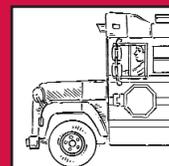
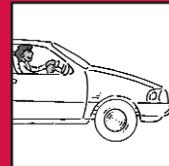




Road Safety Learning Resources for Schools

Aligned with
Manitoba's Health
Education/Physical
Education Curriculum



Grade 4

Manitoba
Education,
Training
and Youth



**Manitoba
Public Insurance**

Acknowledgements

Manitoba Public Insurance (MPI) and the Government of Manitoba Education, Training and Youth (MET & Y) gratefully acknowledge the participation and support of the various government agencies, community organizations and people who contributed so generously of their time and expertise in the development of the Children's Traffic Club and the School-based Road Safety Learning Resources Program. Also, we would like to acknowledge the Scottish Road Safety Campaign and Alberta Transportation and Utilities as well as other counterpart road safety organizations in other jurisdictions for graciously sharing their resources.

Many people within MPI, MET & Y and the wider professional community have contributed immensely to this program.

In particular, we would like to express our special thanks to the following:

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Our special thanks go to all the students and teachers who participated in piloting the materials in the classrooms. Their feedback has contributed immensely to the development of a more teacher/student user-friendly resource package for Manitoba Schools.

Stay Safe at all times,
Paul Allen
Manager, Road Safety Department
Manitoba Public Insurance

GRADE 4

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INTRODUCTION

We are delighted to welcome you and your class to partake in the school-based road safety learning program. This program is a continuation of the Children's Traffic Club, which is now available in day care centres across Manitoba.

Unfortunately, the leading cause of death and injury for children 5 – 14 years of age in Manitoba is road-related. In many instances, simple precautions could have prevented the occurrence and severity of such incidents.

Research studies have shown that children's perceptions and sensory skills may sometimes put them at a disadvantage in traffic situations. In most instances, young children:

- Experience difficulties in judging speed and distance
- Assume that cars can stop instantly
- Have difficulty discriminating the direction of sounds
- Cannot perceive complicated traffic situations
- Think that if they can see a vehicle, then the driver can see them
- Have a lack of well-developed "peripheral vision"
- Concentrate on what interests them the most at a particular time

In order to reduce the potential risks that our children face on the roads, they must be taught to appreciate their role, rights and responsibilities with respect to their safety on our roads and in other related situations. This resource is designed to help educators to provide the students with the knowledge, skills and attitudes to enable them achieve the aforementioned objectives.

The Road Safety Program includes a series of learning activities and accompanying visuals and student worksheets. The learning activities reflect differentiated instruction (see *Success for All Learners*).

A Road Safety Scope and Sequence Matrix is provided. This matrix explains the "fit" between the Road Safety Learning Activities and relevant sections of the *Kindergarten to Senior 4 Physical Education / Health Education: Manitoba Curriculum Framework of Outcomes for Active Healthy Lifestyles*. There is a box in the bottom right-hand corner beside every specific Student Learning Outcome (SLO) that identifies the number of the learning activity or activities that addresses part or all of the SLO.

A sample Parent Letter is enclosed that identifies the specific content for the respective grade with suggestions for parental involvement to reinforce children's learning. Teachers may revise this Parent Letter before sending it home prior to the commencement of this program.

Teachers are to note that **not** all road safety content may be applicable to every community. Teachers are advised to use professional discretion in the selection of content. It is advisable to check what is taught of road safety in the previous grade.

Suggestions for Assessment are provided for every learning activity. There is a Teacher Road Safety Checklist provided at the end of each grade. This checklist can be used for ongoing observations and to determine student progress for assessment purposes. When planning their assessment, teachers are advised to refer to *Kindergarten to Senior 4 Physical Education/Health Education: Manitoba Curriculum Framework of Outcomes for Active Healthy Lifestyles, Appendix A: Assessment, Evaluation and Reporting*.

Road Safety is one aspect of the Safety General Student Learning Outcome #3 in the Framework document. The time allotted to teach Health Education in the classroom is limited. Curricular connections are provided for each learning activity. It is recommended that teachers use curricular connections in order to cover all the Road Safety Learning Activities. Teachers may wish to use some of the learning activities as Take-Home Activities for students to complete with their families. Road Safety is an ongoing concern and teachers are encouraged to review this topic with students on a seasonal basis.

This Road Safety Program provides teachers with a valuable, user-friendly resource that enhances the teaching of a topic that is important to daily living and active, healthy lifestyles.

**GRADE FOUR
ROAD SAFETY**
SCOPE and SEQUENCE

LEGEND ■

Number(s) of Learning Activity or Activities that address part or all of SLOs.

Content/ Curricular Connections	SAFETY General Student Learning Outcome (GLO) #3 Specific Student Learning Outcomes (SLOs)	Complementary GLOs Personal and Social Management #4
<p>Knowledge: Strand B Safety of Self and Others 1. Community Safety Awareness (Science and Social Studies)</p> <p>3. Prevention and Care of Injuries (Science)</p> <p>4. Community Supports and Services (Science and Social Studies)</p>	<p><input type="checkbox"/> K.3.4.B.1 Identify responsibilities for prevention, protection and persuasion in the areas of fire safety, bus ridership, and road and vehicle safety (e.g. autos, snowmobiles, buses, bikes, farm equipment). Activities 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12</p> <p><input type="checkbox"/> K.3.4.B.3 Identify common injuries (e.g. cuts, bruises, scrapes, bumps, fractures, frostbite) in everyday living, and ways to help (e.g. seek adult help, locate first-aid kit). Activities 10, 11</p> <p><input type="checkbox"/> K.3.4.B.4 Recognize roles of individuals in school and community who provide safety services (e.g. school staff, crosswalk patrols, police, block parents, elders, snowmobile patrols). Activities 6, 11</p>	
<p>Skills: Strand A Application of Safety Practices... 1. Physical Activity</p>	<p><input type="checkbox"/> S.3.4.A.1 Follow set rules and routines for safe participation and use of equipment on selected specific physical activities (e.g. road safety rules). Activities 9, 11, 12, 13</p>	<p>Knowledge: Strand A Personal Development 2. Goal Setting (ELA) a) Process <input type="checkbox"/> K.4.4.A.2a Identify goal-setting process (e.g. assess attributes, set goals, visualize, practice, monitor, automate, enjoy) for establishing personal goals. Activity 13</p>

**GRADE FOUR
ROAD SAFETY**
SCOPE and SEQUENCE

LEGEND ■

Number(s) of Learning Activity or Activities that address part or all of SLOs.

Content/ Curricular Connections	SAFETY General Student Learning Outcome (GLO) #3 Specific Student Learning Outcomes (SLOs)	Complementary GLOs Personal and Social Management #4
<p>Skills: Strand A Application of Safety Practices... 1. Physical Activity (cont'd)</p>		<p>Knowledge: Strand A Personal Development 3. Decision Making/Problem Solving (ELA and Soc. Studies) □ K.4.4.A.3 Identify the steps of decision-making/problem-solving process with an emphasis on the final steps (e.g. making the decision, taking action, evaluating). ■ Activities 11, 12, 13</p> <p>Strand B Social Development 1. Social Responsibility (Social Studies and ELA) a) Responsible social behaviours □ K.4.4.B.1a Identify appropriate social behaviours (e.g. speaking kindly, offers to help) toward others in small-group situations. ■ Activities 2, 3, 7, 8, 11, 12</p> <p>Skills: Strand A Acquisition of P and SM Skills... 1. Goal Setting/Planning (ELA) □ S.4.4.A.1 Set goals (e.g. improve road safety practices) to enhance health and physical well-being. Activity 13 2. Decision Making/Problem Solving (all subjects) □ S.4.4.A.2 Design, implement, evaluate and revise an action plan for making a group decision (e.g. planning a group activity involving road safety). Activity 12 ■</p>

**GRADE FOUR
ROAD SAFETY**
SCOPE and SEQUENCE

LEGEND

Number(s) of Learning Activity
or Activities that address part
or all of SLOs.

