying the hazards

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Activity sheet: Group discussion rubric — Active listening

Name(s) _____

Topic _____ Date: _____

Self assessment

Peer assessment

Teacher assessment

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



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Activity sheet:

Group discussion rubric — Respect for others in the group

Name(s) _____

Topic _____ Date: _____

Self assessment

Peer assessment

Teacher assessment

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

Activity — Momentum

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.)

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?



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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.)



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Activity — 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.



what is traffic?

learning plan 2

Activity sheet — Poster rubric

Name(s) _____

Topic _____ Date: _____

Self assessment

Peer assessment

Teacher assessment

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

Activity — 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.



Identifying the hazards

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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 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.



Identifying the hazards learning plan 2

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.

learning plan 3
speaking to communicate

Speaking to communicate

Time requirement

This learning plan will take three sessions to complete.

Stories can be powerful and 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. Traditional stories play a vital role in cultural transmission and preservation in Indigenous cultures throughout the world. 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.

What is traditional story?

Invite an Indigenous guest speaker to talk to the class about

- Purposes of stories (e.g., to teach, to record information and history, to entertain, for cultural continuity)
- The importance of stories
- Forms that local stories take (e.g., oral narratives, songs, dance, masks, totem poles)

Have students begin a learning log for this unit, recording what they learn about traditional stories.

Listen to examples of traditional stories

[*The Elders are watching by Roy Henry Vickers*](#) (9:32 min.)

A video about the environment and the teachings of the old ones.

[*REDx Talk's Videos*](#)

REDx Talks events express and embody Indigenous world views from elders, teachers, youth and allies in cities across Canada, and are also aimed at celebrating Indigenous accomplishments and dispelling myths about Indigenous people.

[*To This Day — for the bullied and the beautiful*](#) (12:04 min.) by First Peoples poet Shane Koyczan.

[*Gwich'in Legends*](#) (53:58 min.)

Story 2 — Atachuukaii and Deetrin' — This legend is about Deetrin's (Raven) medicine power and how Deetrin' must always be respected. Atachuukaii did not heed Deetrin's warning and so Raven made Atachuukaii's people disappear.

[*Legends of the Ilnu of Mashteuiatsh, Quebec*](#) (53:56 min.)

Story 1. Wishketian — The story of how the Grey Jay taught the Ilnu how to survive, and why humans no longer share the same language as the animals.

[*Legends of the Kainai: Stories from the Blackfoot*](#) (53:58 min.)

Story 3. The Two Brothers — The story of Two Brothers allows the listener to draw their own conclusions from the brothers' actions, strengths and weaknesses and apply the parables to their own circumstances as an example of how to live.

[*Kluskap's People: Stories of the Mi'kmaq*](#) (54:32 min.)

Story 2. Kluskap and his Uncle Mikchikch — The legend of how the Mi'kmaq hero, Kluskap, transforms his crotchety old uncle into the creature his personality resembles.

[*Legends of the Old Massett Haida*](#) (54:49 min.)

Story 3. Bear Mother/Taan Aaw Gyaahlangee — A young woman marries a grizzly bear, learns about respect, and her family honours the bear by taking it as their crest.

[*Legends of the Shuswap*](#) (54:25 min.)

Story 1. Chacha — The story of how the first chickadee was created when a brother mistreated his younger sister.

Story 4. Bear's Tail — The story of how trusting the advice of tricky Coyote had a lasting effect on Bear's appearance.



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[Legends of the Eastern Arctic](#) (54:50 min.)

Story 3. Creation of the Loon — The story of how a young woman's love for her husband turns her into the first Arctic Loon.

[An Inuit Journey](#) (1:05:36 min.)

Story 5. Illimarasujuk — How starvation leads one man to the depths of cruelty and also the story of how mosquitoes were created.

Cree Story: [The Granddaughter who was Eaten by a Big Fish](#) (6:16 min.)

Learn what happens to a granddaughter who does not listen to her grandmother.

The art of storytelling

While every story is different, a successful one captivates its audience and inspires an emotional response. As humans, we love to be entertained, and storytelling is universally accessible. Learning to craft a compelling story by engaging an active audience is the art of storytelling. What makes a good story? Stories have six common elements?

Elements of story — setting and place

The setting is the time and location in which the story takes place. Settings can be very specific, but can also be more broad and descriptive. A good, well-established setting creates an intended mood and provides the backdrop and environment for the story. How do the traditional stories create visual images of where the story is taking place?

Elements of story — character

A story usually includes a number of characters, each with a different role or purpose. Regardless of how many characters a story has, however, there is almost always a protagonist and antagonist.

- **Protagonist:** The protagonist is the main character of a story with a clear goal to accomplish or a conflict to overcome. Although protagonists don't always need to be admirable, they must command an emotional involvement from the audience.
- **Antagonist:** Antagonists oppose protagonists, standing between them and their ultimate goals. The antagonist can be presented in the form of any person, place, thing or situation that represents a tremendous obstacle to the protagonist.

Discuss types of characters in the traditional stories. For example:

- Characters who learn a new skill (and teach it to their people)
- Characters who bring about a key change to a culture
- Characters who solve problems
- Characters who represent key human traits
- Metaphorical characters
- Trickster characters

Elements of story — Themes

The theme is what the story is really about. It's the main idea or underlying meaning. What themes are presented in the various stories they hear and read. Brainstorm themes as a class. For example,

- Place and relationship in the natural world
- Roles, inclusivity and belonging
- Collaboration and co-operation
- Family
- Dreams and visions
- Citizenship and service
- Anger, rage
- Well-being
- Grief and loss
- Love and hate

Elements of story — conflict

The conflict is what drives the story. It's what creates tension and builds suspense, which are the elements that make a story interesting. If there's no conflict, not only will the audience not care, but there also won't be any compelling story to tell. Brainstorm and review the types of conflict found in the traditional stories. For example, most conflicts can be categorized as follows:

- Character vs. character
- Character vs. self
- Character vs. society
- Character vs. nature
- Character vs. unknown

Elements of story — plot

The plot is the sequence of events that connect the audience to the protagonist and their ultimate goal.

A strong story plot has a narrative arc that has four required elements of its own.

Setup: The world in which the protagonist exists prior to the journey. The setup usually ends with the conflict being revealed.

Rising Tension: The series of obstacles the protagonist must overcome. Each obstacle is usually more difficult and with higher stakes than the previous one.

Climax: The point of highest tension, and the major decisive turning point for the protagonist.

Resolution: The conflict's conclusion. This is where the protagonist finally overcomes the conflict, learns to accept it or is ultimately defeated by it. Regardless, this is where the journey ends.

Activity — Tell a story

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 the traditional stories they listened to and consider:

- Who
- Where
- When
- What
- Why
- How

In groups, have the students write and share a story using all the elements of good storytelling. The story can be told orally or can be recorded with images and can be in the form of a poem or song or traditional story. What lesson will it teach? Stories are a good way to teach subtle yet significant life lessons.

Reflection — 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, 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 down.

Active listening

Active listening consists of really trying to understand, as much as possible, what is being communicated. It helps reduce the amount of misinformation communicated. To listen actively:

- Try to capture the whole message. Pay as much attention to the words used as to the speaker's tone of voice and overall body language.
- Listen in an understanding and encouraging way. Use your whole body, eye contact and facial expressions to convey feelings that might help the communicator. Encouragement can be communicated by a simple nod, a smile, an "I see" or "hmm-hmm".
- Be sensitive to the speaker. Show respect by concentrating and by avoiding distractions and interruptions.
- Clarify what the person is saying by repeating things in your own words. Ask questions, for example, "Do you mean that...?" It will help you check whether you have understood and will encourage the person to continue.

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.

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Assessing the hazards

Time requirement

This learning plan will take three sessions to complete.

Inquiry question

What are your responsibilities as a driver? passenger? How do the risks of driving impaired affect you? your friends? your family? your community? society in general?

Materials and resources

- [Jason Gow](#) (1:43 min)
- [ER Room](#) (2:09 min.)
- [Heidi's Life](#) (3:40 min.)
- [The Morgue](#) (3:03 min.)

Goals

Understand how driving impaired affects you, your friends, your family, your community, your society in general.

Assessment

- Work in groups and use consensus and critical thinking skills to come up with a greater awareness of how poor judgment and risky behaviour can affect their lives and the lives of others
- Use a reflection journal to consider their personal perspective on road safety and the costs and consequences of risky behaviour
- complete the [Road safety attitude self-assessment](#) on page 74
- Determine that alcohol and drugs can lead to financial and personal costs and losses that affect more than themselves
- Participate in group discussions (think-pair-share, brainstorming, critical debates)
- Participate in group discussions (jigsaw, fishbowl)



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- Reflective writing (include this piece in reflection journal) — choose between:
 - a) Free-write — prompt: “As a driver/passenger, I’m responsible for...”
 - b) Respond to one or both of the essential questions:
 - What are your responsibilities as a driver? passenger?
 - How do the risks of driving impaired affect you? your friends? your family? your community? society in general?

Self-assessment

Have students complete the [Road safety attitude self-assessment](#) on page 74 to determine where their current beliefs lie.

Activity sheet — Road safety attitude self-assessment

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

1 = not very likely

10 = very likely



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Risk-taking behaviour

Begin by writing two headings on the board: “Human” and “Financial”. Inform students that these are two different categories of risks that people often face in their everyday lives. Elicit one or two examples of each from the class, and write them under the appropriate heading. Point out that many risky situation often have repercussions that fall under both categories, particularly when considering the consequences of risky decisions (for example, the human risk of misusing substances also has a financial aspect if the results of that risk include medical or legal costs). Tell them that the secondary effects of such a risk, which touch people outside of the initial situation, are sometimes called “ripple effects”, and ask students to keep that idea in mind.

Ask students to give examples of risky situations they and their peers face in their daily lives. Record students’ suggestions under the appropriate headings. Make sure that drugs, alcohol and risky driving behaviour (for example, speeding, aggressive driving, driving without a seatbelt) are on the list. Then, tell students that these three topics are the focal point of the work they’ll be doing on risk recognition and management.

Quiz — Alcohol, drugs and driving

Distribute the [multiple choice quiz, “Alcohol, drugs and driving”](#) on pages 76 and 77. Have students complete the quiz in test-taking team. Go over their answers and debrief as a class.

Activity sheet

Names _____ Date _____

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

1. Visual clues that a person has been drinking include:
 - a. Slurred speech
 - b. Loss of balance and co-ordination
 - c. Delayed reaction times
 - d. Uninhibited behaviour
 - e. All of the above

2. A person is at a party and has had six beers. He or she finished the last one half an hour ago. The best way for this person to sober up quickly is to:
 - a. Take a cold shower
 - b. Vomit
 - c. Exercise
 - d. Drink coffee
 - e. Eat a plate of pasta
 - a. None of the above

3. It's midnight, and there's a party going on. Of the following people present at the party, who has the highest blood alcohol content?
 - a. Dominique had to work late and only got there at 10:30 p.m. Since arriving, she's had three 354-millilitre wine coolers, but has had two glasses of water after each one. She weighs 60 kilograms.
 - b. Dante has been at the party since 9 p.m.; he's an 80-kilogram man who has had five 354-millilitre bottles of beer and three slices of pizza.
 - c. Rosa Maria arrived half an hour after Dante. She's a 66-kilogram woman who's had four vodka tonics, each with a 45-millilitre vodka (1 shot). She's had nothing else to eat or drink.
 - d. Bob's the host. He's been drinking since 8:30 p.m., but because he's a little concerned about his weight he's been sticking to light beer. So far he's had six 354-millilitre bottles of light beer and four pieces of pizza. He weighs 86 kilograms.

4. Which of the following will give a person the highest blood alcohol content (BAC)?
 - a. Three (45 millilitre) shots of tequila
 - b. Four rum and cokes, each drink containing 45 millilitres of rum
 - c. Three (145 millilitre) glasses of wine
 - a. Five (354 millilitre) regular beers

Activity sheet

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

Quiz Answers — Alcohol, drugs and driving

Question 1: e. All of the above

Because alcohol makes you more uninhibited, some people think that they're more interesting and can function better in a social situation if they drink. The truth is, an inebriated individual who can't speak or walk straight is the first person others make fun of and the last person they want to speak with.

Question 2: f. None of the above

The dangerous reality about alcohol is that within 20 minutes of drinking, alcohol is in the bloodstream and on its way to every cell in the body; and once it gets into your system, there's no way for you to get it out except to wait patiently for your liver to burn it off, which it does at the fixed rate of about one measured drink per hour. It's important to remember that people of low body weight, the young and the elderly process alcohol at a much slower rate than this. Activities like taking a shower, exercising or drinking coffee may cause a false sense of alertness, but will not lower your blood alcohol content (BAC) in any way, while eating actually slows down the rate at which alcohol is absorbed into the bloodstream and drags out the period of intoxication.

Question 3: a. Dominique has the highest BAC

There are a variety of factors that determine the blood alcohol content of people who are drinking, including:

- Mass — a large person has more body mass through which to spread the amount of alcohol, so if two people consume the same amount of alcohol, the smaller of the two is usually going to have the higher BAC
- Rate of consumption — a person's liver takes about an hour to process one measured drink, so a person who's had three drinks in four hours is going to have a lower BAC than a person who's had three drinks in two hours
- Food — as mentioned, food slows down the rate of alcohol absorption, so people who are eating while drinking won't feel the effects of alcohol as quickly, but they'll be affected for a longer period
- Gender — women have less of the stomach enzyme dehydrogenase that metabolizes alcohol, therefore alcohol stays in a woman's body longer

Of the four people, Dominique is the smallest person who's been drinking at the fastest rate — one drink every half hour! Although she may think the water is preventing her from getting drunk too quickly, she's mistaken. The water will counter alcohol's dehydrating effects, but it will not dilute the alcohol itself.



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Question 4: d. Five (354 millilitres) beers

45 millilitres of liquor = 145 millilitres of wine = 354 millilitres of beer

Question 5: b. About 1/4

Approximately 24% of car crash fatalities are related to impaired driving. Many of the impaired drivers probably thought that they were perfectly OK to drive, but were mistaken.

Question 6: b. About 1/4

If you think teenagers are often unfairly portrayed as indulging in dangerous and irresponsible behaviour such as impaired driving, there's a sad reason for that stereotype. Young people unfortunately form a disproportionately large percentage of those killed in drinking driving collisions.

Question 7: b. About 70%

About 70% of all impaired drivers in crashes are male.

Question 8: a. True

In Canada, being impaired while driving is a crime. If a police officer determines that a driver is impaired at a BAC level lower than 0.05%, that driver faces the same penalties as one whose BAC is over 0.05%.

Question 9: a. True

This means that a 100-pound woman could not have even one drink in an hour without being legally intoxicated. Know your limit!

Question 10: a. True

Once again, the crime is driving while impaired. If a person's ability to drive has been impaired by a drug other than alcohol, such as marijuana, cocaine, tranquilizers, even over-the-counter medications, it's illegal for that person to get behind the wheel of a vehicle.

Question 11: b. False

If a breath sample is 0.05 or higher, and it is the first time within a five-year period, the driver's licence is seized immediately, prohibiting driving for three days and the vehicle may be impounded for three days. The driver is responsible for all towing and vehicle storage costs and the driver has to apply to have their driver's licence reinstated and there is a \$200 administrative penalty. The penalties are much higher if it is the second time with a 5-year period.

