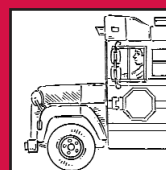
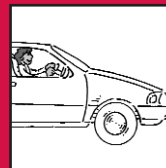


Road Safety Learning Resources for Schools

Aligned with
Manitoba's Health
Education/Physical
Education Curriculum



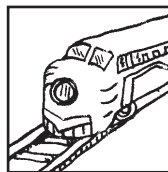
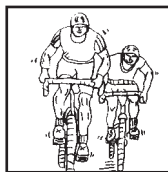
Grade 8

Manitoba
Education,
Training
and Youth



Manitoba
Public Insurance

Road Safety Resources for Schools



Grade Eight



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 8

TABLE OF CONTENTS

	Pages
Introduction	8 - 4
Scope and Sequence	8 - 6
Learning Activities:	
1. Road User Survey	8 - 8
2. Road Issues - Beliefs	8 - 13
3. Road Issues - Facts	8 - 16
4. Advertising Safe Areas	8 - 21
5. Learning More About Road Safety	8 - 24
6. Influences on “Road Wise” Decisions	8 - 39
7. Handling Peer Pressure	8 - 47
Assessment Tool - Teacher Road Safety Checklist	8 - 53

NOTE:

- 1) It is recommended that the team of Grade 8 teachers meet prior to teaching these resource materials to divide the learning activities among the respective subject teachers.
- 2) Subject-specific Grade 8 teachers are encouraged to review the learning activities and insert the activities and their accompanying resources into relevant curricula to be taught throughout the school year.

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 provide the students with the knowledge, skills and attitudes that will enable them to 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.

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 EIGHT ROAD SAFETY SCOPE and SEQUENCE

LEGEND

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

	SAFETY General Student Learning Outcome (GLO) #3	Complementary GLOs
Content/ Curricular Connections	Specific Student Learning Outcomes (SLOs)	Personal and Social Management #4
<p>Knowledge: Strand A Physical Activity Risk Management</p> <p>5. Alternative Pursuits a) Selected activities</p> <p>b) Bicycle and water safety</p>	<p><input type="checkbox"/> K.3.8.A.5a Investigate potential safety risks inherent in selected alternative pursuits (e.g. cycling, in-line skating, skateboarding). Activity 1</p> <p><input type="checkbox"/> K.3.8.A.5b Determine safe areas and opportunities for cycling and/or other similar activities in the community (e.g. in-line skating, skateboarding, walking). Activity 4</p>	
<p>Knowledge: Strand B Safety of Self and Others</p> <p>1. Community Safety Awareness (Social Studies)</p>	<p><input type="checkbox"/> K.3.8.B.1 Evaluate the effectiveness of laws and policies that promote personal and community safety (e.g. driving age, drinking/driving, compulsory seat belt legislation). Activities 2, 3</p>	
<p>4. Community Supports and Services (Social Studies)</p>	<p><input type="checkbox"/> K.3.8.B.4 Demonstrate the ability to access valid health information, and health-promoting products and services available in the community (e.g. doctors, health agencies and associations related to road safety, ombudsperson, Internet). Activity 5</p>	

GRADE EIGHT ROAD SAFETY SCOPE and SEQUENCE

LEGEND

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

		Complementary GLOs	
		Personal and Social Management #4	
		SLOs	
Content/ Curricular Connections Strand A Application of Safety Practices 1. Physical Activity	SAFETY General Student Learning Outcome (GLO) #3 Specific Student Learning Outcomes (SLOs) <input type="checkbox"/> S.3.8.A.1 Follow set rules and routines for safe participation and use of equipment in selected specific physical activities (e.g. road safety). Activities 4, 6, 7	Knowledge: Strand A Personal Development 3. Decision-Making/Problem-Solving Process (ELA and Science) <input type="checkbox"/> K.4.8.A.3 Describe the social factors (e.g. self-esteem, interests, opinions, abilities, interpersonal skills) that affect the decision-making/problem-solving process in group situations. Activities 6, 7	
		Knowledge: Strand B Social Development 2. Relationships (ELA) a) Communication skills and styles <input type="checkbox"/> K.4.8.B.2a Describe examples of assertive behaviours (e.g. saying no to something that makes you feel uncomfortable, including others who are left out) for resisting negative peer pressure. Activities 6, 7	
		Skills: Strand A 2. Decision Making/Problem Solving (all subjects) <input type="checkbox"/> S.4.8.A.2 Apply the decision-making/problem-solving process in making group decisions in different case scenarios (e.g. plan a class activity, solve a social-related problem, make a decision in the context of an orderly meeting). Activities 6, 7	

ACTIVITY 1 Road User Survey

Prescribed Learning Outcomes:

Safety SLOs:

K.3.8.A.5a Investigate potential safety risks inherent in selected alternative pursuits (e.g. cycling, in-line skating, skateboarding).