Content/ Curricular Connections	SAFETY General Student Learning Outcome (GLO) #3 Specific Student Learning Outcomes (SLOs)	Complementary GLOs Personal and Social Management #4 SLOs
2. First Aid	<input type="checkbox"/> S.3.4.A.2 Demonstrate practices to assist an injured person (i.e. get help, explain what you saw, avoid contact with body fluids of others, do not try to move injured person). Activities 10, 11	

Dear Parent/Guardian,

In the weeks ahead, the class will be studying **Road Safety**.
Students will focus on the following Road Safety areas:

- Bicycle Safety
- Railway Safety
- Recreational Safety
- Traffic
- Pedestrian Safety
- School Bus Safety
- Community Safety Helpers

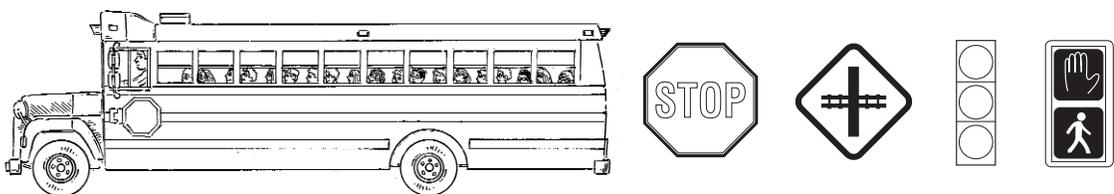
The learning activities actively involve the students in learning “safety rules” of the road. If you have any items at home that might improve our study of Road Safety (e.g. games, videos, magazine) that you would be willing to let us use, we would appreciate it.

We invite you to enhance your child’s learning by:

- modelling positive safety habits (e.g. wearing your seat belt, following road rules),
- doing the learning activities sent home with your child,
- discussing the importance of road safety.

Thank you for your support and involvement!

Sincerely,



ACTIVITY 1 My Road Safety Knowledge

Prescribed Learning Outcomes:

Safety SLOs:

- K.3.4.B.1** Identify responsibilities for prevention, protection and persuasion in the areas of fire safety, bus ridership, and road and vehicle safety (e.g. autos, snowmobiles, buses, bikes, farm equipment).

Complementary SLOs:

Activity Outcomes:

Students will be able to:

- State new knowledge/facts about road and vehicle safety and common injuries.
-

Suggestions for Instruction:

- Ask students what is meant by road safety.
- Ask students why road safety is an important topic.
(Possible answers:
 - a) to prevent injuries;
 - b) to reduce the risk of injuries and deaths.))
- Introduce Activity 1 Worksheet A: *How much do I know about road safety?*
- Read each statement aloud.

HINTS: The focus of the True and False statements is the underlined words.

For question #10, state that in-line skating may be known as rollerblading by some students.

- Ask students to decide whether the statement is True or False.
 - Once students complete the worksheet, discuss the statements.
-

Suggestions for Assessment:

- Correct the worksheet as a class using Activity 1 Worksheet B: *How much do I know about road safety? - Answer key*.
-

Cross-Curricular Connections:

- English Language Arts (comprehend and respond personally and critically to literary and media texts)
 - Mathematics (number)
-

Opportunities for Family/Community Involvement:

- Invite students to take the worksheet home and ask their parents the statements.

How much do I know about road safety?

Instructions: Please circle True or False beside each statement.

Name: _____



True False 1. Biking is the most popular outdoor activity among Canadians.



True False 2. More than two-thirds of children between the ages of 10 to 14 years ride a bike.

True False 3. Almost half of the cyclists injured in bike/motor vehicle crashes are under 16 years old.

True False 4. Most bike injuries occur close to home.

True False 5. A bike helmet lasts a child until he or she is a teenager.

True False 6. To fit a bike, a person must stand over the bike's frame with feet flat on the ground.

True False 7. Helmets are the most effective gear to reduce head injuries and deaths from bike crashes.

True False 8. Every year 10,000 Canadian children are seriously injured in bike crashes.

True False 9. Cyclists should ride one metre out from the curb or roadside to avoid dangers such as loose gravel.



True False 10. Helmets worn while in-line skating reduce the risk of head injury by half.

How much do I know about road safety? – Answer key

Name: _____

1. **True**
2. **True** 86% to 90% of children between 10-14 years cycle.
3. **True**
4. **True**
5. **False** A bike helmet should be replaced after 5 years (depending on the amount and type of use) or one hard hit.
6. **True**
7. **True**
8. **False** Every year more than 50,000 Canadian children are seriously injured in bike crashes.
9. **True**
10. **False** Helmets worn while in-line skating reduce the risk of head injury by 85%.

Source: Road Wise Cycle Safety Program. Manitoba Public Insurance, 1997.

ACTIVITY 2 The Costs To Be Protected

Prescribed Learning Outcomes:

K.3.4.B.1 Identify responsibilities for prevention, protection and persuasion in the areas of fire safety, bus ridership, and road and vehicle safety (e.g. autos, snowmobiles, buses, bikes, farm equipment).

Complementary SLOs:

K.4.4.B.1a Identify appropriate social behaviours (e.g. speaking kindly, offers to help) toward others in small-group situations.

Activity Outcomes:

Students will be able to:

- Calculate the costs for protective gear for different recreational activities.
 - Compare the costs of being outfitted safely for various recreational activities.
 - Demonstrate appropriate social behaviours toward others in small-group situations.
-

Suggestions for Instruction:

NOTE: Collect store catalogues that advertise sports equipment, protective sports equipment and their costs. Collect this information a few weeks in advance of doing the activity.

- Using a show of hands ask students the following questions:
 1. How many of you ride a bicycle? How many of you wear protective gear?
 2. How many of you use in-line skates? How many of you wear protective gear?
 3. How many of you ride a skateboard? How many of you wear protective gear?
 4. How many of you ride a scooter? How many of you wear protective gear?
 5. How many of you ride an all-terrain vehicle? How many of you wear protective gear?
 6. How many of you ride a snowmobile? How many of you wear protective gear?
- Make a tally of the responses to each question on the chalkboard.
- Discuss the most common recreational activity engaged in by students in the class and whether most students wear protective gear.
- Ask students to find a partner to work in pairs.
- Introduce Activity 2 Worksheet: *The costs to be protected*.
- Encourage pairs of students to select at least 2 recreational activities and research the costs to be protected in those activities.
- Encourage students to look in flyers and store catalogues, to phone stores, and to search the Internet.
- Prepare a class graph of the results (e.g. the costs versus the recreational activity).

Discuss the following questions:

1. Do you have to pay a lot of money to be protected?
(Answer: No. The injuries can be more costly and more permanent than the protective gear. Treatment may range from broken bones, hospitalization, physiotherapy and brain damage to death.)
 2. How do you decide if a helmet is safe?
(Answer: The helmet must have a safety code on it: CSA (Canadian Standards Association); Snell (Snell Memorial Foundation); ASTM (American Society for Testing and Materials). Check the inside of the helmet to ensure the padding has not deteriorated.)
 3. Why is a helmet important?
(Answer: It absorbs the impact of a crash and reduces violent movement of the brain within the skull. It distributes the blow over a large area and reduces the chance of skull fractures.)
 4. Can you use a bike helmet for such recreational activities as in-line skating and skateboarding?
(Answer: Yes, a bike helmet can be used for recreational activities that are “human-powered” such as in-line skating and skateboarding.)
-

Suggestions for Assessment:

- Correct the worksheet as a class.
-

Cross-Curricular Connections:

- English Language Arts (manage ideas and information)
 - Social Studies (provinces and territories: our places, stories and traditions)
 - Mathematics (number)
 - Physical Education/Health Education (personal and social management)
-

Opportunities for Family/Community Involvement:

- Invite students to share the information from their worksheets with their families.

The costs to be protected

Instructions: Choose at least 2 recreational activities and find out the costs of protective gear.