Test-taking teams

Description and purpose

Students work in teams to prepare for instructor-created exams and then take the exams first individually and next as a group. This CoLT thus involves three steps: (1) the group studies for the exam together, (2) individuals take the exam and (3) the group takes the exam. By working together to prepare for the exam, students help each other deepen their understanding of the content. Because each student first takes the test independently, this CoLT emphasizes individual accountability. By retaking the test as a team, individual students benefit from the collective knowledge of the group. Since the group score is generally superior to the individual scores, **Test-Taking Teams** is useful for demonstrating the value of collaborative learning. This CoLT may be used for short quizzes within a single class period or for tests covering larger amounts of material.

Preparation

Once you've determined the content that students should master and you've presented it in lecture, reading assignment or other activity, the preparation for this CoLT is the same as preparing a good examination for individuals. Consider creating a test study guide to provide students with a focused framework for preparing for the test.

Procedure

1. Ask students to form groups of four to six members. Ensure that each team contains diverse or ability-balanced membership.
2. Depending on the size and complexity of the material to be mastered, the groups may meet for 15 minutes, for a full class session or longer.
3. Administer the test for students to complete individually and to submit to the instructor for grading.
4. Before returning the graded individual tests, ask students to rejoin their groups to reach a consensus on the answers and submit a group response to the test.
5. Consider averaging individual test grades and group test grades to determine individual grades. Weight scores, as, for example, two-thirds for individual plus one-third for group.

Variations and extensions

- Have students work in pairs rather than in a group
- Make two copies of the exam, one copy to distribute to the teams to use to review and the other copy to be submitted for grading



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- Ask groups to submit the materials that they created to prepare for the exam. For example, they can turn in a brief summary of each answer they formulated, a copy of the outline and material they used to organize their discussion, or a description of the procedures they adopted to prepare for the exam.
- Do a simple statistical analysis of test scores to show differences between individual and group test scores. Use the averages of all individual and all group scores (announcing to students, for example, “The average individual scored x and the average team scored y”) or do this for each group.

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Jason Gow, ER Room and Heidi's Life

Watch and listen

Organize all the students into small working groups utilizing one of the collaborative learning techniques (think-pair-share, brainstorming, critical debates) to discuss excerpts from the video.

Assign each of the following topics to two separate groups:

- Human risk
- Financial risk
- Ripple effects
- Management strategies

Tell the students that as they watch the videos [Jason Gow](#) (1:43 min), [ER Room](#) (2:09 min.) and [Heidi's Life](#) (3:40 min.), they should be taking notes on the topic their group has been assigned. What points related to their topic are raised by the various vignettes contained within the video?

Show the students the videos [Jason Gow](#) (1:43 min), [ER Room](#) (2:09 min.) and [Heidi's Life](#) (3:40 min.), pausing it when necessary. The video will undoubtedly precipitate conversation among students, as it shows many scenes that some students may find familiar or affecting. Allow students to voice comments that generate positive discussion.

Note: Prepare students who may have recently been affected by the accident of a friend or loved one. During the video, monitor student reactions, watching for any indication of distress or upset on the part of students for whom the presentation may evoke difficult or painful memories.

You may choose to provide students with relevant materials from the fact sheets to help them assess the magnitude of the risks, both human and financial (for example, the physiological consequences of drinking to excess, the legal repercussions of being caught drinking and driving), and come up with various risk-management strategies.

Involve the class in a **Jigsaw** activity. Reorganize the groups so that eight **new groups** are formed, each comprised of students who were previously in different groups. In this way, each group will have members who all discussed different topics in their original groups. Have them share the results of their previous discussion with their new group members in turn, so that each of the new groups ends up discussing all four of the assigned topics. (Other techniques that might prove useful are Fishbowl, Role Play and Test-Taking teams.)



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Have students generate a list of important or key points based on their discussions. As these issues are raised focus attention on the fact that, no matter how careful people are, they'll occasionally find themselves in risky situations so it's very important to be able to identify risky behaviour and situations, and develop responsible ways of managing those risks.

Note: During the video, monitor student reactions, watching for any indication of distress or upset on the part of students for whom the presentation may evoke difficult or painful memories.

When the video has finished, allow 5 to 10 minutes for a free-write activity.

Explain that thoughts and feelings are very important and can be expressed in writing. Students need to be assured that they can express their thoughts and feelings without fear of criticism.

Students are instructed to continually write and not put down their pencils for five minutes. Students should write about their reactions to the video excerpts. If they run out of ideas then they can write the last word they wrote over and over for the remaining time. The purpose is to keep the pencil moving. The activity concludes at the end of five minutes. Discuss with the class the variety of topics that came up during the 5-minute period. The free-write can be included in their Reflection journal.



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Activity sheet: Videos — Key points

Themes:

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

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

Jason Gow

ER Room

Heidi's life

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

Reflection — 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 stick or talking object 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

Give the talking object to a student who is comfortable speaking to a group. Ask that student to share their thoughts about the video, about assessing the hazards, about taking risks, about the ripple effects. In the video, what was the risky behaviour and situation? What refusal skills might have managed the risks?

Have the student share “I used to think...” and “But now, I think...” and elaborate on why their thinking has changed. When the student has finished speaking, they pass the talking object to the next person. Anyone who doesn’t want to speak can simply pass the talking object to the next person.



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Discussion Collaborative Learning Techniques (CoLTS)

This CoLT	Is a technique in which students:	It's particularly useful for:
Think-Pair-Share	Think individually for a few minutes, and then discuss and compare their responses with a partner before sharing with the entire class.	Preparing students to participate more fully and effectively in whole class discussions.
Round Robin	Generate ideas and speak in order moving from one student to the next.	Structuring brainstorming sessions and ensuring that all students participate.
Buzz Groups	Discuss course-related questions informally in small groups of peers.	Generating lots of information and ideas in a short period of time to prepare for and improve whole class discussions.
Talking Chips	Participate in a group discussion and surrender a token each time they speak.	Ensuring equitable participation.
Three-Step Interview	Interview each other and report what they learn to another pair.	Helping students network and improve communication skills.
Critical Debates	Assume and argue the side of an issue that's in opposition to their personal views.	Developing critical thinking skills and encouraging students to challenge their existing assumptions.

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Think-Pair-Share

Description and purpose

In this simple and quick technique, the instructor develops and poses a question, gives students a few minutes to think about a response, and then asks students to share their ideas with a partner, **Think-Pair-Share** is particularly effective as a warm-up for whole class discussion. The “**Think**” component requires students to stop and reflect before speaking, thus giving them an opportunity to collect and organize their thoughts. The “**Pair**” and “**Share**” components encourage learners to compare and contrast their understandings with those of another, and to rehearse their response first in a low-risk situation before going public with the whole class. This opportunity to practise comments first with a peer tends to improve the quality of student contributions and generally increases willingness and readiness to speak in a larger group.

Preparation

Prior to coming to class, spend time developing an engaging question or problem that has many potential responses. Try responding to the question yourself. Decide how you are going to present the question (such as worksheet, overhead transparency, whiteboard) and how you are going to have students report out.

Procedure

1. Pose the question to the class, giving students a few minutes to think about the question and devise individual responses.
2. Ask students to pair with another student nearby.
3. Ask Student A to share their responses with Student B, and then Student B to share ideas with Student A. Suggest that if the two students disagree, they clarify their positions so that they’re ready to explain how and why they disagree. If useful, request that pairs create a joint response by building on each other’s ideas.

Variations and extensions

- Export the “Think” step by posing a question for students to consider outside of class. When they return to class, ask students to pair and share their homework responses
- Give students time to write their responses down before pairing
- Ask each pair to share and compare their “paired” ideas with those of another pair before, or instead of, the whole-class discussion

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Critical Debate

Description and purpose

In a **Critical Debate**, individual students select the side of an issue that's contrary to their own views. They then form teams and discuss, present and argue the issue against an opposing team. Preparing for, participating in and listening to debates offer many benefits to students. Debates can increase motivation, enhance research skills, promote critical thinking and develop communication proficiency. Debates expose the class to a focused, in-depth, multiple-perspective analysis of issues. Because **Critical Debates** have the added dimension of requiring students to assume a position opposite to their own, they encourage students to challenge their existing assumptions. This can move students beyond simple dualistic thinking, deepen their understanding of an issue, and help them to recognize the range of perspectives inherent in complex topics. In this way, **Critical Debate** may also build appreciation for diversity and develop tolerance for other viewpoints.

Preparation

Critical Debate is a fairly complex co-operative learning technique (CoLT) and thus requires ample preparation. First, spend sufficient time selecting a controversial topic in the field with two identifiable, arguable and opposing sides that are appropriate to debate. Carefully craft the debate proposition into a one-sentence statement, such as "universities should use affirmative action policies to determine student admission". Proposition statements should avoid ambiguity, yet be general enough to offer students flexibility in building arguments.

Second, determine whether students need any background information to address the proposition. Prepare students for the debate through lecture, assigned reading, discussion or student research on the topic.

Third, identify ground rules. For example, allow students to use as many arguments as they wish, or have students spend 5 to 10 minutes brainstorming all possible arguments supporting their position and then select their five best arguments. Consider whether each team should select one person as spokesperson, or whether each member of the team will be responsible for presenting at least one of the arguments. Thinking about ground rules ahead of time will also provide the opportunity to decide whether to assign team members specific roles, such as team leader or timekeeper.



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Procedure

1. Propose the motion and ask students to identify which side of the proposition they most support. They can indicate a preference by raising their hands or by writing their names and choice on a sign-up sheet or piece of paper.
2. Explain to students that they'll argue the side that's contrary to their own beliefs, stressing the benefits of arguing against their personal views (for example, it helps them to clarify their own ideas and to deepen their understanding of the issue).
3. Divide students into four- to six-member teams, with half the teams assigned to one side of the argument and the other half assigned to the opposing argument. Try to get as many students as possible arguing for the side they disagree with, realizing that, especially with complex issues, students will likely not divide evenly. A large group of students who "don't know" or who gravitate toward a middle position will provide a fair amount of flexibility in group formation.
4. Explain ground rules and give students time to assign roles and organize how they'll prepare for and conduct the debate.
5. Give students time to prepare their arguments (such as 15 to 30 minutes).
6. Pair teams representing opposing sides.
7. Announce and allow time to present arguments (such as 5 minutes each side, 10 minutes total).
8. Give teams time to prepare rebuttals (such as 10 minutes).
9. Announce and allow time to present rebuttals (such as 5 minutes each side, 10 minutes total).
10. Hold a whole-class discussion to summarize the important issues and to give students the opportunity to discuss the experience of arguing opinions they do not hold.

Variations and extensions

- Instead of forming teams, ask students to work in pairs to present opposing sides to each other
- Identify a topic that has three clear sides, and set up a three-way debate
- Use a within-team debate, in which a team researches the topic. One student presents an argument for one side, and then another student presents an argument from the opposing side. The debate continues as various members within the team alternate between additional arguments and rebuttals.
- In a variation, student partners review material on an issue and then synthesize the information to support their position. Two pairs with opposing positions form a quad, and each pair presents the arguments supporting their position to the other pair.



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Pairs then reverse their positions and argue for the opposing position. The pairs work together to synthesize their findings and to prepare a group report. All four students must agree with the summary. To close the activity, teams make a presentation to the whole class.

- For a more comprehensive assignment, have students research the topic in preparation for the debate.
- If it's not necessary to have students do their own research on the topic, prepare background materials for them that can be distributed in advance or covered at the beginning of the class. This will allow teams to move quickly into the debate.
- Add a writing component by requiring students to work together to draft the four best arguments for their side. After the groups have had time to write out their arguments, ask groups to share their arguments supporting or opposing the proposition.
- Ask students to write a follow-up paper describing issues that they clarified or confirmed, surprises they encountered, new information they gained, or the sources they used to validate new information.

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Jigsaw

Description and purpose

Students work in small groups to develop knowledge about a given topic and to formulate effective ways of teaching it to others. These “expert” groups then break up, and students move to new **Jigsaw** groups, each group consisting of students who have developed expertise in different subtopics. **Jigsaw** is helpful in motivating students to accept responsibility for learning something well enough to teach it to their peers. It also gives each student a chance to be in the spotlight. When students assume the role of teacher, they lead the discussion, so even students who are reticent to speak in class must take on leadership roles. This CoLT is also an efficient strategy for extending the breadth, depth and scope of learning because students learn and teach multiple topics simultaneously during the same class sessions.

Preparation

Spend sufficient time designing the learning task. The topic should be simple enough for students with a good grasp of the subject to teach it to their peers, but complex enough to require discussion and the design of interesting strategies for instruction. The topic should divide usefully into a number of expert groups of equal numbers of students. Be aware that the number of subtopics dictates the number of students in the second **Jigsaw** group. Also, students who are not familiar with collaborative learning and are not comfortable in being so self-directed may complain that they’re “doing the teacher’s work”. Explain the purpose of this collaborative technique to students before the exercise, and have a closure activity for reflection on what students have learned.

Procedure

1. The instructor presents a list of possible topics for developing expertise, making the division of the material into component parts clear.
2. Either through teacher assignment or by interest areas, students form groups charged with developing expertise on a particular topic.
3. Students work in these expert groups to master the topic. They also determine ways to help others learn the material, exploring possible explanations, examples, illustrations and applications.
4. Students move from their expert groups to new **Jigsaw** groups in which each student serves as the only expert on a specific topic. In these groups, experts teach the material and lead the discussion on their particular topic. Thus each new **Jigsaw** group consists of four to six students, each prepared to teach their subject to their peers.
5. The whole class reflects on the group discoveries in a closure activity.



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Variations and extensions

- Consider using this technique for complex problem-solving tasks and have expert groups learn a skill necessary to solve the problem
- Increase student interest in this exercise by asking students to help generate the lists of topics
- Instead of calling students “experts”, call them “teachers”
- Instead of asking students to work in two different groups (the expert one for mastery, and the **Jigsaw** one for teaching), have students work with only one group, with pairs forming and breaking off to develop expertise on a specific topic, and then rejoining the full group for teaching.
- Ask groups to choose a spokesperson for an all-class review. The spokespersons make a presentation to the whole class, and remaining group members can elaborate or contribute additional views
- One way of assuring preparation for **Jigsaw** group work is to test individually for content knowledge prior to the discussion in the expert group, and retest after expert group discussion

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Fishbowl

Description and purpose

In **Fishbowl**, an outer circle of students sits around a smaller, inner circle of students. Students in the inner circle engage in an in-depth discussion, while students in the outer circle consider what is being said and how it's being said. This CoLT has also been called **Inside/Outside Circles**. Inner circle students are challenged to participate in a high-level discussion while the outer circle is able to listen to the discussion and critique content, logic and group interaction. This technique therefore serves two purposes: to provide structure for in-depth discussion and to provide opportunities for students to model or observe group processes in a discussion setting.

Preparation

Decide whether you want to facilitate the inner circle discussion, sit with the outer circle, or separate yourself so that you can observe both circles. In class, preparation time involves having students move into the circles and giving students instructions. You'll need moveable chairs and sufficient classroom space to form the circles. If the physical constraints of the classroom do not allow movement of chairs into circles, consider having the inner circle of students simply sit in chairs and participate in the discussion at the front of the classroom.