Complementary SLOs:

Activity Outcomes:

Students will be able to:

- Identify potential risks facing different types of road users.
-

Suggestions for Instruction:

NOTE:

- 1) This activity will take 2 classes.
 - 2) Teachers may delete/white-out those risk conditions that do not apply to their communities before photocopying the worksheet.
- Explain to students that they are going to conduct a survey of road risks facing different types of student road users as these individuals travel to school.
 - Explain that road risks can be classified as either:
 - a) **risk conditions - circumstances in the environment (e.g. road surface - wet, gravel, potholes) or weather (e.g. rain, fog);**
 - b) **risk behaviours - actions by road users.**
 - Ask students to brainstorm some examples of each of these road risks and record them on the chalkboard.
 - Explain that the survey will focus on 4 types of road users:
 - 1) pedestrians; 2) cyclists; 3) in-line skaters; 4) skateboarders.
 - Introduce Activity 1 Worksheets A and B: *Road-user risk survey* as overheads.
 - Distribute the worksheets to each student.
 - Explain that each student is to individually complete the worksheets.
 - Give the following instructions:
 - a) Select a specific road/street on which you travel to school to make your observations (e.g. Main Street).
 - b) Make observations over the next 2 days while you travel to school.
 - c) Check each risk observed in the appropriate column on the survey worksheets.
 - d) For risk conditions, only check the box provided **in front** of the risk condition. (The total column will record the total number of this road risk observed by the **class**.)

NOTE: Definitions:

- 1) **road shoulder** - on a paved road, the outside edge of the paved portion (usually gravel); on a gravel road, the outside edge of the roadway
 - 2) **controlled intersection** - has either a traffic signal or sign (e.g. traffic lights, stop sign, railway crossing)
 - 3) **uncontrolled intersection** - no traffic signs or signals (e.g. gravel road intersection, exiting a back lane)
- e) For risk behaviours, if you saw the identified behaviours displayed by any road user on his/her travel to school, record the **type** of road user and his/her **grade level**.

NOTE:

- 1) In areas of Manitoba where students may **not** in-line skate or skateboard, **disregard** these columns.
 - 2) Focus on risk behaviours of students, not adults.
 - 3) Focus on the road users identified, not drivers of motor vehicles.
- f) If you observe a risk condition and/or behaviour **not** stated on the survey, add it to the appropriate list under the heading titled - Other (i.e. risk conditions #16-18; risk behaviours #11-13).
- Do a few examples on the worksheets so students are clear on the observations to be made and where they are to be recorded.
 - Once students have completed the survey worksheets, have students work in groups of 5 to discuss their data.
 - Have the small groups summarize and present their findings.
 - Tabulate the data as a class (from each group's findings) on the overheads.
 - Present the discussion questions on either the chalkboard or an overhead, and discuss as a class:

Questions:

- 1) What are the most common road conditions faced by these road users when they travel to school? (Determined from total columns.)
- 2) Would you rate the specific road you observed as low risk, moderate risk or high risk? Why?
- 3) a) Which group of pedestrians (Early Years, Middle Years, Senior Years) demonstrated the most risk behaviours?
b) What percentage of the total pedestrian risk behaviours did this group account for?
- 4) Which age group displayed the highest number of risk behaviours? Why?
- 5) Did you notice any patterns in road usage behaviours? (e.g. most Middle Years pedestrians talk to their friends while walking; most Early Years cyclists wear helmets)

NOTE: If all students saw most of the risk behaviours, these findings **validate** the seriousness and extent of the problem in the community.