Name: _____

Recreational Activity	Type of Protective Gear	Costs
Cycling	Helmet	Total: _____
In-line Skating	Helmet Elbow Pads Wrist Guards	_____ _____ _____ Total:
Skateboarding	Helmet Elbow Pads Knee Pads	_____ _____ _____ Total:
Riding Scooter	Helmet	_____ Total:
Riding All-Terrain Vehicle	Helmet	_____ Total:
Riding Snowmobile	Helmet	_____ Total:



ACTIVITY 3 Safety Protection

Prescribed Learning Outcomes:

Safety SLOs:

K.3.4.B.1 Identify responsibilities for prevention, protection and persuasion in the areas of fire safety, bus ridership, and road and vehicle safety (e.g. autos, snowmobiles, buses, bikes, farm equipment).

Complementary SLOs:

K.4.4.B.1a Identify appropriate social behaviours (e.g. speaking kindly, offers to help) toward others in small-group situations.

Activity Outcomes:

Students will be able to:

- Conduct an experiment to find out how safe helmets are.
 - Explain why helmets are important.
 - Demonstrate appropriate social behaviours toward others in small-group situations.
-

Suggestions for Instruction:

NOTE: Ask students to bring in egg cartons for this experiment.

- Explain to students that they are going to conduct an experiment to find out how safe helmets are.
- Ask students to work in pairs or in small groups of 3-5 students.
- Introduce Activity 3 Worksheet: *Safety protection*.
- Give each student pair or small group: 2 eggs, 3 paper towels, some tape, and an egg carton.
- Ask students to:
 - a) wrap one egg in 2 or 3 paper towels (represents the helmet) and then attach it inside the egg carton with tape (represents the helmet strap).
 - b) place the second egg inside the egg carton unrestrained.
 - c) tape the egg carton closed.
 - d) place the egg carton inside a plastic bag before dropping.
- Ask students to predict what will happen to each egg in the carton.
- Ask each pair of students to drop their eggs from shoulder height while the other students observe.
- Ask students to examine both their eggs and record the results of this experiment on the worksheet.
- Discuss the results.
- Ask students why helmets are important.
(Answer: Helmets protect the brain from the impact of a crash. Both the padding and a secure helmet strap protect the brain.)
- Bring in a few bike helmets to class.
- Ask a few student volunteers to lightly hit themselves on different parts of their heads.
- Ask these student volunteers to place the helmets on their heads and try hitting themselves again on different parts of their heads.
- Ask these students if they felt/noticed the difference. (Answer: A blow to the head while wearing a helmet distributes the impact of the blow over a larger area of the head.)

Suggestions for Assessment:

- Review student's worksheets to see if students' conclusions reflect an understanding of the importance of helmets.
-

Cross-Curricular Connections:

- Science (the design process)
 - Physical Education/Health Education (personal and social management)
-

Opportunities for Family/Community Involvement:

- Invite students to explain to their families how helmets (e.g. bike helmets) work.

Safety protection

Name: _____

PROBLEM:

How do helmets work?

EQUIPMENT:

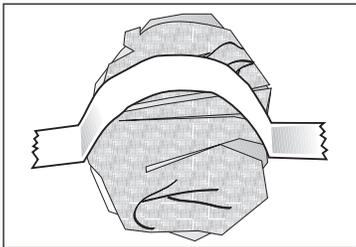
We carried out an experiment to find out how helmets work.

We used: _____

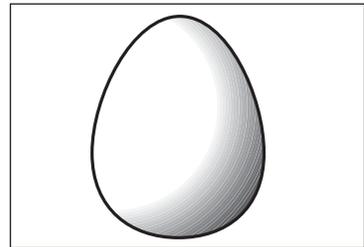
METHOD:

RESULTS:

Egg held by paper towels and tape.



Egg unrestrained.



CONCLUSION:

What is your conclusion about how helmets work?

Modified from: Scottish Road Safety Campaign Grade 4

ACTIVITY 4 Stop Time

Prescribed Learning Outcomes:

Safety SLOs:

- K.3.4.B.1** Identify responsibilities for prevention, protection and persuasion in the areas of fire safety, bus ridership, and road and vehicle safety (e.g. autos, snowmobiles, buses, bikes, farm equipment).

Complementary SLOs:

Activity Outcomes:

Students will be able to:

- Conduct a demonstration to find out people's stop times.
 - Explain why stop time is important.
-

Suggestions for Instruction:

- Explain what is meant by "stop time".
(Answer: The time it takes a person to come to a full stop once an object is seen.)
- Decide whether this demonstration will be conducted on bikes, skateboards or in-line skates.
- Ask 4 students who own the specific equipment to be used (e.g. bike and helmet) to bring the equipment to class to participate in the demonstration.
- Introduce Activity 4 Worksheet: *How quickly do we stop?*
- Ask for 2 more volunteers: One person will be the timer and use a watch with a second-hand or a stop watch. The second person will give the signal.
- Conduct this demonstration on a paved surface.
NOTE: If only a gravel surface is available, use bikes. Weather conditions might require this demonstration be conducted in the gym.
- Ask the other students to stand back and observe the demonstration.
- The 4 students participating in the demonstration each take a turn.
- Each rider follows a straight course/path.
- Each rider tests her/his stop time going at a slow and a fast pace.
- When the timer is ready, s/he tells the second person to give a signal (e.g. a raised flag).
- The timer measures how long it takes the rider, once s/he sees the signal, to come to a full stop.
- The other three riders take turns stopping once they see the signal (e.g. a raised flag).
- Have students complete the worksheet questions.
- Discuss the results of the demonstration.

- Discuss the following questions:
 1. Do different people have different stop times? (Answer: Yes)
 2. What factors determine a person's stop time?
(Answers: a) the speed at which the rider is travelling; b) experience/skill; c) ability to control the equipment; d) road conditions; e) weather conditions.)
 3. How does the rider's speed affect her/his stop time? (Answer: The faster the rider is going, the longer the stop time.)
 4. Why is stop time important? (Answer: The longer the stop time, the greater the risk of an injury/crash.)
 5. Do you think a rider's stop time will be quicker on a paved surface or on gravel?
(Answer: A rider's stop time should take longer on gravel because it is harder to keep control of a bike due to skidding.)
 6. At what speed should a rider be travelling to **safely** stop? (Answer: At a speed that allows the rider to **always be in control** of the recreational equipment.)
-

Suggestions for Assessment:

- Correct the worksheet as a class.
-

Cross-Curricular Connections:

- Mathematics (number)
 - Science
-

Opportunities for Family/Community Involvement:

- Invite students to discuss the results of the demonstration with their families.

How quickly do we stop?

Name: _____

Rider #	Recreational Activity	Type of Surface	Stop Time: Slow Pace	Stop Time: Fast Pace
1				
2				
3				
4				

QUESTIONS:

1. Do different people have different stop times? _____

2. What factors determine a person's stop time? _____

3. How does the rider's speed affect his/her stop time? _____

4. Why is stop time important? _____

5. Do you think a rider's stop time will be quicker on a paved surface or on gravel?

Why? _____

6. At what speed should a rider be travelling to safely stop? _____

ACTIVITY 5 Off-Road Vehicle Safety

Prescribed Learning Outcomes:

Safety SLOs:

- K.3.4.B.1** Identify responsibilities for prevention, protection and persuasion in the areas of fire safety, bus ridership, and road and vehicle safety (e.g. autos, snowmobiles, buses, bikes, farm equipment).

Complementary SLOs:

NOTE: No person under the age of 14 years shall operate an off-road vehicle unless supervised and accompanied by and at all times within clear view of the person's parent or a person who has attained the age of 18 years and authorized by the parent.

Activity Outcomes:

Students will be able to:

- State the safety rules around riding all-terrain vehicles.
 - State the safety rules around riding snowmobiles.
-

Suggestions for Instruction:

- Ask students what is meant by an all-terrain vehicle. (Answer: An all-terrain vehicle is a motorized vehicle with 3 or more low-pressure tires, or tracks, for cross-country travel on land or snow. It is often called a 4-wheeler.)
- Using a show of hands ask students the following questions:
 1. How many of you ride an all-terrain vehicle?
 2. How many of you ride a snowmobile?
- Make a tally of students' responses on the chalkboard.
- Brainstorm the safety rules for riding an all-terrain vehicle that students already know.
- Record these rules on flipchart paper.
- Record the all-terrain vehicle safety rules that students did **not** name on flipchart paper.