Procedure

1. Ask a small group of students (generally three to five) to form a circle in class, and ask the remaining students to form a larger circle around the first circle.
2. Give students the following guidelines: only inner circle students will speak; outer circle students will be "observers" and will take notes on both content and group process; although observers will not speak during the **Fishbowl** discussion, they'll have the opportunity to address any issues that arise in the follow-up discussion.
3. Give students the prompt question for discussion.
4. Ask students to report out in a whole-class discussion, requesting that they address the content issues that arose and that they comment on group processes.

Variations and extensions

- Instead of one large **Fishbowl**, consider multiple small **Fishbowls** of four to six students, with two or three students in each of the inner and outer circles
- After the initial **Fishbowl** discussion, ask students to switch places, with the outer circle assuming *the* inner circle role, and vice versa



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- Allow students from the outer circle to join the inner circle by tapping a student on the shoulder and exchanging places with him or her. This is a fun strategy for creating enthusiasm, and it keeps more students active and engaged. Be aware, though, that some students and some cultures and religions are not comfortable with being touched, so consider as an alternative telling students who wish to join or exit a group to simply raise their hands. Or give an entry/exit token such as a slip of paper.
- Have students perform a task, such as solving a problem or learning a new skill, instead of discussing an issue
- Bring in a group of experts to form the inner circle

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Reflective Writing

Choose between:

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

Activity sheet — Reflective writing rubric

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

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

Comments: _____



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Activity sheet — Reflective writing rubric (student)

Choose between:

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

Name(s) _____ Date: _____

Self assessment
 Peer assessment
 Teacher assessment

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

Comments: _____

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Time requirement

This learning plan will take two sessions to complete.

Inquiry question

What does responsible drinking mean? Why is it often difficult for students to say “no” to their peers when asked to be involved in risky behaviour?

Resources

- [Your life, your choice — Sharleen Verhulst](#) (6:00 min.)

Goals

- Analyze planning strategies for substance misuse (for example, recognizing influences, accessing accurate information, applying informed decision-making skills)
- Analyze individual and societal practices associated with road-related risk reduction and injury prevention (for example, obeying speed limits, wearing seatbelts, driver education)

Assessment

- Work in groups and use consensus and critical-thinking skills to come up with a greater awareness of how poor judgment and risky behaviour can affect their lives and the lives of others
- Use a reflection journal to consider their personal perspective on road safety and the costs and consequences of risky behaviour
- Understand that management strategies can help deal with the risks associated with situations involving alcohol, drugs and reckless driving
- Understand that management strategies can help students deal with and avoid having themselves be placed in risky and dangerous situations when driving
- Participate in role play
- Write a letter to Sharleen Verhulst
- Complete in Alcohol, drugs and driving quiz in test taking teams



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- Reflective writing rubric (include this piece in reflection journal) — letter to Sharleen Velhurst
- Group discussion rubrics — Participation, Active listening and/or Respect for others in the group
- Collaboratively create a parody ad

The art of refusal

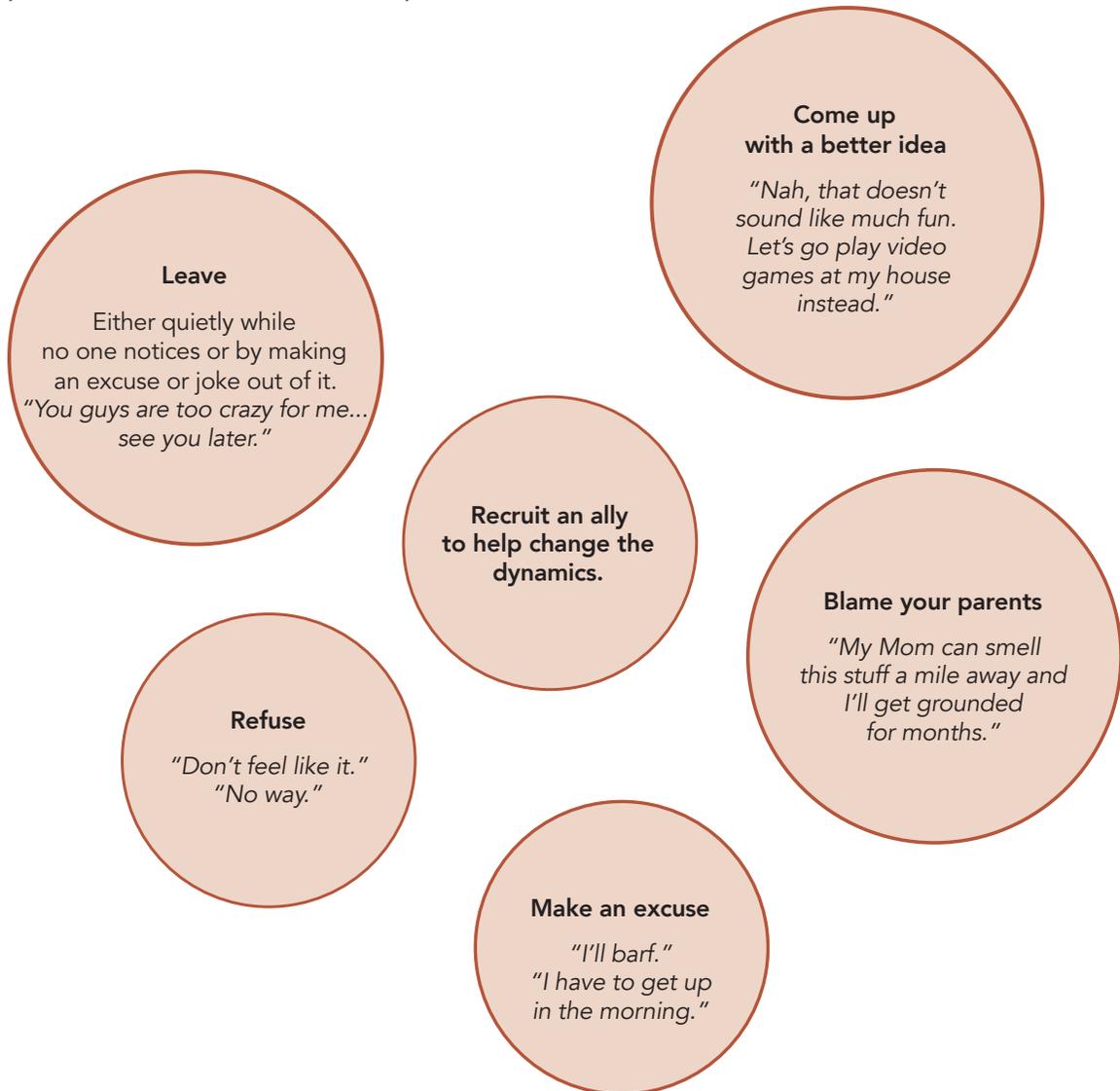
Have the students think about situations where others have encouraged them to something risky, illegal or unhealthy. How did they respond? Did they “go along” with it, not because they wanted to, but because they didn’t know how to respond in the situation? Were they afraid of losing a friend, looking uncool or being left out? Explain that the trick is to practise “saying no” in a variety of ways and in a variety of situations, so they are prepared for anything. By practising a bunch of possible responses, they will be more likely to be able to come up with one that fits the situation when the time arises. Distribute the refusal skills handout. Then discuss other ways to say no.

- Make a joke
- Give a reason why it’s a bad idea
- Make an excuse why you can’t
- Just say no, plainly and firmly
- Suggest an alternative activity
- Ignore the suggestion
- Repeat yourself if necessary
- Leave the situation
- Thanks, but no thanks

Role-play some typical situations and practise using refusal skills. This will help the students develop assertiveness skills as well as confidence.

Refusal Skills

Pay attention to your instincts, your gut feelings. When those feelings are sending out warning messages and you've decided you need to leave a situation, it can help to have practised refusal strategies. Depending on the situation:



Some young people have such a strong sense of themselves, they have no problem just saying, "no" and getting respect for it. Others will find that recruiting an ally, someone who thinks like they do, will help. Most can use some coaching in how to say "no" in a way that lets them off the hook with their peer group, without being ostracized.

Interview with Sharleen Verhulst

Show the students the complete interview with Sharleen Verhulst. Once again, prepare students for the fact that this is a powerful and moving account of someone losing a loved one because a stranger sharing the same road chose to drive drunk.

Have students refer back to the multiple choice quiz, Alcohol, drugs and driving, and go over their answers again, on the basis of what they learned in the videos. Then, using the PowerPoint slides on the CD, show the Alcohol, drugs and driving quiz answers, or use the handout and have students check their answers.

Debrief as a class — what new information have they learned?

Why did the stranger choose to drive drunk? What refusal skills may have avoided the loss of a loved one? What messages in our society contribute to driving impaired?

Extension activities:

Have students write a letter to Sharleen Verhulst. Students should be encouraged to speak to the issue and its impact on Sharleen, her family and society as well as on the impact her story has had on them and how it has potentially changed their own behaviours.

The power of advertisements

Advertisements are everywhere, and they have one purpose: to persuade you to agree with their point of view. You should buy their product; use their service; share their values; be loyal to their brand.

There are three types of advertisements: brand, general types of products or services, and advocacy advertisements.

- Brand: promote a specific brand-name product (Nike, Pepsi)
- General Types of Products or Services: designed to increase the consumption of products or services as a whole rather than a particular brand (Got Milk?)
- Advocacy: promote a particular viewpoint or, during elections, a particular political candidate (MADD)

The Power of Words and Images

- Advertisements appeal to our emotions and desires, more than our logic or reason
- The language they use is designed to convince us to buy their product, use their service or modify our behaviour



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- The language and images evoke emotional responses such as sensual pleasure, sexual longing, fear, guilt and shock
- They appeal to our need for love, security, acceptance, social status and wealth, and our desire for youth, beauty and excitement

Example 1:

An advertisement for low-fat ice cream promises that you will be slim and beautiful if you eat the ice cream.

Example 2:

An advertisement for tires implies that the driver's children will be safe with those tires on the family vehicle.

The art of persuasion

Explain to students that advertisers very carefully construct their ads to make them memorable and appealing to consumers, and that the ways in which they try to convince them to buy products

use persuasion to motivate a person to adopt an opinion and then take action. Persuasion uses emotional language and dramatic appeals.

The persuasive strategies used by advertisers who want you to buy their product can be divided into three categories: pathos, logos and ethos.

Pathos: an appeal to emotion.

An advertisement using pathos will attempt to evoke an emotional response in the consumer. Sometimes, it is a positive emotion such as happiness: an image of people enjoying themselves while drinking Pepsi. Or Coke advertising saying "open a coke, open happiness". Other times, advertisers will use negative emotions such as pain: a person having back problems after buying the "wrong" mattress. Pathos can also include emotions such as fear and guilt: images of a starving child persuade you to send money. ([BMW example pathos advertisement](#))

Logos: an appeal to logic or reason.

An advertisement using logos will give you the evidence and statistics you need to fully understand what the product does. The logos of an advertisement will be facts about the product: "One glass of Florida orange juice contains 75% of your daily Vitamin C needs".



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Ethos: an appeal to credibility or character.

An advertisement using ethos will try to convince you that the company is more reliable, honest and credible; therefore, you should buy its product. Ethos often involves statistics from reliable experts, such as nine out of 10 dentists agree that Crest is the better than any other brand. Often, a celebrity endorses a product to lend it more credibility: Jennifer Aniston for Smart Water.

Alcohol myths found in advertising

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 playing and watching sports with alcohol. 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?

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 by how the variety of what 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 food, which will slow the rate of absorption, but if you drink heavily, you still get drunk.



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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!](#)



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Design a parody poster/ad

Brainstorm other myths, then in groups of two or three, have the students design a poster or parody ad that shows some of the negative consequences of alcohol/drug misuse. Use either pathos, logos or ethos to persuade your viewers. 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](#)

Have the groups Think-Pair-Share their posters and then present them to the class

Reflection

In a reflection journal, reflect on the learning in this unit. 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 alcohol and advertising. 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
- Invite a representative from Mothers Against Drunk Drivers (MADD) to speak to the class
- Have the students display their posters in the school hallway or on the school website

Think-Pair-Share

Description and purpose

In this simple and quick technique, the instructor develops and poses a question, gives students a few minutes to think about a response, and then asks students to share their ideas with a partner, **Think-Pair-Share** is particularly effective as a warm-up for whole class discussion. The “**Think**” component requires students to stop and reflect before speaking, thus giving them an opportunity to collect and organize their thoughts. The “**Pair**” and “**Share**” components encourage learners to compare and contrast their understandings with those of another, and to rehearse their response first in a low-risk situation before going public with the whole class. This opportunity to practise comments first with a peer tends to improve the quality of student contributions and generally increases willingness and readiness to speak in a larger group.

Preparation

Prior to coming to class, spend time developing an engaging question or problem that has many potential responses. Try responding to the question yourself. Decide how you are going to present the question (such as worksheet, overhead transparency, whiteboard) and how you are going to have students report out.

Procedure

1. Pose the question to the class, giving students a few minutes to think about the question and devise individual responses.
2. Ask students to pair with another student nearby.
3. Ask Student A to share their responses with Student B, and then Student B to share ideas with Student A. Suggest that if the two students disagree, they clarify their positions so that they’re ready to explain how and why they disagree. If useful, request that pairs create a joint response by building on each other’s ideas.

Variations and extensions

- Export the “**Think**” step by posing a question for students to consider outside of class. When they return to class, ask students to pair and share their homework responses
- Give students time to write their responses down before pairing
- Ask each pair to share and compare their “paired” ideas with those of another pair before, or instead of, the whole-class discussion

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Role Play

Description and purpose

A **Role Play** is a created situation in which students deliberately act out or assume characters or identities they wouldn't normally assume in order to accomplish learning goals. Role-playing provides an action environment for students to experience the emotional and intellectual responses of an assumed identity or imagined circumstance. At its essence, **Role Play** is an example of "learning by doing". The word **Role** indicates that students must actively apply knowledge, skills and understanding to successfully speak and act from a different, assigned perspective. The term **Play** indicates that students use their imaginations and have fun, acting out their parts in a nonthreatening environment. **Role Play** thus engages students in a creative, participatory activity that requires them to apply course concepts as they assume fictional identities or envision themselves in unfamiliar situations.

Preparation

It's critical to spend thoughtful time designing the scenario for your **Role Play**. Appropriate scenarios require interaction from stakeholders with multiple perspectives. Therefore, identify the perspectives and define the type and number of characters and the framework for their actions. In addition to the roles for persons who are participating in the action, consider assigning group process roles such as moderator (who can, for example, intervene if a person is falling out of character) or observer (who interprets and comments on the action). When crafting the basic story line, it's best to initiate the action through a critical event that the players must respond to, such as a comment by one of the actors or an incident that has just occurred. Identify resources (if any) for each of the playing roles, and decide how the activity will end. For example, will you set a time limit or will you let the scenario end naturally?

Procedure

1. Ask students to form groups with enough members in each group to assume each stakeholder role.
2. Present the scenario and allow time for discussion of the problem situation. It's important to allow sufficient time for students to ask questions on any aspects of the scenario that are unclear.
3. Assign or ask students to each assume a stakeholder role. If assigning group process roles such as moderator or observer, make sure students are clear on their tasks.
4. Inform students of the time limit or other parameters that will signify the end of the activity.



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5. Instruct students to enact the **Role Play**. The **Role Play** should run only until the proposed behaviour is clear, the targeted characteristic has been developed, or the skill has been practised.
6. Follow the **Role Play** with a discussion within the small groups and/or with the whole class. Discussion should focus on the students' interpretations of the roles and the motivations for and consequences of their actions.
7. Consider asking students to re-enact the **Role Play**, changing characters or redefining the scenario and then holding another discussion.

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Variations and extensions

- Allow students to help determine the scenario, identify the major stakeholders, and create the roles
- After practising, have student groups perform the Role Play in front of the class. Or, instead of having multiple groups participating in multiple Role Plays, consider having one group Role Play in front of the rest of the class. Assign observers specific tasks for interpreting the action and dialogue of the Role Play.
- Combine this activity with a Fishbowl, by having one group perform the role play while another group watches, and then have the groups trade places
- Groups of three students take turns performing specific roles (Speaker, Reflective Listener and Referee). Speakers talk first, trying to state their ideas as concisely as possible and then amplifying and clarifying the idea with an example. Reflective Listeners say back to the Speakers what the Speaker has said, but using their own words. Reflective Listeners try to be as thorough and accurate as possible. They try to avoid simply repeating the same words, but instead use their creativity to capture the essence of what the Speaker has said. Referees make sure that group members stick to the rules. If the Referee (or the Speaker) feels that the Reflective Listener's summary is inaccurate, the Referee interrupts and helps clear up the misunderstanding.

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Activity sheet — Reflective writing rubric

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

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

Comments: _____



planning viable management strategies

learning plan 5

Activity sheet — Reflective writing rubric (student)

Letter to Sharleen Velhurst:

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

Name(s) _____ Date: _____

Self assessment

Peer assessment

Teacher assessment

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

Comments: _____

learning plan 6
decisions and consequences
(part a)

Decisions and consequences (Part A)

Time requirement

This learning plan will take two sessions to complete.

Inquiry question

Why do young people sometimes put themselves at risk? What can young people do to reduce risks and avoid injury?

Goals

- Analyze individual and societal practices associated with road-related risk reduction and injury prevention (for example, obeying speed limits, wearing seatbelts, driver education) [Health Decisions]

Assessment

- Illustrate the action and consequence cycle of road-related decisions
- Articulate some of the challenges that face them and possible strategies to deal with them
- Participate in group discussions (think-pair-share, buzz groups)
- Complete a media fact sheet rubric
- Understand driver and passenger behaviours that can contribute to crashes
- Understand driver and passenger behaviours that can defuse risks
- Know factors that contribute to road-related risks and injuries
- Complete a decision making flow chart

Investigation

To create context for the case studies, students will investigate some of the reported road-related safety issues in the media to gain a sense of how these risks are both reported and perceived by the public. Go to www.cbc.ca, www.canada.com or www.news.google.ca and do a search for stories relating to:

- Driver distractions such as texting and cellphone use while driving



decisions and consequences (part A)

learning plan 6

- Aggressive driving, such as speeding, running red lights, following too closely
- Impaired driving

Students may choose to do their investigation in partners. Ask students to find one credible article and summarize as a one page fact sheet or oral summary of key points (to be reported next class). (Use the **Media fact sheet** handout as well as the **Media fact sheet rubric**.)

Read **Part 1** of the case study.

Initiate a discussion on **Part 1** based on the questions below.

- How many potential risks can you identify in this situation? How might these risks have been defused? Consider Eduard's emotional and physical state as well as external sources of distraction in your answer.
- How are Asif and Cam contributing to the risks involved in this situation? In what ways do they impede Eduard's judgment and ability to drive?

Discussion methods can be chosen from **Think-Pair-Share** and **Buzz Groups**.

- **Think-Pair-Share**

- Students will think individually for a few minutes, and then discuss and compare their responses with a partner before sharing with the entire class (Useful for preparing students to participate more fully and effectively in whole class discussions)

- **Buzz Groups**

- Students will discuss course-related questions informally in small groups of peers (Useful for generating lots of information and ideas in a short period of time to prepare for and improve whole-class discussions)

While the discussion is taking place, have a recorder write down the key points relating to the discussion of each question. The key points will be shared with the entire class following the small group discussion (this can be done orally or by writing the answers on the board).



decisions and consequences (part A)

learning plan 6

Activity sheet — Media fact sheet

Instructions:

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

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

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

Part I — Background information

Source: _____ Author: _____

Original date of publication: _____ Title: _____

Topic: _____

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

Part II — Key points

(you may include additional information if needed):

1. _____
2. _____
3. _____
4. _____
5. _____



decisions and consequences (part A)

learning plan 6

Activity sheet — Media fact sheet rubric

Name(s) _____

Topic _____ Date: _____

Self assessment

Peer assessment

Teacher assessment

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

Comments:

Case Study 1 — The road trip (Part 1)

The day of the largest multi-band concert of the year has finally arrived. Eduard, Cam and Asif have had their tickets for weeks, and are all set to go on their first road trip together into the city to see the show.

Cam and Asif have both been driving for two years, and consider themselves experienced drivers. However, Eduard is the only one who has his own car. Since neither Asif's nor Cam's parents will allow them to take the family car, Eduard has been elected to drive. He's excited, but also a little nervous. The guys all live in a small town a couple of hours away from the "big city", and Eduard has never driven in urban traffic. In fact, he's had his novice driver's licence for just 2 months, and he's never driven very far on the highway before. But he figures that now is as good a time as any to get some serious driving experience. Although he knows that he's not supposed to have more than one passenger while he has his novice licence, Eduard has never heard of anyone being caught breaking that rule, and he figures he can chance it, just this once.

On this particular Friday, Eduard has a lot on his mind. A couple of weeks ago, he and his long-time girlfriend, Risa, ended their relationship. Yesterday, he was told that she's already seeing someone else: Todd, the captain of a rival school's basketball team. Eduard knows Todd because he plays basketball, too. This coming Sunday, there's going to be a big district tournament. Eduard is going to have to play against Todd's team. He's a little worried that Risa will be there, since she always went to watch his games. What if she's at the tournament, this time to cheer on Todd? Eduard wasn't able to get much sleep last night, because he couldn't get the image of Risa jumping and shouting, "Go, Todd!" out of his mind.

To make matters worse, Eduard has a job at a fast food restaurant and had to work the breakfast shift this morning. That meant waking up at 4:30 a.m. and working for three hours before heading to school and staying there all day long. In his last class of the day, Eduard finds himself struggling to keep his eyes open as he watches the last few minutes of class tick painfully toward their conclusion. Finally, school is done for the day, and Eduard meets up with Asif and Cam in the student parking lot.

The three of them pile into the car. Cam gets in the back seat and starts pushing all of Eduard's binders and textbooks out of the way.

"Man, your car is messy," Cam remarks. "Don't you have a locker?"

Eduard laughs. "Yeah, but I never use it," he responds. "It's just easier to keep everything in here, since it's all coming home with me anyways."



decisions and consequences (part A)

learning plan 6

"You study too much," Cam comments as he piles all the books onto the ledge between the back seat and the rear window.

Eduard is really hungry and hoping to eat something before starting off on the drive, but Cam and Asif persuade him that they should hit the highway right away, and wait until they get to the city before they grab some food. Eduard reluctantly agrees because they've made plans to meet their friends Sami, Alex and Karm before the show, and those guys have already left. He's still feeling a bit tired, but he figures that the excitement of the drive will keep him awake.

Before long, they're heading down the highway. Asif puts a CD in the stereo and cranks up the volume.

After a few minutes of shouting, "What did you say?" Cam undoes his seatbelt so he can poke his head between the two front seats and talk with the guys up front. He grabs on to the two front-seat headrests and shakes them to bug his friends, pushing them down in the process.

"Hey, cut it out," Eduard says.

"Yeah, don't distract the poor guy — he's not that good at driving yet," Asif jokes.

"Shaddup," Eduard grumbles, elbowing his friend. He thinks about telling Cam to put his seatbelt back on, but then decides against it. He doesn't want to sound preachy, or let the guys know that he really is a bit nervous about driving on the highway. Besides, he figures that Cam is almost 18 and old enough to be responsible for his own decisions.

There's quite a lot of traffic on the highway. Eduard finds himself driving 10 to 15 kilometres over the speed limit, which seems to be the average speed of the cars in the passing lane. He doesn't want to pull into the right-hand lane because he doesn't want to get caught behind any of the slowpokes driving under the speed limit. Sometimes Eduard gets stuck behind a car that's only going a couple of clicks above the speed limit, yet refuses to pull over to the slow lane. Whenever this happens, faster cars always bear down on him very quickly from behind, as if they were trying to force him out of the way. Some of these cars end up pulling into the right lane and passing him. He doesn't like it when they do this because he knows that fast traffic is supposed to stay in the left-hand lane and he thinks that passing on the right is dangerous. Whenever a car comes flying up behind him in the fast lane, Eduard feels he has to tailgate the driver in front, to send the message that there are faster cars that would like to get by. He finds it quite stressful at times.

As they near the city, the guys pass a huge amusement centre that's just off to the side of the highway. Asif laughs, and points at it.

"Hey, remember when we went to that place for whatisname's birthday, Eduard?" he asked. "Remember how lame it was?"

"That was when you and Risa first got together, wasn't it?" Cam asks. Eduard's stomach clenches.

Asif shoots a warning look at Cam, and then turns back to Eduard.

"Forget Risa, man — you're better off without her," he says.

"Yeah!" Cam agrees. "And anyways, just imagine how many fine-looking women are going to be at the show tonight."

"Oh yeah, baby," Asif growls jokingly.

Once again, Eduard sees Risa cheering in the bleachers. He blinks and shakes his head to get the image out of his mind.

"Hey! That's the exit we have to take," Asif says, pointing to a sign that says, "City Centre Exit — 800 metres."

"You've got to get into the other lane, man," Cam says between them. "And fast!"

Eduard tenses. He has to cross over two lanes of traffic to get into the exit lane, and there are a lot of cars on the road. He looks over his right shoulder to and sees that there aren't any cars closing in, so he pulls the steering wheel sharply to the right, crosses quickly over two lanes and makes it into the exit lane just before it leads away from the highway. Over the music of the stereo, he can hear a muffled honking of a car horn behind him. He looks in the rear-view mirror and notices a car very close behind him, with an angry-looking driver. Eduard hadn't noticed him, and didn't mean to cut him off. He waves to him in apology, heart pounding with adrenaline and guilt.

"Holy!" Asif shouts, then laughs nervously. "I can't believe you just did that!"

"Yeah. Gutsy move, man," Cam adds. "You're going to be in a professional racing circuit in no time."

Eduard is bolstered by their comments, but relieved to be off the highway just the same. He hopes the traffic won't be so bad when they go home later that night. The thought of driving all that way home again in the dark reminds him how tired he is.

"All right," he said as they hit a red light. "We're in the city now. Time to get some grub."



decisions and consequences (part A)

learning plan 6

"But we have to meet Karm and those guys," Asif protests.

"Here," Eduard takes his cellphone out of his jacket pocket and gives it to Asif. "Give them a call, find out where they are. We'll meet them after we pick up some takeout".

Discussion questions

- How many potential risks can you identify in this situation? How might these risks have been defused? Consider Eduard's emotional and physical state as well as external sources of distraction in your answer.
- How are Asif and Cam contributing to the risks involved in this situation? In what ways do they impede Eduard's judgment and ability to drive?

Case Study 1: Part 1 — Discussion notes

How many potential risks can you identify in this situation? How might these risks have been defused? Consider Eduard's emotional and physical state as well as external sources of distraction in your answer.

- Eduard is emotionally distracted about his ex-girlfriend going out with his rival
- Eduard is extremely tired. He could have taken a short nap before embarking on the journey, or he might have asked one of his friends to drive his car.
- Eduard is very hungry. He might have gone to a store and bought something to eat before starting his journey.
- Eduard's nervousness about driving on the highway and in the city is a definite distraction. Again, in this situation it might be better for a more experienced driver to take the wheel.
- The books piled on the ledge behind the rear seats are a potential danger — in the event of a crash, they'll fly forward at the speed the car was originally going, and can cause serious injury to anyone in their way. A 1-kilogram book in a 50-kilometre crash will hit whatever is in front of it with the approximate force of a 40-kilogram object.
- Cam isn't wearing his seatbelt — this is extremely dangerous for him in the event of a crash, as well as anyone who happens to be in his way as he's flung forward by the impact of a crash.
- Cam is playing with the headrests on the front seats — in the event of a crash, the boys' heads will not be properly restrained. They could suffer from serious whiplash.
- Eduard is driving poorly and taking his cues from the cars around him. He refuses to get in the "slow lane" because he doesn't want to be stuck behind slower vehicles, yet he gets frustrated when people don't move over for him and he ends up tailgating.
- The stereo is playing loud music
- A cellphone has just been brought out, which will add to the distraction
- The boys are getting takeout food from a restaurant — if they eat while driving, that will add to the distraction
- Since there's a major event going on in the city, there's extra traffic on the highway; also, it's Friday night, which means there will be extra traffic on the roads in the city
- Eduard is breaking the novice stage licence restrictions by having more than one passenger in his vehicle. Aside from the legal consequences, Eduard is ignoring the rationale for this restriction — that inexperienced drivers are more likely to be distracted by passengers in the car — and is thereby increasing his risk of a crash.

How are Asif and Cam contributing to the risks involved in this situation? In what ways do they impede Eduard's judgment and ability to drive?

- Asif cranks up the stereo volume, without thinking that the loud music would distract Eduard from driving
- Cam bugs his friends by playing with their headrests
- Asif mocks Eduard for his lack of driving experience, but doesn't offer support or advice
- Cam brings up Eduard's ex-girlfriend in conversation, mindless of the emotional distraction that would cause
- Asif points to the amusement centre on the side of the highway, encouraging Eduard to take his eyes off the road and think of things other than driving
- The boys reinforce Eduard's poor driving behaviour by complimenting him on his risky actions. This will encourage him to think that risky driving is the same thing as good driving

For information on how physical and emotional factors can be dangerous distractions for someone behind the wheel, please see the fact sheets **The perfect driver** and **Factors affecting driver behaviour**.

Think-Pair-Share

Description and purpose

In this simple and quick technique, the instructor develops and poses a question, gives students a few minutes to think about a response, and then asks students to share their ideas with a partner. **Think-Pair-Share** is particularly effective as a warm-up for whole class discussion. The “**Think**” component requires students to stop and reflect before speaking, thus giving them an opportunity to collect and organize their thoughts. The “**Pair**” and “**Share**” components encourage learners to compare and contrast their understandings with those of another, and to rehearse their response first in a low-risk situation before going public with the whole class. This opportunity to practise comments first with a peer tends to improve the quality of student contributions and generally increases willingness and readiness to speak in a larger group.

Preparation

Prior to coming to class, spend time developing an engaging question or problem that has many potential responses. Try responding to the question yourself. Decide how you are going to present the question (such as worksheet, overhead transparency, whiteboard) and how you are going to have students report out.

Procedure

1. Pose the question to the class, giving students a few minutes to think about the question and devise individual responses.
2. Ask students to pair with another student nearby.
3. Ask Student A to share their responses with Student B, and then Student B to share ideas with Student A. Suggest that if the two students disagree, they clarify their positions so that they’re ready to explain how and why they disagree. If useful, request that pairs create a joint response by building on each other’s ideas.