Safety rules for riding all-terrain vehicles:

1. Ride off-road only, never on public roads.
 2. Wear a helmet.
 3. Protect your eyes and body with protective gear.
 4. Carry no passengers.
 5. Obey riding area rules.
 6. Ride within your skill.
 7. Ride with your parents or an authorized adult.
 8. Be courteous to all you meet.
- Brainstorm on flipchart paper the safety rules for riding a snowmobile that students already know.
 - Record the snowmobile safety rules that students did **not** name on flipchart paper.

Safety rules for riding snowmobiles:

1. Ride with your parents or an authorized adult.
 2. Ride within your ability/skill and the limits of the machine.
 3. Obey the rules.
 4. Be careful crossing any roads and always cross at a right angle to traffic.
 5. Use basic hand signals.
 6. Use appropriate clothing and protective gear (e.g. helmet).
 7. Use snowmobile trails whenever and wherever possible.
 8. Stay on the right side of the trail.
- Introduce Activity 5 Worksheet: *ATV and snowmobile road safety rules*.
 - Have students complete the worksheet.

Suggestions for Assessment:

- Ask students to name a few road safety rules related to all-terrain vehicles and snowmobiles.
 - Use the Teacher Road Safety Checklist to assess the students' road safety knowledge.
(See Assessment Tools.)
-

Cross-Curricular Connections:

- English Language Arts (comprehend and respond personally and critically to literary and media texts; enhance the clarity and artistry of communication)
-

Opportunities for Family/Community Involvement:

- Invite students to share information from their worksheets with their families.

ATV and snowmobile road safety rules

Instructions: Write the rules below each picture.

Name: _____



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

ACTIVITY 6 Safety Rules And Helpers Crossword Puzzle

Prescribed Learning Outcomes:

Safety SLOs:

- K.3.4.B.1** Identify responsibilities for prevention, protection and persuasion in the areas of fire safety, bus ridership, and road and vehicle safety (e.g. autos, snowmobiles, buses, bikes, farm equipment).
- K.3.4.B.4** Recognize roles of individuals in school and community who provide safety services (e.g. school staff, crosswalk patrols, police, Block Parents, elders, snowmobile patrols).

Complementary SLOs:

Activity Outcomes:

Students will be able to:

- State the safety rules around riding all-terrain vehicles.
 - State the safety rules around riding snowmobiles.
 - Identify the types of safety helpers in the community and the safety services provided.
-

Suggestions for Instruction:

- Ask students to name those people in the community who are safety helpers and provide safety services. (Answers: school staff, school patrols, police/RCMP, Block Parents, elders, ambulance drivers, firefighters, snowmobile patrols. NOTE: An elder is an adult who is respected in the community or in the First Nations Culture.)
 - Introduce Activity 6 Worksheet A: *Safety rules and helpers crossword puzzle* and Activity 6 Worksheet B: *Safety rules and helpers crossword puzzle - Clues*.
 - Ask students to complete the worksheet, using the word list given.
HINT: The crossword puzzle does not have a space for the hyphen in “all-terrain”.
 - Correct the crossword puzzle using Activity 6 Worksheet C: *Safety rules and helpers crossword puzzle - Answer key*.
-

Suggestions for Assessment:

- Correct the worksheet as a class.
-

Cross-Curricular Connections:

- English Language Arts (explore thoughts, ideas, feelings and experiences; comprehend and respond personally and critically to literary and media texts)
-

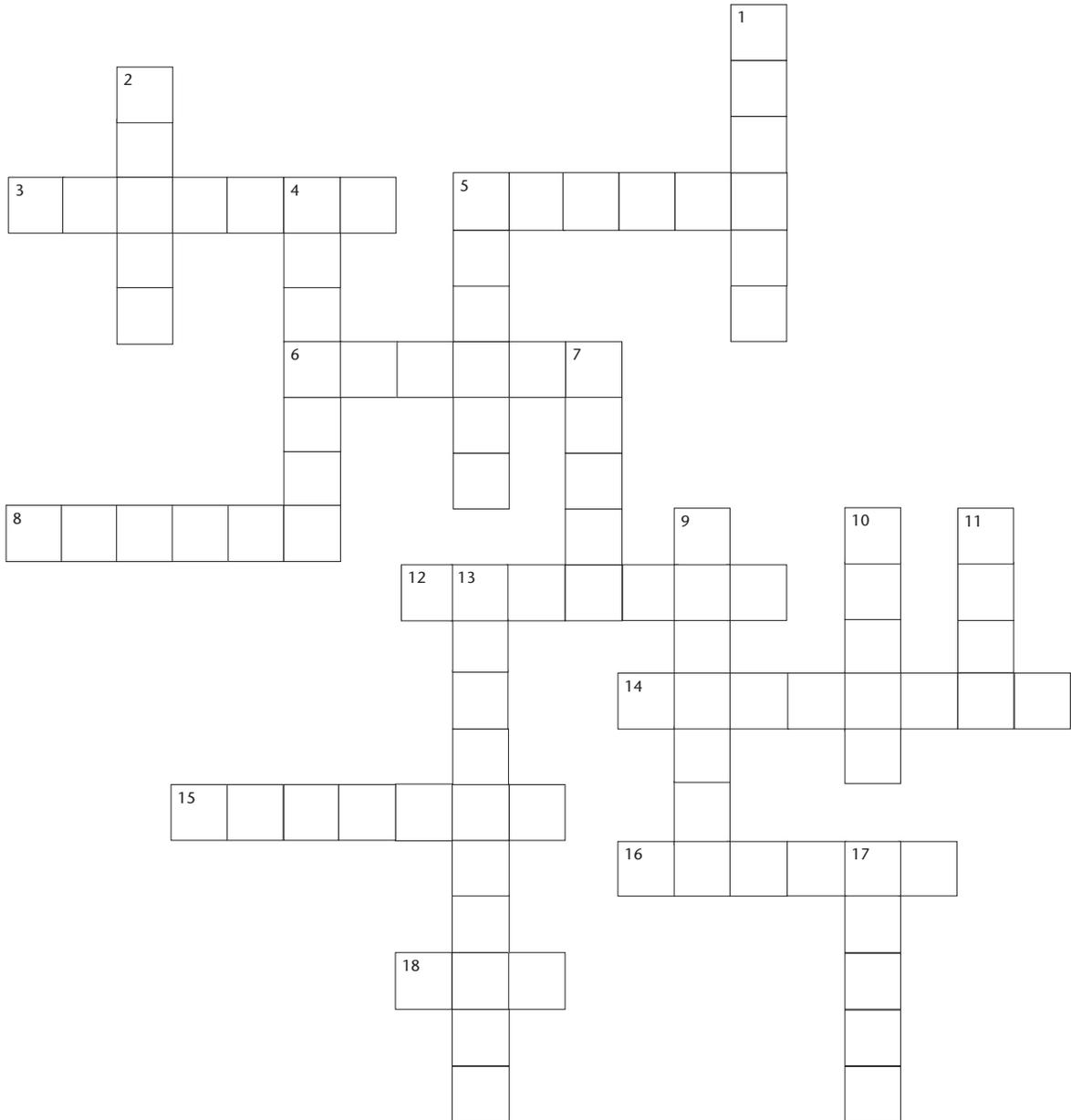
Opportunities for Family/Community Involvement:

- Invite students to take the worksheets home and ask their families to complete the clue sentences using the word list provided.

Safety rules and helpers crossword puzzle

Instructions: Complete the crossword puzzle using the words in the word list and the clues given.