Variations and extensions

- Export the “Think” step by posing a question for students to consider outside of class. When they return to class, ask students to pair and share their homework responses
- Give students time to write their responses down before pairing
- Ask each pair to share and compare their “paired” ideas with those of another pair before, or instead of, the whole-class discussion

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Buzz Groups

Description and purpose

Buzz Groups are teams of four to six students that are formed quickly and extemporaneously to respond to course-related questions. Each group can respond to one or more questions; all groups can discuss the same or different questions. Discussion is informal, and students do not need to arrive at consensus, but simply exchange ideas. Typically, **Buzz Groups** serve as a warm-up to whole-class discussion. They're effective for generating information and ideas in a short period of time. By dividing the whole class into small groups, more students have the opportunity to express their thoughts. Because students *have* had a chance to practise their comments and to increase their repertoire of ideas in the **Buzz Group**, the whole-class discussion that follows is often richer and more participatory.

Preparation

Prior to coming to class, decide what the **Buzz Groups** will discuss. Craft one or more engaging discussion prompts that tend toward the conceptual rather than factual and that will stimulate an open-ended examination of ideas. Try responding to the questions yourself, so that you are confident that they'll generate a variety of responses. Choose the manner in which you are going to present the prompt questions, such as on a worksheet, overhead transparency or whiteboard.

Procedure

1. Form groups, announce the discussion prompts and time limit.
2. Ask group members to exchange ideas in response to the prompts.
3. Check periodically to see whether groups are still actively engaged and focused on the assigned topic. If off topic, shorten the time limit. If on topic and the time has ended, consider extending the limit for a few minutes.
4. Ask the students to return to whole-class discussion and restate the prompt to begin.

Variations and extensions

- Assign the groups a task other than responding to questions. Instead, ask them to generate questions or ideas, share information or solve problems.
- Hold the discussion without formal or structured questions, but rather as an opportunity to discuss the course texts in general or a specific assigned reading. This variation, called Relaxed Buzz Groups, is simply a conversation, and students do not report out. Students are required, however, to keep the discussion focused on issues from the readings. They can question, highlight passages, look for the thesis, and identify flaws.



decisions and consequences (part A)

learning plan 6

- After each **Buzz Group** has completed an initial discussion, have two **Buzz Groups** join together and continue the conversation as a single, larger group. Groups can combine again, with each group doubling in size at successive iterations. This variation is good for allowing students to network with their peers and to hear many diverse views and opinions. Furthermore, students generate additional ideas at each new combination, so the conversation becomes more complex.

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The perfect driver

by Dawn Howard-Rose, PhD

Most of us think of ourselves as good drivers—it’s the “other guy” we need to worry about when we’re out on the road. Although awareness of what other road users are doing is certainly vital, there are many other important characteristics of good driving.

The attributes that make up driving ability can be grouped into five broad categories:

- Psychomotor skills
- Perceptual and cognitive skills
- Attitude
- State of mind and health
- Self-regulation

How might “perfect” drivers perform in each of these categories?

Practice, Practice, Practice

The psychomotor skills involved in effective vehicle handling are the most familiar elements of good driving, and the most quickly learned. They’re like most other coordinated motor skills (such as riding a bike). Steering, shifting, controlling the accelerator, and braking become fairly automatic with enough practice.

Perfect drivers are so practised at vehicle handling that they can always place the car exactly where they want it to be on the road. This implies, of course, that they know where the car is on the road at any given moment, and also how it will react to the next manoeuvre (for example, downshifting and steering to the left) given the vehicle’s capabilities, the current speed, road and weather conditions, and so on. But that takes us into the area of perceptual and cognitive abilities—and in driving, there’s no separating these from the psychomotor skills.

Think ahead

The complex perceptual and cognitive skills involved in driving take longest to develop. Only after the psychomotor skills have become somewhat automatic do novice drivers start to become better “thinking” drivers.

Perfect drivers who are highly proficient in cognitive and perceptual skills have what we think of as good judgment. They see and recognize potential hazards well before a physical manoeuvre is required. They monitor those hazards—perhaps with a foot covering the brake, just in case—until the risk has passed. Unlike novices, perfect



decisions and consequences (part A)

learning plan 6

drivers are adept at multi-tasking and risk assessment. They watch all aspects of the driving environment, but keep the most attention on those factors that are most likely to cause a problem.

As we struggle to improve our driving skills and make the right decisions on the road, it's important to remember that all of us are too human to ever achieve perfection. But it's also important to know how high to set our sights.

Take responsibility

When I'm driving down the road with my children in the back seat, I want the drivers all around me to have more than just physical and cognitive capabilities. I want them to have the right attitude, too. Superior drivers not only have good driving skills but also want to use them at all times. In fact, they're determined to use them, regardless of distractions or irritations. Their approach to driving is one of concern, not just for their own safety and that of their passengers but for all the other road users in the vicinity. They understand and respect the limitations of the vehicle, the road and weather conditions, and, of course, their own ability at any moment. While they do watch out for the "other guy," they take responsibility for their own behaviour behind the wheel.

Practice and road experience alone are not enough to guarantee a "perfect" driving attitude. Our feelings about driving are the sum of many previous experiences, through which we developed our own idiosyncratic set of motives, beliefs, values, perceptions of self and others, and emotional responses to new events.

Although attitude is very much a part of overall personality, this doesn't mean that we can't change or learn new approaches to driving. Young drivers, especially, can benefit from training programs that focus on the attitudinal components of driving.

Young drivers tend to have more difficulty resisting the influences of peers, media, and their own emotional state in many areas of their lives, including driving. However, they also have the advantage of being open to new ideas and new ways of interpreting experiences and behaviour.

Be on top of your form

Physical health, alertness and emotional state strongly influence how well we drive. The highest level of driving skills and the best possible attitude towards driving can be ineffective if we're tired, ill, in pain, or very stressed or anxious.

Superior drivers, then, are in top physical and emotional form, relaxed and rested, but also alert. They have no physical or mental ailments, chronic or acute, that cause pain, debilitation, or distraction or require medication. They concentrate fully on the driving environment, their own driving behaviour, and the performance of the vehicle.

For the same reason, superior drivers are not angry, highly stressed, or otherwise affected adversely by their emotional state. The ideal state for driving is very much like the alert and energized feeling that we enjoy after exercising.

Leave ego at home

Perhaps the truest mark of an expert is knowing how to judge one's own performance and how to correct the situation if things are beginning to go off track. Self-regulation is a key attribute of superior drivers. From the very beginning of each journey, superior drivers constantly monitor and adjust their behaviour according to their mental, physical, and emotional state. If they're in a hurry, they use self-talk to avoid speeding: "I may be late, but speeding won't get me there much sooner and it would put me and other people at risk—not worth it."

At the same time, they assess the driving environment both inside and outside the vehicle: Is the radio distracting? Are the kids too loud? Are these things a problem just now because the traffic is particularly heavy? Is the setting sun creating glare? Is there black ice on the bridge?

Because they take responsibility for their behaviour whenever they're behind the wheel, they know how to adapt to changing conditions, and they do it. However, our own driving is probably one of the most difficult things to regulate effectively, partly because we so often take driving for granted. We trivialize its importance and its difficulty while investing far too much ego in our own driving ability. This self-imposed pressure can make us deny problems such as fatigue or stress. It can also prevent us from taking action (such as slowing down or pulling over for a rest) when internal or external conditions compromise our ability to drive safely.

Superior drivers, of course, know this about themselves and manage to overcome their delusion. They're sufficiently motivated to drive safely and purposely leave their ego in the driveway when starting any journey.

Superior drivers acknowledge that they're not, in fact, perfect, and that they had better pay attention and use every skill and strategy they know to make sure they get to their destination safely.



decisions and consequences (part A)

learning plan 6

Like most other complex skills, driving is a dynamic activity. It demands that we process and respond to a quickly evolving array of external and internal information and also be prepared for the unexpected. Obviously, some parts of the driving task must become automatic if we are to manage all of this at once.

For new drivers, a state of cognitive, emotional, and even physical overload can be reached quite easily. But even superior drivers know that, despite their finely honed skills and good intentions, they, too, can reach overload very quickly in some circumstances.

Thus, they give themselves permission to be cautious even when other drivers are not; to be late for a meeting even if they'll pay a price for that; to admit that they're too tired or upset to be driving and pull over to the side of the road for a while.

These are not easy decisions, but such dilemmas are part of being human.

Factors affecting driver behaviour

Drivers are called upon to make many decisions in succession, often with very little time to react. Habit and reflex are frequently as important as considered calculation. The following are some of the many factors that can affect driver behaviour at any time:

Degree of attention and alertness, that can be influenced by:

- Distractions
- The need to engage in conflicting tasks (for example, using a map, negotiating unfamiliar streets)
- Fatigue
- Alcohol, drugs, or other factors that might cause impairment (for example, a health condition)

Time pressures, that may be determined by:

- The purpose of the trip
- The value of the time spent driving

Feedback from:

- Passengers
- Changes in traffic flow (for example, near misses, conflicts)

Skill level, with respect to:

- Information processing
- Motor control (for example, reflexes)

Knowledge, which may come from:

- Driver training
- Public education
- Media

Level of frustration and aggression, which can be affected by:

- One's character
- Driving circumstances

Deterrence, which includes:

- Awareness of legislated penalties for irresponsible driving
- Understanding of enforcement



decisions and consequences (part A)

learning plan 6

Willingness to accept risks, often determined by the benefits gained by taking the risk (How valuable or important it's to get some place faster).

Need for stimulus, which means:

- Capacity to avoid boredom
- Need for thrills, and the degree of pleasure associated with thrill-seeking

Driving habits, developed through experience.

Personal values, particularly with respect to one's sense of duty to, or respect for, others.

Sense of social norms regarding driving, which is generally established by the driver's:

- Awareness and acceptance of community standards
- Concern for the opinions of others (especially family and friends)
- Observations of others' behaviour (for example, driving behaviour)

learning plan 7
decisions and consequences
(part b)

Decisions and consequences (Part B)

Time requirement

This learning plan will take three sessions to complete.

Inquiry question

What factors influence our decisions? How do we make important decisions?

Goals

Analyze individual and societal practices associated with road-related risk reduction and injury prevention (for example, obeying speed limits, wearing seatbelts, driver education) [Health Decisions]

Assessment

- Illustrate the action and consequence cycle of road-related decisions
- Articulate some of the challenges that face them and possible strategies to deal with those challenges
- Understand driver and passenger behaviours that can contribute to crashes
- Understand driver and passenger behaviours that can defuse risks
- Know factors that contribute to road-related risks and injuries
- Participate in group discussions (talking chips)
- Complete a decision make flow chart
- Report on information from fact sheet or oral summary media search
- Reflection

Investigative reporting

Have students report back on their investigation of news stories relating to risk-related activities. Read **Part 2** of the case study.



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Continue the discussion based on the following questions:

- Of all the risk factors present in this situation, which contributed most to causing this crash? Consider the behaviour of Eduard and his passengers. What actions might each have taken to help prevent this crash from occurring?
- All the boys do or say things in the name of friendship that promote negative or risky behaviour. How might they have demonstrated their friendship in wiser, more positive ways? Cite specific examples, and how the boys might have acted differently in each situation.

While the discussion is taking place, have a recorder write down the key points relating to the discussion of each question. The key points will be shared with the entire class following the small group discussion (this can be done orally or by writing the answers on the board).

Have students create a decision-making flow chart for one or more of the characters involved according to the details laid out in the case scenario. Then have them complete a second flow chart depicting what might have happened if the character had made different choices. Have them share their flow charts with a partner for discussion.

Case Study 1 — The road trip (Part 2)

The guys head to a fast food restaurant and order food at the drive-through window. Eduard rests the large cola he's bought to wake himself up between his legs and makes Asif hold on to his hamburger and fries. He then tries to get back on to the main road that heads toward the stadium where the concert's happening.

The only problem is that Eduard has to turn left on to a very busy four-lane street, and there doesn't seem to be any break in the traffic to let him pass through. Asif, meanwhile, has called Sami on the cellphone and is shouting over the stereo, trying to get directions to where they should go to meet the others. "Here," he finally says, handing the phone over to Eduard. "You're the one who's driving, after all."

"Not now," Eduard growls tensely as he waits for a break in traffic. The cola is turning icy cold between his legs and distracting him.

Suddenly a space opens up and Eduard guns it across the road, turning left.

"Whoa!" Cam yells, clapping. "You go, cowboy!" Eduard laughs with relief and accepts the cellphone from Asif.

"Here, take this while you're at it," Asif says, throwing Eduard's bag of food into his lap. "I want to eat my own stuff."

Eduard keeps the cellphone propped between his shoulder and ear as he gets the directions from Sami. He reaches into his bag and pulls out a ketchup packet, which he opens with his teeth. He looks down briefly to squirt some of the ketchup on to his fries. When he looks back up he sees that the large moving van directly in front of him is braking.

"Why's he slowing down?" he asks Asif, who tries to see around the van to check out what's happening on the road ahead.

"Dunno," Asif shrugs. "A bunch of cars in this lane are stopped. But there aren't any lights ahead, or any construction going on or anything."

The van comes to a complete stop ahead of them, forcing them to do the same.

"This bites," mutters Eduard. "Hang on a sec," he tells Sami on the phone.

He glances into his rear-view mirror and sees that there aren't any cars coming up in the right-hand lane. He pulls out from behind the van and gets into the right-hand lane, planning to pass the van.

Still chatting with Sami, Eduard starts zipping up the right-hand lane. He hears a few muffled honks, but assumes that the drivers are honking at the SUV at the front of all the stopped cars. As he pulls up alongside the SUV, he finally sees the reason why it has come to a stop: an elderly man is crossing the road at a poorly marked crosswalk, and is about to step right in front of the car with the three boys in it. Eduard swerves sharply to the right in order to avoid hitting the man. The car jumps on to the sidewalk, and crashes into a telephone pole going 50 kilometres/hour. Food and drinks fly everywhere. Cam, who's still not wearing his seatbelt, is thrown up against the windshield, inadvertently kicking Eduard and Asif in the process. Eduard's car is fairly old, so it has no airbags. Because Eduard is fairly short and has his seat pushed up close to the steering wheel to drive more comfortably, the impact of the crash drives him hard up against the steering column. Asif, who's wearing his seatbelt, is slammed against the dashboard, while several of the textbooks that Cam piled behind on the ledge behind the rear seat come flying forward and smack forcefully into the back of his head.

Needless to say, the boys miss the concert. Cam's face is all smashed up from its encounter with the windshield, and his arm and collarbone are broken. Eduard has several broken ribs, and won't be playing basketball for the rest of the year. Asif suffers from a hairline fracture at the base of his neck, caused by one of the flying books. He may end up suffering from recurring chronic neck pain for the rest of his life.

Discussion questions

- *Of all the risk factors present in this situation, which contributed most to causing this crash? Consider the behaviour of Eduard and his passengers. What actions might each have taken to help prevent this crash from occurring?*
- *All the boys do or say things in the name of friendship that promote negative or risky behaviour. How might they have demonstrated their friendship in wiser, more positive ways? Cite specific examples, and how the boys might have acted differently in each situation.*

Case Study 1: Part 2 — Discussion notes

Of all the risk factors present in this situation, which contributed most to causing this crash and the severity of its consequences? Consider the behaviour of Eduard and his passengers. What actions might each have taken to help prevent this accident from occurring?