Name: _____



Word List

alone	public	helmet	protect	block
trails	right	careful	railway	all-terrain
skill	teacher	patrol	police	vehicles
elders	saw	contact	move	

Safety rules and helpers crossword puzzle – Clues

Name: _____

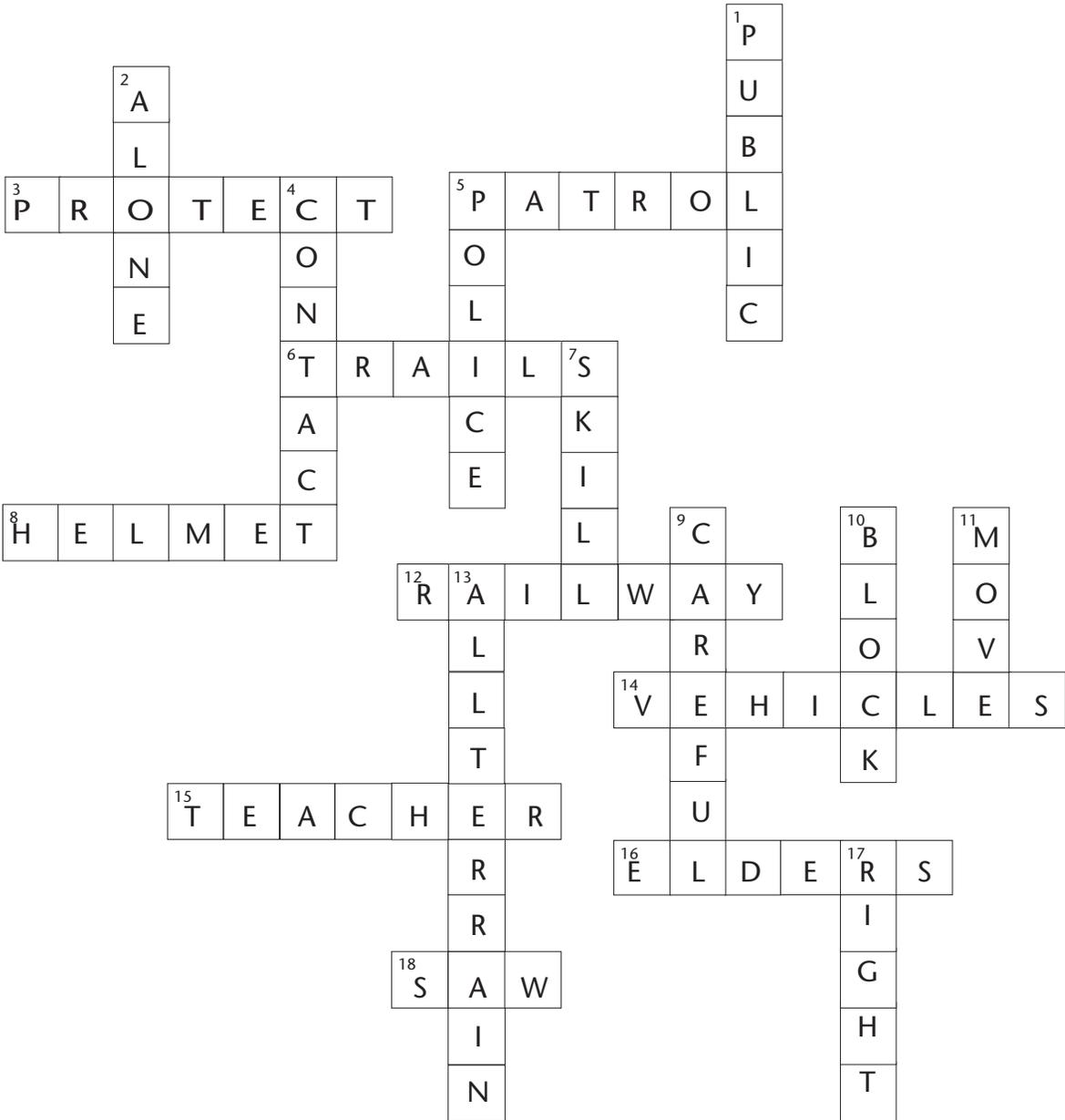
ACROSS

3. _____ your eyes and body when riding off-road vehicles.
5. The crosswalk _____ assists us to safely cross the street.
6. Use snowmobile _____ whenever and wherever possible.
8. Wear your _____.
12. Never ride on _____ tracks.
14. All-terrain _____ carry no passengers.
15. A _____ teaches us about safety.
16. _____ of a community provide us with safety knowledge.
18. When reporting a crash, it is important to accurately report what you _____.

DOWN

1. Off-road vehicles are never to be driven on _____ roads.
2. Never ride a snowmobile _____.
4. Avoid _____ with body fluids of others.
5. The _____ help to enforce the safety rules.
7. Ride within your ability and _____.
9. Be _____ when crossing roadways and railway tracks.
10. _____ parents provide a safe place to go when we are in danger.
11. Do not try to _____ an injured person.
13. ATV stands for _____ vehicle.
17. When riding a snowmobile stay on the _____ side of the trail.

Safety rules and helpers crossword puzzle - Answer key



Word List

alone	public	helmet	protect	block
trails	right	careful	railway	all-terrain
skill	teacher	patrol	police	vehicles
elders	saw	contact	move	

ACTIVITY 7 Do You Know The Road Safety Rules? _____

Prescribed Learning Outcomes:

Safety SLOs:

K.3.4.B.1 Identify responsibilities for prevention, protection and persuasion in the areas of fire safety, bus ridership, and road and vehicle safety (e.g. autos, snowmobiles, buses, bikes, farm equipment).

Complementary SLOs:

K.4.4.B.1a Identify appropriate social behaviours (e.g. speaking kindly, offers to help) toward others in small-group situations.

NOTE: No person under the age of 14 years shall operate an off-road vehicle unless supervised and accompanied by and at all times within clear view of the person's parent or a person who has attained the age of 18 years and authorized by the parent.

Activity Outcomes:

Students will be able to:

- State the pedestrian safety rules.
 - State the school bus safety rules.
 - State the bike safety rules.
 - State the railway safety rules.
 - State the safety rules around recreational activities such as riding all-terrain vehicles and snowmobiles, and in-line skates and skateboards.
 - Demonstrate appropriate social behaviours toward others in small-group situations.
-

Suggestions for Instruction:

- Prepare 7 sheets of flipchart paper with the following titles and the requested number of road safety rules:
 - Pedestrian Safety Rules (9);
 - School Bus Safety Rules (10);
 - Bike Safety Rules (14);
 - Railway Safety Rules (8);
 - All-Terrain Vehicle Safety Rules (8);
 - Snowmobile Safety Rules (8); and
 - In-Line Skating and Skateboarding Safety Rules (4).
- Divide the class into 7 small groups of 3 to 4 students.
- Each group is given flipchart paper and a different colour marker.
- Use carousel brainstorming in which each group is given about 3 minutes to record the specific road safety rules they know on the flipchart sheet.
- All flipchart sheets are passed in rotation to other small groups who are given a few minutes to add what they know to the specific road safety rule sheets.
NOTE: Students cannot write the same rule twice.
- Once all groups have had a chance to record on every sheet, the teacher collects the flipchart sheets and the class discusses all the road safety rules.

- Review all pedestrian safety rules:
 1. Cross at intersections and crosswalks. Cross where it is safe (rural).
 2. Stop behind the curb or roadside.
 3. Look and listen for traffic on the road.
 4. Look both ways for traffic before crossing roads, driveways and back lanes.
 5. Point your arm to cross the road.
 6. Make eye contact with the driver.
 7. Cross when the school patrols tell you it is safe.
 8. Cross when it is safe.
 9. Play in safe places.

- Review school bus safety rules:
 1. Wait 2 giant steps back from the road.
 2. Line up single file to board the bus.
 3. No pushing or shoving.
 4. Use the handrail to get on and off the bus.
 5. Do not throw things.
 6. No eating or drinking on the bus.
 7. Always listen to the bus driver.
 8. Stay seated until the bus has come to a complete stop.
 9. Get off the bus in a single file.
 10. Stay away from the school bus danger zone.
NOTE: The school bus danger zone is the area 3 metres from the bus on all sides in which the bus driver cannot see the students.