- Eduard’s decision to ignore the restrictions of his novice licence “just this once” are typical of the decisions many drivers make that lead to crashes. It only takes one mistake to result in tragedy. Eduard’s inexperience is the major cause of the crash. He’s never driven in the city, and can’t “read” urban traffic behaviour. Since he can’t identify the reason why the cars in front have stopped, he thinks that it’s safe to proceed.
- Eduard’s refusal to acknowledge his own inexperience exacerbates the problem. If he’d asked the guys to help (for example, by being extra sets of eyes that can help him determine when it’s safe to change lanes, make left turns into traffic), perhaps he wouldn’t have made the mistakes he made.
- Eduard’s risky driving behaviour has been reinforced by his friends, as well as some of the behaviour displayed by other drivers on the road (for example, the cars on the highway that pass him in the right-hand lane — he mimics their actions here). If Eduard had obeyed the restrictions of his novice licence, he wouldn’t have the same level of distraction.
- Asif distracts Eduard by handing him the cellphone and his food. He would’ve been wiser to hold on to these things, and allow Eduard to concentrate solely on driving.
- Eduard’s hunger contributed significantly — he’s distracted by his French fries when the truck in front begins to slow down. He’s thinking about too many things, and therefore doesn’t fully consider why the cars in front might be slowing down.
- Cam’s decision not to wear a seatbelt has unfortunate consequences for him and the others. If he had been wearing his seatbelt, he wouldn’t have kicked the others or gone flying into the windshield.
- The books, in not being properly restrained (for example, in the trunk), added to the severity of the injuries.

All the boys do or say things in the name of friendship that promote negative or risky behaviour. How might they have demonstrated their friendship in wiser, more positive ways? Cite specific examples, and how the boys might have acted differently in each situation.

- The boys might have respected Eduard’s need for food before the journey and given him the time necessary to purchase and eat something before hitting the highway.



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- Rather than assuming that Cam is old enough to make his own decisions, Eduard might have shown more concern for his safety and insisted that he use his seatbelt. Asif could have turned down the stereo so that Cam could better hear the conversation of the boys up front.
- Instead of mocking Eduard for his lack of experience, the boys might have helped him drive by watching the cars around them and offering advice. They might have shared their own experience with him, instead of making him take all the responsibility for the decision-making involved in driving.
- Instead of bringing up subjects like his ex-girlfriend or the “fine-looking women” at the show that would distract Eduard, the boys might have kept the conversation more focused on the road and traffic around them.
- Instead of complimenting Eduard on his poor driving behaviour, the boys might have let him know that driving recklessly isn’t cool.

Decision-making flow chart

A decision-making flow chart is a simple diagram demonstrating the steps of a process and the relationship of those steps to one another. Decision-making flow charts are useful tools in diagramming action and consequence. By mapping a process out using a decision-making flow chart helps to clarify understanding of the process, and how and where you could improve upon the process.

Most flow charts are made up of three main types of symbol:

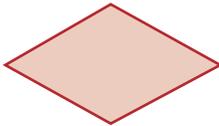
Elongated circles, which signify the start or end of a process



Rectangles, which show instructions or actions



Diamonds, which show decisions that must be made

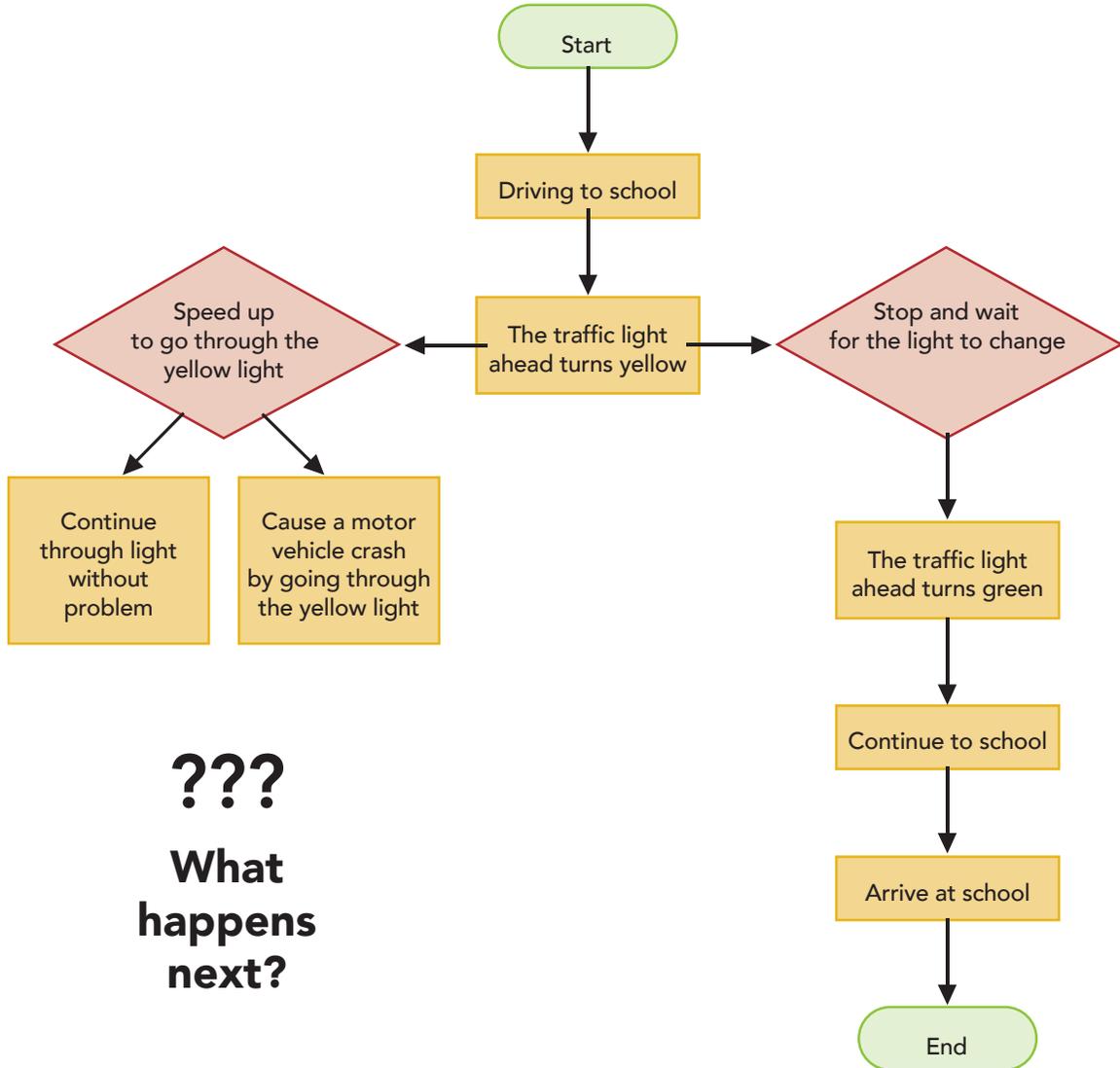


Within each symbol, write down what the symbol represents. This could be the start or finish of the process, the action to be taken, or the decision to be made.

Symbols are connected one to the other by **arrows**, showing the flow of the process.



Decision-making flow chart example:



Activity sheet — Decision-making flow chart rubric

Name(s) _____

Topic _____ Date: _____

Self assessment

Peer assessment

Teacher assessment

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

Comments:

Case Study 2 — Jane’s story (Part 1)

Jane is 16 and interested in music, especially the rapidly changing field of music technology. She plays the keyboard, has begun creating her own material, and has a growing collection of recordings that includes new releases in a number of music styles. Her enthusiasm for the latest in music technology and her familiarity with many aspects of the music scene recently enabled her to land a part-time job in a retail store that sells audio equipment, CDs and tapes.

Discussion questions

- *What is this job going to do for Jane (for example, add to her resumé)?*
- *What responsibilities is she taking on with this new job? What skills must she display?*

Case study 2 — Jane’s story (Part 2)

The store where Jane works is in a shopping centre that mostly serves destination shoppers arriving by car. Although there’s a central bus stop, connections to Jane’s home are not enormously convenient, and buses are infrequent, except during morning and late afternoon “rush hours”. Jane’s work hours are 4:00 p.m. to 9:00 p.m. Fridays and 2:00 p.m. to 9:00 p.m. on Saturdays and Sundays. She’s discovered that she’s good at sales, however, and she likes the work. It also turns out that one of her acquaintances at school, Lisa, works similar shifts at another store in the shopping centre, and they have become better friends by spending breaks together.

Discussion questions

- *What is impact of this new change in her life on her parents? School work? Friendships? Leisure activities?*
- *What are the risks and costs associated with this job? (Consider the benefits, in terms of earnings, independence, meeting goals by acquiring work experience and developing responsibility and proving skills.)*

Case Study 2 — Jane’s story (Part 3)

During one of their Saturday breaks, Jane’s friend Lisa begins talking about a new boyfriend, a really nice guy a couple of years older than her, who also has access to a car and the freedom it gives. Explaining that he’s picking her up after work this evening, Lisa proposes that Jane meet him and suggests that she can even call him and arrange for Jane to get a ride home with the two of them — an idea that has immediate appeal for Jane.

When she gets off work 3 hours later, Jane meets her friend, who leads the way to where her boyfriend Tony is supposed to meet them. Jane has to admit that Tony’s a good-looking guy who comes across as friendly and relaxed as he hugs Lisa. As he acknowledges Jane, however, she senses that his easy smile and loose manner might not be 100% natural, and it occurs to her to wonder if he might have been drinking or otherwise indulging. Lisa doesn’t seem to think anything is wrong, so, following her lead, Jane climbs into the car.

As Tony revs his engine and pulls out of his parking spot, reaching to put an arm around Lisa beside him in the front seat, Jane realizes without doubt that he has been drinking. Glancing at her watch, she notes that the bus she’d take isn’t due for a while yet, and it’s beginning to rain. Although she knows one is never supposed to take a ride with a drinking driver, she remembers that when she used to babysit, she occasionally had rides home with a mom or dad who’d had a drink or two, and there was never any problem. She also doesn’t want to say anything that would offend Tony, that might reflect poorly on Lisa or that would make her look like a prude. So she just settles into the back passenger side seat and adjusts her seatbelt.

As they proceed along darkened streets, Jane becomes ever more aware that her driver is more intoxicated than she at first thought and that some of his driving moves are quite erratic. Jane is feeling increasingly anxious, but they’re more than halfway to her home, it’s now raining quite steadily, and Lisa seems completely unconcerned, so she simply keeps her mouth shut and resolves to be a little more careful the next time. Looking out as they head into the drive that winds its way down the hill toward her neighbourhood, she sees some heavy equipment parked on the road ahead. Around the curve in the other direction, she can see from the reflected light of headlights that another vehicle is approaching. Her driver, though, seems oblivious to the situation until the last minute. Suddenly, as the other vehicle’s lights come into view, he overreacts. Misjudging his distance from the oncoming vehicle and temporarily blinded by its lights, he suddenly brakes and swerves, sideswiping a parked backhoe.



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As the vehicle slides into the backhoe, the rear passenger side takes the brunt of the collision. Damages are extensive and even though she's wearing a seatbelt, Jane is sitting in a vulnerable spot. When the ambulance attendants who respond to the scene finally get her out and to the hospital, doctors find that she has sustained significant injuries, including fractures to her collarbone, her right arm, and her wrist. She also has facial lacerations that will result in permanent scarring, as well as a fractured pelvis and some related internal injuries that will ultimately result in her being unable to ever have children.

Discussion questions

- *What do you think happens to Jane's plans and life?*
- *Who else is affected and how?*
- *What were the factors that contributed to this outcome?*
- *Was this an accident?*
- *What could Jane have done to prevent this?*
- *How could Jane have determined if Tony was impaired and in what form?*
- *Is having a drink or two a problem? How?*

Case Study 2: Parts 1, 2 & 3 — Discussion notes

What is this job going to do for Jane? (for example, her résumé)

- Discuss the value of work experience and the skills and experience she will be able to claim on her résumé
- Discuss the economic value of her earnings (could be used to support further education, supplement family income, acquire equipment related to her music interests, as disposable earnings for enhancing her leisure activities)

What responsibilities is she taking on with this new job? What skills must she display?

- Jane, like salespeople in any retail operation, is responsible for:
 - Handling financial transactions honestly and accurately
 - Protecting the store and its stock from theft, vandalism, damage
 - Showing up on time, with appropriate dress and grooming
 - Attentiveness to work; being responsive to customers
 - Monitoring stock levels, solving problems to protect the profitability of the business
 - Merchandising and other related duties as assigned by store manager
 - Knowing and, if necessary, acting on emergency procedures
- The skill set needed for success on the job includes:
 - Communication skills related to ability to sell (for example, communicate benefits, not just features; listen and observe to assess customer needs, wants and buying motives)
 - Courteousness, being knowledgeable about products
 - Handling cash/credit transactions (attention to detail, arithmetic competence)

What are the risks and costs associated with this job? Consider the benefits, in terms of earnings, independence, meeting goals by acquiring work experience and developing responsibility and proving skills.

- The risks include:
 - Increased risk of personal (for example, sexual) assault, especially as she's travelling alone
 - Potential difficulty maintaining school obligations
 - Commuting at night

What do you think happens to Jane's plans and life?

- Probable and possible consequences include:
 - Hospitalization (possible loss of school year)
 - Pain and suffering, trauma
 - Effects of her injuries on self-esteem
 - Financial costs to her
 - Career track potentially jeopardized (injuries to arm and wrist could impair her abilities to perform on the synthesizer)

Who else is affected and how?

- Students can be expected to mention:
 - Impact on Lisa (unspecified injuries; difficulties in relationship with Tony and Jane)
 - Impact on driver (unspecified injuries, difficulties in relationship with Lisa, possible bankruptcy — no insurance coverage because drunk, lawsuits, community censure, remorse and shame)
 - Cost to society (court costs, hospital/medical costs, including psychiatric costs, disability costs, social assistance for family of bankrupt driver, loss of productivity cost, special needs educational costs)

What were the factors that contributed to this outcome?

- The main factors to emphasize are Tony's drinking and Jane's unwillingness/inability to extricate herself from a situation in which she was knowingly a passenger in a drinking driver's car

Was this an accident?

- Think of the decisions that led to the crash and whether Tony and Jane could have made different choices

What could Jane have done to prevent this?

- Possibilities include:
 - Calling her parents, taking the bus (or a cab), taking steps to communicate assertively her desire to be allowed out of the car

How could Jane have determined if Tony was impaired and in what form?

- Before Jane got into the car she could:
 - Trust her instincts
 - Consider his speech and why he comes across as overly friendly



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The class might consider a review of the fact sheet on drugged driving from www.ccsa.ca Canadian Centre on Substance Abuse that focuses on drugged driving and how to recognize the signs. In addition, the ICBC fact sheet on [drinking and driving](#) is helpful.

Is having a drink or two a problem? How?

- Students need to consider the impact of a drink or two on their decision-making ability. Driving is a complex task that demands our full attention. Even minor levels of impairment have an impact on our ability to perceive and respond to situations on the road.