- Review bike safety rules:
 1. Make sure your bike is the right size for you.
 2. Always wear a helmet and shoes.
 3. Wear bright clothing so people can see you.
 4. Ride on the right side of the road.
 5. Ride single file.
 6. Obey traffic signs.
 7. Use hand signals.
 8. Always shoulder check or look all ways before you move.
 9. Give the right-of-way to pedestrians.
 10. Turn carefully.
 11. Be careful near parked cars.
 12. Watch out for moving cars.
 13. Ride straight across the tracks at a railway crossing.
 14. Walk your bike across a pedestrian crosswalk.

- Review the railway safety rules:
 1. Obey all warning signs.
 2. Anytime is train time. (Be careful at any time of day or night.)
 3. Stop before the train tracks.
 4. Look both ways for a train.
 5. Listen for a train whistle.
 6. If a train is coming, wait until it passes.
 7. When safe to do so, cross quickly and watch where you walk so you do not fall.
(Train tracks may be uneven, slippery and hazardous.)
 8. Railway property is private property and off limits to pedestrians, cyclists and snowmobilers.
- Review safety rules around other recreational activities such as riding:

All-terrain vehicles:

1. Ride off-road only, never on public roads.
2. Wear a helmet.
3. Protect your eyes and body with protective gear.
4. Carry no passengers.
5. Obey riding area rules.
6. Ride within your skill.
7. Ride with your parents or an authorized adult.
8. Be courteous to all you meet.

Snowmobiles:

1. Ride with your parents or an authorized adult.
2. Ride within your ability/skill and the limits of the machine.
3. Obey the rules.
4. Be careful crossing any roads and always cross at a right angle to traffic.
5. Use basic hand signals.
6. Use appropriate clothing and protective gear (e.g. helmet).
7. Use snowmobile trails whenever and wherever possible.
8. Stay on the right side of the trail.

In-line skates and skateboards:

1. Obey traffic rules.
2. Wear a helmet.
3. Wear other protective gear.
4. Stay off the road.

Suggestions for Assessment:

- Ask students to name a few rules from randomly selected road safety topics (i.e. railway safety).
- Use the Teacher Road Safety Checklist to assess students' road safety knowledge.
(See Assessment Tool.)

Cross-Curricular Connections:

- English Language Arts (explore thoughts, ideas, feelings and experiences)
 - Social Studies (provinces and territories: our places, stories and traditions)
 - Physical Education/Health Education (personal and social management)
-

Opportunities for Family/Community Involvement:

- Send a copy of the road safety rules home for students to discuss with their families.
- Invite students to ask their families to name the road safety rules for a specific road safety topic.

ACTIVITY 8 Road Safety Flash Card Game

Prescribed Learning Outcomes:

Safety SLOs:

K.3.4.B.1 Identify responsibilities for prevention, protection and persuasion in the areas of fire safety, bus ridership, and road and vehicle safety (e.g. autos, snowmobiles, buses, bikes, farm equipment).

Complementary SLOs:

K.4.4.B.1a Identify appropriate social behaviours (e.g. speaking kindly, offers to help) toward others in small-group situations.

Activity Outcomes:

Students will be able to:

- Identify specific road safety rules related to railway, school bus, bike, pedestrian, and other recreational activities such as riding all-terrain vehicles, snowmobiles, in-line skates and skateboards.
 - Demonstrate appropriate social behaviours toward others in small-group situations.
-

Suggestions for Instruction:

- Ask students to work in pairs for this game.
 - Distribute a set of 5 colour-coded flashcards to each pair of students.
 - Explain that each coloured flash card stands for a road safety topic.
 - Have the students write the specific road safety topic on the top of each flashcard.
(Examples:
 - red - railway safety;
 - yellow - school bus safety;
 - green - bike safety;
 - blue - pedestrian safety; and
 - orange - other recreational safety – includes ATV, snowmobile, in-line skates and skateboards.)
 - Explain the object of the game: A road safety rule will be read by the teacher, and the students have 30 seconds to decide which safety topic(s) the rule refers to, and when the teacher asks for the correct flashcard(s), the students hold up one or more of the flashcards they think the rule covers.
 - Use the list of road safety rules provided on page 4-35.
 - Discuss the students' responses to each rule.
-

Suggestions for Assessment:

- This activity may be used as an assessment tool.
- Use the Teacher Road Safety Checklist to assess students' road safety knowledge.
(See Assessment Tool.)

Cross-Curricular Connections:

- Physical Education/Health Education (personal and social management)
-

Opportunities for Family/Community Involvement:

- Send a copy of the road safety rules home for students to discuss with their families.
- Have students ask their families to name the road safety rules they know related to a specific road safety topic.

ROAD SAFETY RULES

1. Stop behind the curb.
2. Walk when it is safe.
3. Line up single file to board.
4. Listen for the whistle.
5. Always listen to the driver.
6. Wear bright clothing to be seen.
7. Stay away from the danger zone.
8. Ride single file.
9. Carry no passengers.
10. Use trails wherever and whenever possible.
11. Stop, look and listen before you cross.
12. If traffic is coming, wait until it passes.
13. Wear a helmet.
14. Wear protective gear and a helmet.
15. Stay seated until it comes to a complete stop.
16. Obey the rules.
17. Ride on the right side.
18. Use basic hand signals.
19. Ride within your skill/ability.

SPECIFIC SAFETY TOPICS

- pedestrian (blue)
- pedestrian (blue)
- school bus (yellow)
- railway (red)
- school bus (yellow)
- bike (green)
- school bus (yellow)
- bike (green)
- other recreational (ATV) (orange)
- other recreational (snowmobile) (orange)
- pedestrian (blue), railway (red)
- pedestrian (blue), railway (red)
- bike (green), other recreational (ATV, snowmobile, in-line skates, skateboards) (orange)
- other recreational (orange)
- school bus (yellow) other recreational (ATV, snowmobile) (orange)
- all of them (red, yellow, green, blue, orange)
- bike (green), other recreational (snowmobile) (orange)
- bike (green), other recreational (snowmobile) (orange)
- bike (green), other recreational (snowmobile) (orange)

ACTIVITY 9 Road Safety Poster

Prescribed Learning Outcomes:

Safety SLOs:

K.3.4.B.1 Identify responsibilities for prevention, protection and persuasion in the areas of fire safety, bus ridership, and road and vehicle safety (e.g. autos, snowmobiles, buses, bikes, farm equipment).

S.3.4.A.1 Follow set rules and routines for safe participation and use of equipment on selected specific physical activities (e.g. road safety rules).

Complementary SLOs:

Activity Outcomes:

Students will be able to:

- Design a road safety poster that aims at persuading people to follow a road safety rule.
 - Explain the road safety rule they selected and why they believe it is important.
-

Suggestions for Instruction:

- Explain to students that this activity involves choosing a road safety rule from Activity 7 and designing a poster.
 - Explain that the poster must focus on encouraging people to follow a specific road safety rule.
 - Once the posters are completed, invite each student to state why s/he thinks the road safety rule that s/he selected is important.
 - Display the posters in the class.
 - Participate in a gallery walk and view the completed road safety posters.
-

Suggestions for Assessment:

- Ask students to present their posters and explain why the road safety rules they selected are important.
-

Cross-Curricular Connections:

- Visual Arts
 - Physical Education/Health Education (personal and social management)
-

Cross-Curricular Connections:

- Invite the students' families and students from younger grades to view the posters.

ACTIVITY 10 Common Injuries And Help Crossword Puzzle

Prescribed Learning Outcomes:

Safety SLOs:

K.3.4.B.3 Identify common injuries (e.g. cuts, bruises, scrapes, bumps, fractures, frostbite) in everyday living, and ways to help (e.g. seek adult help, locate first-aid kit).

S.3.4.A.2 Demonstrate practices to assist an injured person (i.e. get help, explain what you saw, avoid contact with body fluids, do not try to move injured person).