Case Study 3 — Kim's story (Part 1)

From an early age, Kim has always been good at practical tasks and working with his hands, figuring out how machines and devices go together and function. Cars have always interested him, and he has spent many hours hanging out at the garage where his father is a mechanic. Now 16, he's about to get his driver's licence, and he has his eye on a '73 convertible that with a new engine and some other mechanical work would make a great set of wheels. He also figures that if he can just get through high school he should be able to get into an apprenticeship program that will make him a collision repair technician and a good shot at getting into the autobody business. Already, a friend of his father's has suggested he might be able to line up a summer job for Kim, helping prep vehicles for painting.

Except for his Tech Ed courses, school work isn't something that Kim excels at, though he generally manages to get his assignments done on time and achieve passing grades. Not much of a talker or hugely social, he nonetheless likes to get together with his buddies for a movie, to shoot some pool or the like.

Discussion questions

- *What are Kim's employability skills? What important skill areas might he find necessary to acquire to fully succeed in the field he appears interested in?*
- *What other kinds of work besides autobody might he consider?*

Case Study 3 — Kim's story (Part 2)

One evening, Kim is down at the mall, figuring his buddies will show up for some fun, when Tawnya, a girl at his school, comes by with a couple of her girlfriends and a guy that Kim has never seen before. The four are engaged in some horseplay, laughing and pushing, when Tawnya notices Kim.

Being somewhat shy, Kim's never got to know Tawnya or any of her friends very well, even though he finds her quite attractive. Rumour has it though that she moves with a pretty wild crowd and is into some serious partying. So when she calls him over, introduces him to her friends, Li and Cindy, and their "friend" Sean, Kim feels flattered and joins in.

As they leave the brightly lit part of the mall, Sean pulls from his pocket an almost empty mickey of rum and drains it before producing another full one to pass around. Not wanting to seem out of it, Kim consumes his share, as Cindy fishes in her purse and brings out a joint, ready rolled. Soon, all five are feeling pretty high as they work their way along the boulevard.

Knocking around the question, "what next?" Sean concludes that "what we really need is some wheels." "Hey, no problem," suggests Tawnya, "I've heard that Kim here can do just about anything with cars. Let's just hot-wire that van over there, and we're out of here." With Sean looking impressed and Cindy and Li urging him on, Kim suddenly finds it hard to refuse.

"Besides," he thinks, "we'll just drive to where we're going, then dump it. Nobody'll know it was us, and no real harm's done." Pulling out his army knife, within five minutes Kim has Sean behind the wheel with the engine running.

Discussion questions

- *What are the possible consequences and risks here?*

Case Study 3 — Kim's story (Part 3)

"What'd I tell you? Is this guy Kim good or what?" cheers Tawnya as the whole group pile into the van. In the front passenger seat, Li goes through the glove box and comes up with a tape to get the van's four speakers pumping out some loud music. Cindy in the back seat goes to work on another joint, as Sean guns the van out of the side street and onto the main road, picking up speed.

"Hey, we'd better stay cool and watch for cops," says Kim, moving up to crouch between the two front seats and look out. "Yeah, whatever," answers Sean, now up to 80 kilometres/hour and still accelerating.

"Look, if we cut left up ahead, we can get off this strip and head down to Second through there" suggests Tawnya. "The cops prob'ly won't be down there."

"OK," says Sean, letting out a whoop as he tromps on the brake, then cuts the corner to swing the van into the darkened side street. With the back end fishtailing as he fights to straighten out, the van clips a mailbox on the corner, knocking it over and shattering the tail light, as Li lets out a scream. Laughing, Sean, reaches over to pat her knee. "Relax, it's paid for, remember? Besides, this thing's a tank. Watch this."

Down the street ahead of them, stand clusters of garbage cans that the residents have put out for morning pickup. Moving to the unpaved shoulder, Sean catches the first group with the right corner bumper, sending cans flying and setting off a frenzy of barking among neighbourhood dogs. Accelerating away in a spray of gravel, Sean lines up another collection of cans to repeat his exploit.

This time, though, the results are catastrophic. When one of the cans flies sideways onto the shoulder ahead of the van, Sean hits it again. As the van's right wheel rides up over the bashed can, Sean loses control, and they slide off the shoulder into a ditch that separates the properties on the street from the road. Still travelling at almost 45 kilometres/hour as it begins to roll sideways, the van hits the end of a concrete culvert that allows drainage from the ditch to pass under a driveway. The left and rear wheels leave the road, and the entire van flips over and crashes through a hedge to land upside down on the driveway.

For the occupants, none of whom are wearing seatbelts, there are serious consequences:

- Li, in the front passenger seat, is killed instantly
- Cindy, in the rear seat emerges from the crash in a coma, and dies later in hospital
- Tawnya, in the van's middle seat, suffers head injuries from which she recovers, although she will experience recurring headaches throughout her life



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- Kim, crouched in front of middle seat, suffers a broken neck and is destined to spend the rest of his life in a wheelchair as a quadriplegic
- Sean, the driver, suffers broken ribs, a collapsed lung and lacerations but eventually recovers

Discussion questions

- *Who's most responsible for what happened here?*
- *What specific steps could each of the following have taken to prevent or mitigate the effects of the crash?*
- *If Sean had not smoked the joint, how would this situation been different?*
- *Though Sean was the driver, how were the others responsible?*

Case Study 3: Parts 1, 2 & 3 — Discussion notes

What are Kim's employability skills? What important skill areas might he find necessary to acquire to fully succeed in the field he appears interested in?

- The Conference Board of Canada has identified a set of employability skills (www.conferenceboard.ca/education/learning-tools/employability-skills.htm) that people in every field should possess
- In particular, as becomes clear from later events, Kim will need to develop his interpersonal communication skills and his overall sense of responsibility and initiative

What other kinds of work besides autobody might he consider?

- All reasonable suggestions are welcome, provided students are able to relate these to Kim's interests

What are the possible consequences and risks here?

- Possible legal penalties for criminal behaviour (theft, possession of marijuana)
- Other consequences of criminal behaviour (non-bondable, difficulty obtaining passport, travelling out of country, weakened employment/career prospects)

Who's most responsible for what happened here?

- Students might consider this a matter for debate. All of those in the vehicle bear some moral responsibility, although the driver generally bears the heaviest weight of legal responsibility.

What specific steps could each of the following have taken to prevent or mitigate the effects of the crash:

- Kim (for example, not get inebriated, not hot-wire the van, sit in a seat and wear a seatbelt: students could be invited to suggest specific ways in which Kim could refuse to participate in the activities that lead to tragedy — his refusal skills)
- Cindy (for example, not consuming and sharing a joint, alerting others to the dangers and encouraging them to rethink their course of action before stealing the van)
- The owner of the van (for example, take steps to protect the vehicle from theft, including parking in a well-lit spot, keeping the doors locked, using an anti-theft device)

Case Study 4 — Bill and Carmen (Part 1)

Bill is 19, and has been out of school for the past year. During that time, he has been working as a helper in a shop that makes cabinetry. Since starting work there, he's thinking he might like to pursue this at some point and get himself into a carpentry apprenticeship, but hasn't yet pursued this very far. The hours are decent and the pay is OK, but the shop is a fair drive from where he lives with his girlfriend, Carmen. Fortunately, previous jobs that he had when he was living rent-free at home have enabled him to put a vehicle on the road — a small hatchback only four years old.

Carmen is a year and a half younger than Bill, has just graduated from high school, and has temporary summer work in a communications firm, using desktop technology to lay out material for publishing. Her employer finds she can master new software and troubleshoot computer problems and has encouraged her to pursue further training in computer graphics; but so far, Carmen has adopted a "wait-and-see" approach.

Carmen began going out with Bill when they were both still in high school, and now has agreed to move in with him at his insistence, even though it means she sees less of her other friends. In fact, since graduation, she finds that she spends most of her time with Bill when she's not working. He drives her to work and picks her up afterward. On evenings when he's out playing ball with his friends or visiting his mother (who's been more demanding of his time since going through a difficult separation from her second husband, Bill's stepfather, less than a year ago), she tends to stay in and read or watch TV. Without a vehicle, she doesn't feel very mobile, and Bill's told her how much he worries about her going out alone.

Discussion questions

- *What kinds of words might be used to describe Bill?*
- *What kinds of words might be used to describe Carmen?*
- *What risks and challenges might emerge in this relationship?*

Case Study 4 — Bill and Carmen (Part 2)

Bill and Carmen's morning drive to work puts them on congested traffic arteries with many other commuter vehicles. Even on roads with two lanes of traffic in each direction, progress can be slow and frustrating. Pedestrians and vehicles turning both left and right make traffic flows unpredictable, and it's common for motorists in a hurry to engage in "lane-hopping". One morning, running late to drop Carmen off, Bill is travelling in the left lane, when a vehicle ahead of him slows abruptly and signals a left turn. Moving at 45 kilometres/hour and sensing a small opening in the traffic to his right, Bill signals and changes lanes all in one quick manoeuvre.

From behind there erupts a sudden burst of sustained honking, as the driver of the light pickup that had been moving into the space vents his annoyance at having been cut off and being forced to brake. Looking into his rear-view mirror, Bill sees the other driver gesturing angrily and continuing to lean on his horn. Satisfied in his own mind that the space he'd moved into had been available to him, Bill responds angrily in turn, cursing and raising his hand to make a rude gesture easily visible through his hatchback window.

This escalates matters, and within a few hundred metres, the driver of the pickup has found an opportunity to move into the left lane and pull even with Bill's vehicle. With one hand on the wheel, his head turned toward Bill's car on his right, he can be seen yelling angrily and shaking his fist at Bill. Bill responds in kind, yelling into the closed window beside him and filling the hatchback with angry swearing, as the two vehicles careen down the road together at speeds approaching 65 kilometres/hour.

"Bill," says Carmen, putting her hand on his right arm, "we should just let this go."

"Shut up!" explodes Bill, slapping her hand away and jabbing his elbow into her arm.

"There's no way I'm letting this jerk treat me like this!"

To his left, the pickup has now pulled ahead, and in a deliberately provocative repeat of the manoeuvre that Bill had performed earlier, the driver suddenly cuts in front of the hatchback, narrowly missing the front corner. Seconds later he applies his brakes. Bill attempts to brake as well, but his reaction is too slow, and the front of his vehicle makes contact with the pickup's raised bumper with a smash of glass and metal.

His heavy-duty bumper virtually unscathed, the driver of the pickup now accelerates again, pulling away to disappear through an amber light as Bill slows his vehicle to a stop and leaps out fuming with helpless rage to inspect the damage.



decisions and consequences (part B)

learning plan 7

Discussion questions

- *Whose fault is this collision?*
- *How is Bill likely to behave when he gets back into his “still driveable” car to finish driving Carmen to work? What condition are Carmen and Bill each likely to be in when they arrive at work? What effect is this likely to have on their day?*

Case Study 4: Parts 1 & 2 — Discussion notes

What kinds of words might be used to describe Bill?

- For example, somewhat directionless, lacking in specific goals or plans to achieve them, perhaps possessive and insecure in his relationship with Carmen

What kinds of words might be used to describe Carmen?

- For example, unfocused in her planning and with few clear goals, lacking ambition, passive, submissive to Bill's need for her not to go out)

What risks and challenges might emerge in this relationship?

- Speculative question: possibilities include chance of conflict, risk of abuse, chance of pregnancy, financial challenges, social challenges — poor support network, especially for Carmen.

Whose fault is this collision? Assuming Bill is able to report the licence of the pickup truck to his insurance company, what kind of outcome would you expect of their investigation?

- For example, mention Bill's liability when evidence points to a collision that occurred "because he rear-ended the other vehicle, apparently as a result of following too closely"; mention other driver's action in "leaving the scene of an accident"

How is Bill likely to behave when he gets back into his "still driveable" car to finish driving Carmen to work? What condition are Carmen and Bill each likely to be in when they arrive at work? What effect is this likely to have on their day?

- Students can be asked to complete the story; debrief should focus on abusive behaviour that's already occurred and help students recognize that the whole incident reflects one of "the many manifestations of abuse in society"

Talking chips

Description and purpose

In **Talking Chips**, students participate in a group discussion, surrendering a token each time they speak. The purpose of this collaborative learning technique (CoLT) is to ensure equitable participation by regulating how often each group member is allowed to speak. Because it emphasizes full and even participation from all members, this technique encourages reticent students to speak out and talkers to reflect. **Talking Chips** is useful for helping students discuss controversial issues, and it's also useful to solve communication or process problems, such as dominating or clashing group members.

Preparation

Determine a question or problem for group discussion. Bring poker chips, playing cards, or simply gather a sufficient number of paper clips, pencils, chalk or other available items to serve as tokens.

Procedure

1. Form student groups.
2. Give each student three to five tokens that will serve as permission to share, contribute or debate in the conversation.
3. Ask students to participate equally in the group discussion, specifying that as they contribute comments, they should surrender a token and place it in view of the other group members.
4. When all students have contributed to the discussion and all tokens are down, ask students to retrieve and redistribute the chips so that the procedure repeats for the next round of discussion, or end the discussion if the activity is complete.

Variations and extensions

- Give each student several chips of the same colour. For example, Student A receives blue chips, Student B receives yellow chips, and so forth. Allow the conversation to proceed for a while. Ask students to examine the surrendered chips and to reflect on how the conversation has gone. Ask them to continue with their discussion but to try to work toward an equal number of chips from each group member.
- To regulate the length of time each student speaks more than the number of times they speak, give each student several chips and instruct them to surrender a chip every three to five minutes that they have the floor.



decisions and consequences (part B)

learning plan 7

- Give each student only one chip. When everyone has contributed, retrieve the tokens and start the process again. This variation could be useful in brainstorming or listing items.
- Instead of using chips, assign a group member the task of recording individual contributions to a conversation. Do this by creating a grid sheet with one column for student names and an additional column or columns for the recorder to note down when each individual speaks. The recorder can place a checkmark or simply keep a tally by each person's name. Explain that recorders will use the sheet for a set period of time and that the aim is to promote an even level of participation among group members. When time is up, ask group members to review the sheets and analyze the interaction.

Adapted from Barkley, E. Cross K.P. Major, C.H. (2005). Collaborative Learning Techniques: A Handbook for College Faculty. San Francisco, CA: Jossey-Bass. Reproduced with permission of John Wiley & Sons, Inc. These materials may not be reproduced for any purpose.



Activity sheet: Reflective Writing — Case study reflection

Can be included in your reflection journal.

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

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

Activity sheet — Reflective writing rubric

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

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

Comments: _____



decisions and consequences (part B)

learning plan 7

Activity sheet — Reflective writing rubric (student)

Free-write (the road trip)

Respond to one of the essential questions:

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

Name(s) _____ Date: _____

Self assessment

Peer assessment

Teacher assessment

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

Comments: _____

learning plan 8

driving for real

Driving for real

Time requirement

This learning plan will take one session to complete.

Inquiry question

How can new driver driving risks be reduced? How can new drivers be kept safe behind the wheel?

Goals

- Discuss driving rules with family members
- Develop a driving agreement with family members
- Develop rules in writing to clearly set driving expectations and limits
- Discuss and agree upon consequences if any of the rules are not followed
- Communication with family members is a key to keeping young drivers safe
- Have family conversation around the agreement or pledge

Assessment

- Parent and student signed driving agreement

Activity — develop a driving agreement

Have the students develop a driving agreement with their family members and have both parties sign it. The agreement should list all the rules the teen driver promises to followed and the agreed upon consequences if they are not followed.