Complementary SLOs:

Activity Outcomes:

Students will be able to:

- Describe common injuries in everyday living.
 - Describe the steps to take to help an injured person.
-

Suggestions for Instruction:

- Ask students to name some common injuries they have experienced. (Answers: cut, bruise, scrape, bumps, fractures, frostbite)
- Discuss these common injuries.
(Answers: A cut is an opening of the skin, which should be cleaned by washing with soapy water.
A bruise is an injury to the skin and causes a change in the colour of the skin without breaking the skin.
A scrape is an abrasion, or rubbing off, of the skin.
A bump is a blow to the skin that causes swelling which can be reduced by applying ice.
A fracture is a break or crack in a bone.
Frostbite is a freezing of the skin in which the skin colour changes to white or grayish-yellow.)
- Ask students to describe the steps to take to help an injured person.
- Discuss their responses.
(Answers:
 - a) seek the help of an adult;
 - b) locate a first-aid kit;
 - c) know how to deal with a serious injury:
 - i) know what the emergency number is in the area;
 - ii) call the emergency number;
 - iii) state your name, age and what has happened;
 - iv) know the location or how to describe the location;
 - v) follow the directions given by the operator or safety helper;
 - vi) do not move the injured person;
 - vii) avoid contact with body fluids of others;
 - viii) if there is another person with you, one of you stays with the injured person.)

- Introduce Activity 10 Worksheet A: *Common injuries and help crossword puzzle*.
 - Ask students to complete the worksheet.
 - Correct the crossword puzzle using Activity 10 Worksheet B: *Common injuries and help crossword puzzle - Answer key*.
-

Suggestions for Assessment:

- Correct the worksheet with the class.
-

Cross-Curricular Connections:

- English Language Arts (comprehend and respond personally and critically to literary and media texts)
-

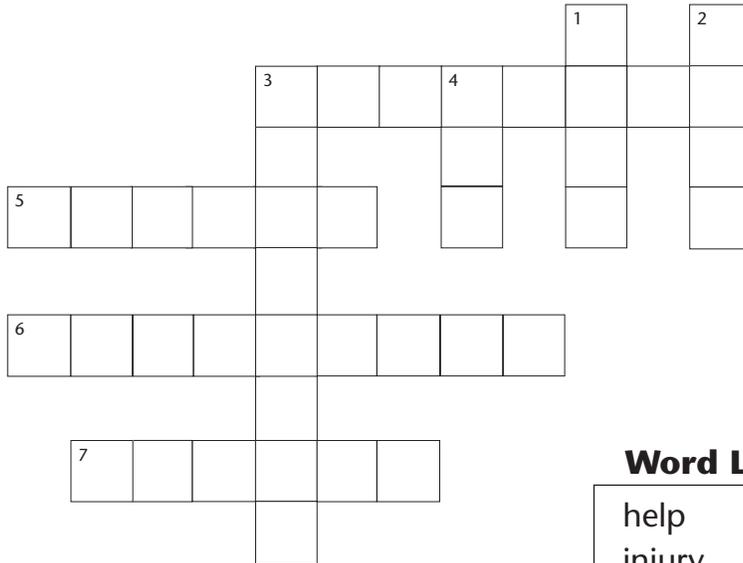
Opportunities for Family/Community Involvement:

- Invite students to discuss with their families what they learned about ways to help an injured person.

Common injuries and help crossword puzzle

Instructions: Complete the crossword puzzle using the words in the word list and the clues given.

Name: _____



Word List	
help	bump
injury	first-aid
cut	fracture
bruise	frostbite

ACROSS

- 3. A _____ is a break or crack in a bone.
- 5. A fall from a bike may cause an _____.
- 6. _____ is freezing of the skin.
- 7. A _____ causes a change in the colour of the skin without breaking it.

DOWN

- 1. Apply ice to a _____ to reduce the swelling.
- 2. If you are injured get _____ from an adult.
- 3. Some injuries may need supplies from a _____ kit.
- 4. Wash a _____ with soapy water.

Common injuries and help crossword puzzle – Answer key

Instructions: Complete the crossword puzzle using the words in the word list and the clues given.

							1	B			2	H		
					3	F	R	A	4	C	T	U	R	E
					I				U			M	L	
5	I	N	J	U	R	Y				T			P	P
					S									
6	F	R	O	S	T	B	I	T	E					
					A									
7	B	R	U	I	S	E								
					D									

Word List

help	bump
injury	first-aid
cut	fracture
bruise	frostbite

ACROSS

3. A _____ is a break or crack in a bone.
5. A fall from a bike may cause an _____.
6. _____ is freezing of the skin.
7. A _____ causes a change in the colour of the skin without breaking it.

DOWN

1. Apply ice to a _____ to reduce the swelling.
2. If you are injured get _____ from an adult.
3. Some injuries may need supplies from a _____ kit.
4. Wash a _____ with soapy water.

ACTIVITY 11 What If? Scenarios

Prescribed Learning Outcomes:

Safety SLOs:

- K.3.4.B.1** Identify responsibilities for prevention, protection and persuasion in the areas of fire safety, bus ridership, and road and vehicle safety (e.g. autos, snowmobiles, buses, bikes, farm equipment).
- K.3.4.B.3** Identify common injuries (e.g. cuts, bruises, scrapes, bumps, fractures, frostbite) in everyday living, and ways to help (e.g. seek adult help, locate first-aid kit).
- K.3.4.B.4** Recognize roles of individuals in school and community who provide safety services (e.g. school staff, crosswalk patrols).
- S.3.4.A.1** Follow set rules and routines for safe participation and use of equipment on selected specific physical activities (e.g. road safety rules).
- S.3.4.A.2** Demonstrate practices to assist an injured person (i.e. get help, explain what you saw, avoid contact with body fluids, do not try to move injured person).

Complementary SLOs:

- K.4.4.A.3** Identify the steps of decision making/problem solving process with an emphasis on the final steps (e.g. making the decision, taking action, evaluating).
- K.4.4.B.1a** Identify appropriate social behaviours (e.g. speaking kindly, offers to help) toward others in small-group situations.

Activity Outcomes:

Students will be able to:

- State road safety rules and responsibilities.
- Identify people in the community who are safety helpers and provide safety services.
- Describe the steps to take to help an injured person.
- Make responsible decisions that reflect road safety rules.
- State the consequences of their decision making in given scenarios.
- Apply responsible decision making to road safety scenarios.
- Demonstrate appropriate social behaviours toward others in small-group situations.

Suggestions for Instruction:

- Display Activity 11 Visual: *Making a decision*.
- Discuss the steps in the decision-making process using the traffic light analogy.
 - Red: Stop and define the problem/task.
 - Yellow: Look at your choices/options and the consequences. Make a decision.
 - Green: Design an action plan. Do it. Evaluate it.

- Divide the class into small groups of 3-4 students and assign one of the 5 scenarios to each group to discuss.

For each scenario, the assigned group is to:

Identify the problem, consider all the choices and the consequences of different choices using the questions provided.

NOTE: Refer to Activity 1 | Visual: *Making a decision*.

Explain that for the scenarios the class will focus on **the top 2 components (i.e. the red and yellow lights)** of the visual.

- Decide upon the safest choice and explore what may happen.

Questions to consider:

1. What is the problem?
2. What are your choices and the possible consequences?
3. Who might be able to help?
4. What is the safest choice you would make?

- Record the discussion questions on flipchart paper or the chalkboard.

SCENARIOS:

1. What if you and your friends are bike riding and one of your friends falls and cuts her/his knee and elbow. What would you do?
 2. What if you and your friends go in-line skating. Your friends refuse to wear protective gear and helmets. What would you do?
 3. What if your friends decide to play ball hockey on the road between two parked cars. They ask you to play. You say it is dangerous to play ball hockey between parked cars on the street. You suggest playing ball hockey in an empty parking lot. Your friends tease you. What would you do?
 4. What if you and your friends are riding snowmobiles out in the field, and one snowmobile turns over and the riders are seriously injured. What would you do?
 5. What if you are out for a walk and you witness a crash involving a cyclist and a truck. What would you do?
 6. What if you and a friend are late for school and your friend suggests taking a shortcut down the railway tracks and across the train bridge. You have been warned that if you are late one more time, the school will phone your parents. What would you do?
 7. What if you are riding your all-terrain vehicle (or 4-wheeler) through the bush and you meet a few friends walking through the bush. One of your friends insists you let him/her ride double on your ATV. What would you do?
 8. What if you and your friend are riding your bikes and your friend keeps riding beside you so she/he can talk to you. What would you do?
HINT: Encourage students to apply the road safety rules discussed.
- Ask each group to present its scenario and responses to the questions.