OpenSource downloadable agreements can be found online. Here are a few examples:

- ICBC's [Family Contract](#)
- CAA's [family driving agreement](#)
- Toyota's [mutual driving agreement](#)
- The American Academy of Pediatrics [parent-teen driving agreement](#)
- Armour Insurance [parent/teen driving agreement](#)
- AAA StartSmart [Parent Teen Driving Agreement](#)

learning plan 9

campaign for road safety

Campaign for road safety

Time requirement

This learning plan will take three sessions to complete.

Inquiry question

Why do youth engage in risk-taking behaviour? What are your responsibilities in terms of action and consequence? How can you make a difference in reducing risk-related behaviour?

Goals

- Analyze individual and societal practices associated with road-related risk reduction and injury prevention (for example, obeying speed limits, wearing seatbelts, driver education, drinking and driving, etc.)
- Increase awareness among young people of the risks involved in being on the road
- Positively influence young people's attitudes toward risky behaviour involving vehicles, making them less willing to engage in, or support unnecessary risk-taking

Assessment

- Generate possible activities and consequences that relate to road safety
- Detail realistic consequences for actions taken
- Final assignment — campaign for road safety
- Plan for achievement (timeline, goal, role, audience, situation, product/performance, standards)
- Final reflection (Parts I, II and III)
- Identify a specific aspect of road safety that puts their peers at risk and strategies to successfully overcome the challenges
- Evaluate the potential effects of an individuals' health-related decisions on self, family and community
- Know that speed is the number one contributing factor for fatal crashes involving youth



campaign for road safety learning plan 9

- Know that distracted driving is the top contributing factor for injury crashes involving youth
- Know reasons why people engage in high-risk behaviour and positive alternatives for these types of behaviours
- Understand that individuals can make a choice whether or not to engage in or support risk-related behaviour
- Understand that risk-taking behaviour is strongly correlated with road-related incidents
- Participate in discussions
- Identify topic and purpose of **Road safety campaign** presentation
- Plan for achievement rubrics (timeline, goal, role, audience, situation, product/performance, standards)
- Participation rubric
- Reflective writing rubric
- Final reflection rubric (self-assessment and teacher assessment)
- Self-reflection: Why do youth engage in risk-taking behaviour? What are the consequences for these choices?

Note: For each rubric, it's strongly recommended that assessments be completed as self-assessment, peer assessment and teacher assessment, or an appropriate combination of these whenever possible.

Activity — Collaborative presentation

Student groups will meet, plan, prepare and revise their presentations. The requirements for the assignment as well as the assessment criteria and rubrics should be reviewed for clarification.

- It's recommended that groups develop a **Plan for achievement** and provide an outline of their plan or for their peers to review and provide feedback
- Final presentations should take place during the last class of the unit
- **Final reflection** and **Reflection journal** should be submitted following the **Oral presentation** or **Poster**
- Self-assessment and TWO peer-assessments should also be completed and handed in

Learning activities

This section introduces the requirements for a Road safety campaign (oral presentation or summary poster), plan for achievement and assessment rubrics.



campaign for road safety

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In 2016, vehicle crashes represented the greatest number of unintentional deaths for youth age 15 to 18.

- Brainstorm and discuss various activities and circumstances relating to road safety that pose a risk to the health and well-being of adolescents and young adults.

Possibilities include:

- Seatbelts, speeding, driving while impaired, running red lights, accidents, graduated licensing, etc.
- Review factors affecting driver behaviour

Have students work by consensus (as a whole group) or individually to rank the items on the list. Discuss the ranking, correcting misconceptions and pointing out that vehicle crashes are by a wide margin the number-one preventable cause of death among young people.

- Using specific driving behaviours as examples, ask students to suggest how one might assess the associated risks. (For example, on what basis do you decide whether speeding is risky?)
 - What makes people say that drinking or doing drugs and then driving is risky?
 - Is taking cold medicine and then driving considered risky?
 - For more information on the risks of driving while impaired, as well as for other factors that cause crashes, go to icbc.com
- Student suggestions may include factors such as:
 - The advice of informed individuals (for example, specialists, experts in the field, people who have direct first-hand experience)
 - The likelihood of negative consequences
 - The severity of negative consequences
 - The immediacy of the consequences (for example, someone who smokes may not suffer serious health effects for many years, whereas a vehicle crash often results in immediate injury or death)
 - The number of people negatively affected (the ripple effect: bystanders, parents, siblings, etc.)
 - The extent to which steps can be taken to minimize the likelihood or severity of negative consequences
 - The “benefits” to be gained by taking the risk



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- Using the last item from the list (benefits to be gained by taking the risk) as a point of departure, ask students to suggest reasons why some people take the high risks associated with:
 - Driving while impaired (or travelling in the car with a driver who has been drinking or doing drugs)
 - Speeding
 - Driving in a reckless or unsafe manner
- Review the assessment criteria for the unit (participation, group discussion and reflection)
- Review the **Road safety campaign final** presentation assignment — purpose, requirements, assessment, etc. Allow students time to form working groups and generate a discussion on how they wish to approach the assignment.
- Participation in discussions for this learning plan can be assessed using the **Group discussion rubric — Participation**

Factors affecting driver behaviour

Drivers are called upon to make many decisions in succession, often with very little time to react. Habit and reflex are frequently as important as considered calculation. The following are some of the many factors that can affect driver behaviour at any time:

Degree of attention and alertness, that can be influenced by:

- distractions
- the need to engage in conflicting tasks (for example, using a map, negotiating unfamiliar streets)
- fatigue
- alcohol, drugs, or other factors that might cause impairment (for example, a health condition).

Time pressures, that may be determined by:

- the purpose of the trip
- the value of the time spent driving.

Feedback from:

- passengers
- changes in traffic flow (for example, near misses, conflicts).

Skill level, with respect to:

- information processing
- motor control (for example, reflexes).

Knowledge, which may come from:

- driver training
- public education
- media.

Level of frustration and aggression, which can be affected by:

- one's character
- driving circumstances.

Deterrence, which includes:

- awareness of legislated penalties for irresponsible driving
- understanding of enforcement.

Willingness to accept risks, often determined by the benefits gained by taking the risk (How valuable or important it's to get some place faster).

Need for stimulus, which means:

- capacity to avoid boredom
- need for thrills, and the degree of pleasure associated with thrill-seeking.

Driving habits, developed through experience.

Personal values, particularly with respect to one's sense of duty to, or respect for, others.

Sense of social norms regarding driving, which is generally established by the driver's:

- awareness and acceptance of community standards
- concern for the opinions of others (especially family and friends)
- observations of others' behaviour (for example, driving behaviour).

Assignment — Campaign for road safety

The purpose of this assignment is to draw upon your current knowledge of road safety, to allow you to explore topics of interest in greater depth and to share the knowledge gained in that exploration. Ultimately the goal of the assignment is twofold:

- Increase awareness among young people of the risks involved in being on the road
- Change young people’s attitudes toward risky behaviour involving vehicles, making them less willing to engage in or support unnecessary risk-taking

Supporting resources:

- [RoadSafetyBC, Motor Vehicle Related Fatalities](#)
- [ICBC Quick Statistics](#)
- [BC Coroners Service statistical reports](#)
- [BC Injury Research and Prevention Unit \(BCIRPU\)](#)
- [Transport Canada Motor Vehicle Traffic Collision Statistics: 2017](#)

Meaningful change:

Watch and listen — [Flight of the Hummingbird](#) (2:34 min.)

The hummingbird parable, with origins in the Quechuan people of South America, has become a talisman for environmentalists and activists who are committed to making meaningful change in the world. The determined hummingbird does everything it can to put out a raging fire that threatens the forest. The hummingbird, a symbol of wisdom and courage, demonstrates that doing something is better than doing nothing at all.

“One person can make a difference; in fact it’s the only thing that ever has.”
Margaret Mead, anthropologist

Campaign Overview:

You can work individually or in small groups. The assignment is divided into two requirements:

1. **Plan for achievement** — your group is responsible for constructing a detailed and well-thought-out plan for achieving an assignment that will help you to achieve the goals laid out above.
2. **Campaign** — your campaign will focus on a specific aspect of road safety that’s relevant to a particular audience. The campaign can take be one of the five following options, or an alternative option of student choice.



campaign for road safety

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Option 1 — Advertisement:

- 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. Use statistics to give the advertisement validity.
- The ad can be a print ad (poster) or 30-second video or radio announcement

Print ad or poster:

- Consider the rule of thirds in designing the ad: one-third should be graphic elements (drawing, photograph, 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

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.



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Option 2 — A Ted Style Talk:

- Identify both 1) the problem and 2) currently available solutions
- Develop an impassioned speech to inform and persuade. The presentation must rest on accurate data (statistics, research cited, images) following this format:
 - Hook — establish a connection with your audience so you can get them to “buy into” the idea?
 - Explain the Current Problem — What exactly is the current road safety challenge, what does your audience need to understand about it
 - Share the Current Solutions — What solutions are currently available, how do they work and what kind of difference can they make?
 - Closing — Close with a passionate call to action
- Should cite information from credible sources with emphasis on visuals
- View examples:
 - [Gary Lauder’s new traffic sign: Take turns](#) (4:20 min.)
 - [The Magic of Life — Impaired driving prevention](#) (11:02 min.)
 - [The Physics of Drunk Driving \(student presentation\)](#) (13:33 min.)
 - [Ted Talk: How risk-taking changes a teenagers brain](#) (11:40 min.)
 - [Ted Talk: Ways to make a city more walkable](#) (18:38 min.)
 - [Ted Talk: If cars could talk, accidents might be avoidable](#) (8:57 min.)
 - [Ted Talk: What a driverless world would look like](#) (11:32 min.)

Option 3 — A presentation

- A 10- to 15-minute presentation (more or less time is allowable if it positively impacts the effectiveness of the presentation and/or fits the constraints allowed for)
- Connect with MADD or ICBC Road Safety Speakers or Rick Hansen Foundation or other resource persons from the community (police officer, paramedic, physician, accident victim, etc.) for examples of powerful presentations, including:
 - MADD Canada Public Awareness Videos
 - ICBC 180 Video Contest
- The presentations should be clearly organized around a specific issue relating to road safety
- Can use PowerPoint or other presentation software
- Should cite information from credible sources

Option 4 — A Podcast:

- Listen to a variety of podcasts and take notes on the style, conversations, music, sound effects and the production elements (the various aspects of the podcast that create the listening experience)
 - CBC Radio Podcast: Don't take and drive
 - CBC Radio Podcast: Driving High
 - When dangers become real: Teen drinking and driving
 - CBC Radio Podcast: Everything you want to know about pot

Consider the elements of effective storytelling from Learning Plan 3 — Spoken language, talking to communicate.

- Conflict: Conflicts add suspense or tension to stories. They can be internal — for example, someone having a hard time making a decision. Or they can be external, such as an obstacle in the way of someone reaching her goal.
- Dramatic arc or plot: Many stories have a clear beginning, middle and end. One or many characters are often on a kind of emotional or physical journey, where the end is usually not the same as the beginning.
- Developed characters: These are characters with some of kind of backstory, personality or details that make them seem real. An interesting setting: Many stories take us places we can't go ourselves. Maybe that's just inside a home, or maybe it's behind the scenes of an event.

Option 5 — A Poem

- Write a poem with a powerful message. Listen to these two poems for examples:
 1. [The Elders are watching](#) (9:32 min.) by First Peoples poet Roy Henry Vickers
 2. [To This Day — for the bullied and the beautiful](#) (12:04 min.) by First Peoples poet Shane Koyczan
- Go beyond — View other poems by spoken word poet [Shane Koyczan on his YouTube Channel](#)
- How do the poems make you feel. Note similes and metaphors. A simile compares two different things in an interesting way. A simile uses the words “like” or “as” to draw a comparison. A metaphor simply states the comparison without using “like” or “as”. An example of a simile is: My life is like a rollercoaster. An example of a metaphor is: Life is a rollercoaster.
- The poems can be spoken in a format similar to [To This Day — for the bullied and the beautiful](#) (12:04 min.) by First Peoples poet Shane Koyczan, or can be illustrated with music and pictures in a format similar to [The Elders are watching](#) (9:32 min.) by First Peoples poet Roy Henry Vickers



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Notes: Assessment rubrics are included. You'll also be assessed throughout in terms of your participation and reflections on the topics presented in class.

Information in the presentation or poster should draw from credible sources and should be accurately referenced.

- An example of a credible source of information like percentages of road-related fatalities is B.C. Vital Statistics which can be found at www2.gov.bc.ca
- Another example of a credible source of information is ICBC's website, specifically the section on road safety

Plan for achievement

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

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

The **Plan for achievement** should include timeline, goal, role, audience, situation, product/performance and standards. Each section includes a set of questions that you must address in the planning of your final **Road safety campaign**.

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

Note: One Plan for achievement per group is handed in.



campaign for road safety

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Activity sheet — Assessment

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

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

Comments: _____



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Activity sheet — Plan for achievement

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

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

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

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

Assessment

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

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

Comments: _____

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



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Activity sheet

1. Timeline:

Plan for achievement due: _____
(completed in class)

Informal presentation: _____

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

Reflection journal draft due: _____

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

Record of group meetings:

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

Planning calendar						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

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

Comments: _____



campaign for road safety

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Activity sheet

2. Goal:

What is your goal for this assignment?

Why have you chosen this goal?

Why is this goal important to you? Others?

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

Comments: _____



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Activity sheet

3. Goal:

What are the overall responsibilities of the group?

What are the individual responsibilities in the planning stage?

What are the individual responsibilities in the development stage?

What are the individual responsibilities in the presentation stage?

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

Comments: _____



campaign for road safety

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Activity sheet

4. Audience:

Who's your target audience?

Why have you chosen this audience?

How will the audience be involved?

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

Comments: _____



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Activity sheet

5. Situation:

What will your presentation/poster look like?

What specific tools will you need?

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

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

Comments: _____



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Activity sheet

5. Product/Performance:

What will the final product/performance look like?

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

How will your presentation make a difference?

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

Comments: _____



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Activity sheet

7. Standards:

What is your goal?

What will you do to achieve this goal?

How will you know you've achieved this goal?

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

Comments: _____



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Activity sheet: Reflective Writing — Campaign for road safety

To be included in your reflection journal.

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

Part I — Guiding questions

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

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

Part II — Goals

Did you achieve your goal? Why or why not?

Part III — Rewards and challenges

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



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Activity sheet — Assessment of final reflection

Self:

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

Comments: _____

Teacher:

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

Comments: _____



Activity sheet — Presentation rubric

Name(s) _____

Topic _____ Date: _____

Self assessment

Peer assessment

Teacher assessment

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



Activity sheet — Poster rubric

Name(s) _____

Topic _____ Date: _____

Self assessment

Peer assessment

Teacher assessment

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



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Activity sheet — Participation rubric

Your group should strive for equal participation from each member, capitalizing on individual strengths and interests. Participation throughout the planning, development and presentation is essential. Assessment of participation will be based on a self-assessment and on two peer assessments from members of your group. All assessments should be completed individually and privately. Evidence of your assessment should be present throughout your plan for achievement, reflections and the final product.

Name(s) _____

Topic _____ Date: _____

Self assessment

Peer assessment

Teacher assessment

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

Activity sheet — Reflective writing rubric

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

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

Comments: _____



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Activity sheet — Final reflection rubric

Name(s) _____

Topic _____ Date: _____

Self assessment

Peer assessment

Teacher assessment

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

Comments: _____