Suggestions for Assessment:

- Observe students' responses during the group discussions.
 - Give students scenarios and ask what they would do as the safest choices.
-

Cross-Curricular Connections:

- Physical Education/Health Education (personal and social management)
 - English Language Arts (explore thoughts, ideas, feelings and experiences; manage ideas and information; celebrate and build community)
-

Opportunities for Family/Community Involvement:

- Invite students to discuss these and other "What if" scenarios with their families.

Making a decision

Activity 11 Visual

**Stop
and
define the
problem/task.**

**Look at
your choices/
options and
consequences.
Make a
decision.**

**Design an
action plan.
Do it!
Evaluate it!**

K.3.4.B.1
K.3.4.B.3
K.3.4.B.4
S.3.4.A.1
S.3.4.A.2

ACTIVITY 12 Our Road Safety Promotion Plan

Prescribed Learning Outcomes:

Safety SLOs:

K.3.4.B.1 Identify responsibilities for prevention, protection and persuasion in the areas of fire safety, bus ridership, and road and vehicle safety (e.g. autos, snowmobiles, buses, bikes, farm equipment).

S.3.4.A.1 Follow set rules and routines for safe participation and use of equipment on selected specific physical activities (e.g. road safety rules).

Complementary SLOs:

K.4.4.A.3 Identify the steps of decision making/problem solving process with an emphasis on the final steps (e.g. making the decision, taking action, evaluating).

K.4.4.B.1a Identify appropriate social behaviours (e.g. speaking kindly, offers to help) toward others in small-group situations.

S.4.4.A.2 Design, implement, evaluate and revise an action plan for making a group decision (e.g. planning a group activity involving road safety).

Activity Outcomes:

Students will be able to:

- Design a group promotion plan for a selected road safety topic.
 - Implement and evaluate the group promotion plan, if feasible.
 - Demonstrate appropriate social behaviours toward others in small-group situations.
-

Suggestions for Instruction:

- Explain to students that this activity involves:
 - a) selecting a road safety topic (e.g. bike, ATV, pedestrian),
 - b) designing a group promotion plan **that promotes this road safety topic**, and
 - c) if possible, implementing and evaluating it.
- Divide the class into 6 small groups of 4-5 students per group.
- Review Activity 12 Visual: *Making a decision*.
- Introduce Activity 12 Worksheet: *Our road safety promotion plan*.
- Brainstorm with the class possible plans they might focus on, such as:
 - a) preparing a road safety promotional activity (e.g. conduct a road safety experiment or demonstration; or prepare a road safety skit; or prepare a video) for younger students, or
 - b) assisting teachers in Grades K-3 with the practical part of the Road Safety Program (i.e. Grades K and 1-Practice Safety Walk; Grade 2-Practice Safety Ride; Grade 3-Road Rules Game).
- Discuss possible choices/options and the consequences of these choices.
- Discuss examples of the action steps that may need to be taken to succeed with the group road safety promotion plan.
- Allow each group time to select and design a group road safety promotion plan.
- If feasible, allow students the opportunity to implement their group promotion plan.
- Discuss how the group promotion plan worked (evaluation) and how they might improve such a promotion plan next time (revisions).
- Discuss what students learned about group promotion plans.

Suggestions for Assessment:

- Ask students to report on their progress with their Road Safety Promotion Plans.
 - Use the Teacher Road Safety Checklist to assess the students' road safety knowledge. (See Assessment Tool.)
-

Cross-Curricular Connections:

- Physical Education/Health Education (personal and social management)
 - English Language Arts (manage ideas and information; explore thoughts, ideas, feelings and experiences; celebrate and build community)
 - Social Studies (provinces and territories: our places, stories and traditions)
-

Opportunities for Family/Community Involvement:

- Invite parents to observe the students' road safety promotion plans in action.

Making a decision

Activity 12 Visual

**Stop
and
define the
problem/task.**

**Look at
your choices/
options and
consequences.
Make a
decision.**

**Design an
action plan.
Do it!
Evaluate it!**

Our road safety promotion plan

Instructions: Complete the worksheet.

Name: _____

What is the plan?

What are the choices/options?

What are the consequences?

Pros:

Cons:

• _____ _____	_____	_____
• _____ _____	_____	_____
• _____ _____	_____	_____

What is our choice/option?

What actions do we need to take?

Step 1: _____

Step 2: _____

Step 3: _____

Step 4: _____

How did our promotion plan work?

How might we improve our promotion plan?

ACTIVITY 13 My Road Safety Goal

Prescribed Learning Outcomes:

Safety SLOs:

- S.3.4.A.1** Follow set rules and routines for safe participation and use of equipment on selected specific physical activities (e.g. road safety rules).

Complementary SLOs:

- K.4.4.A.2a** Identify goal-setting process (e.g. assess attributes, set goals, visualize, practice, monitor, automate, enjoy) for establishing personal goals.
- K.4.4.A.3** Identify the steps of decision making/problem solving process with an emphasis on the final steps (e.g. making the decision, taking action, evaluating).
- S.4.4.A.1** Set goals (e.g. improve road safety practices) to enhance health and physical well-being.

Activity Outcomes:

Students will be able to:

- Identify a road safety rule that reflects safe participation and routines.
- Use the goal-setting process to accomplish a specific road safety goal.

Suggestions for Instruction:

- Review with students what is meant by a “goal”. (Answer: something a person plans to do/achieve)
- Explain that they are going to write a contract related to a chosen road safety goal and carry it out for a certain length of time.
- Ask students to brainstorm possible road safety goals.
(Examples:
 - a) always wear a bike helmet;
 - b) stay seated until the school bus has completely stopped;
 - c) always wear a seat belt;
 - d) wear protective gear to skateboard;
 - e) stay off the train tracks;
 - f) ride my all-terrain vehicle off-road only;
 - g) wear a helmet when riding a scooter;
 - h) only skateboard in areas where it is allowed;
 - i) listen to the school patrols;
 - j) obey the rules when snowmobiling.)
- Make a list of potential road safety goals on the chalkboard.
- Ask students why these road safety goals are important?
(Possible answers:
 - a) to reduce the risk of injuries and deaths;
 - b) to prevent absences from school;
 - c) to promote personal responsibility for road safety.)

- Introduce Activity 13 Worksheet: *My road safety goal*.
 - Ask students to select a road safety goal.
HINT: Select a new behaviour to work on as the road safety goal.
 - Discuss how long the contract might be (e.g. 2 weeks).
 - Discuss examples of steps students might need to take to reach some of the road safety goals, and the help they might need.
 - Ask students to sign the contracts and have their parents' sign them.
 - Sign the students' contracts as a teacher witness.
 - After the contract is completed, ask students to return them to the teacher.
 - Discuss the students' progress with their goals.
 - Use the following questions as a guideline for discussion:
 1. Did you achieve your road safety goal? Did you only partially achieve it?
 2. What things helped you achieve your goal?
(Answers: well-thought-out plan; desire to succeed; help from other people)
 3. What was difficult about achieving your goal?
 - Have students write a paragraph about their progress in their journals.
-

Suggestions for Assessment:

- Ask students to explain the progress they made with their personal road safety goals.
-

Cross-Curricular Connections:

- Physical Education/Health Education (personal and social management)
 - English Language Arts (explore thoughts, ideas, feelings and experiences; enhance the clarity and artistry of communication)
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Opportunities for Family/Community Involvement:

- Ask students to have their parents sign the contracts.
- Invite students to discuss their progress with their parents when the contract is completed.

Name: _____

My road safety goal:

Length of the Contract:

Steps needed to reach my goal:

Help needed:

ROAD SAFETY SEAL

Date _____

Student Signature _____

Witness (Parent/Guardian) _____

Witness (Teacher) _____

ASSESSMENT TOOL