Suggestions for Assessment:

- Ask students to identify the most common risk conditions and risk behaviours when they travel to school.
- Use the Teacher Road Safety Checklist to assess students' knowledge of potential road risk conditions and behaviours for the different types of road users. (See Assessment Tool.)
- Ask students to describe ways to avoid risk behaviours and make themselves more "road wise".
- Have students design their own road-user risk survey.

Cross-Curricular Connections:

- Mathematics (number; statistics and probability)
 - English Language Arts (enhance the clarity and artistry of communication; manage ideas and information)
-

Opportunities for Family/Community Involvement:

- Invite students to share their survey findings with their families.

Road-user risk survey

Name: _____

Instructions: Observe and record with a check (✓) in the appropriate column, the road risks you notice while you travel to school over the next 2 days (e.g. before and after school).

A Name of specific road/street on which your observations were made: _____

RISK CONDITIONS (Circumstances in environment)	TOTAL	RISK CONDITIONS (Circumstances in environment)	TOTAL
<input type="checkbox"/> 1. Two-way traffic		<input type="checkbox"/> 10. Winding, curving road	
<input type="checkbox"/> 2. Posted speed limit greater than 50 KPH		<input type="checkbox"/> 11. Parked vehicles	
<input type="checkbox"/> 3. Potholes, bumps		<input type="checkbox"/> 12. High volume of traffic (e.g. people and vehicles)	
<input type="checkbox"/> 4. Gravel or dirt surface		<input type="checkbox"/> 13. Railway crossing	
<input type="checkbox"/> 5. Shoulder – none or gravel		<input type="checkbox"/> 14. Bus stop(s)	
<input type="checkbox"/> 6. No sidewalks		<input type="checkbox"/> 15. Crosswalk(s)	
<input type="checkbox"/> 7. Unlit road		<input type="checkbox"/> 16. Other: _____	
<input type="checkbox"/> 8. Controlled intersection (traffic lights; stop sign)		<input type="checkbox"/> 17. Other: _____	
<input type="checkbox"/> 9. Uncontrolled intersection (no traffic lights)		<input type="checkbox"/> 18. Other: _____	

B

Road-user risk survey

Name: _____

Instructions: Observe and record with a check (✓) in the appropriate column the road risks you notice while you travel to school over the next 2 days (e.g. before and after school).

C

OBSERVATIONS

RISK BEHAVIOURS (ACTIONS)

	PEDESTRIANS		CYCLISTS		IN-LINE SKATERS		SKATEBOARDERS			
	* EY	MY	SY	EY	MY	SY	EY	MY	SY	
1. Travelling on road when there is sidewalk										
2. Disobeying traffic signs										
3. Listening to CD player										
4. Talking to friends or on cell phone										
5. Not wearing helmet										
6. Not shoulder checking										
7. Not wearing other protective gear										
8. Changing lanes improperly										
9. Not signalling to turn										
10. Travelling at unsafe speed										
11. Other:										
12. Other:										
13. Other:										
TOTAL										

* EY = Early Years (Gr. K-4) MY = Middle Years (Gr. 5-8) SY = Senior Years (Sr. 1-4)

Not applicable

ACTIVITY 2 Road Issues - Beliefs

Prescribed Learning Outcomes:

Safety SLOs:

- K.3.8.B.1** Evaluate the effectiveness of laws and policies that promote personal and community safety (e.g. driving age, drinking/driving, compulsory seat belt legislation).

Complementary SLOs:

Activity Outcomes:

Students will be able to:

- Explore people's beliefs about the effectiveness of road laws.
-

Suggestions for Instruction:

- Explain to students that they are going to examine their own beliefs about the effectiveness of road laws.
- Introduce Activity 3 Worksheet: *My beliefs about road laws* as an overhead.

NOTE:

- 1) For **question #8** define graduated licensing -

Novice drivers (existing and new learner licence holders and probationary drivers) must:

- a) hold a learner licence for a minimum of 9 months;
- b) have fully licensed supervising driver with 3 years experience in front seat at all times;
- c) carry passengers only in back seat up to number of seatbelts;
- d) have zero blood alcohol content (BAC) at all times while driving;
- e) refrain from towing any vehicles.

Once the mandatory road test is passed, the intermediate stage driver must:

- a) stay at this level for 15 months;
- b) drive with only one passenger in front seat and passengers in back seat limited to number of seatbelts between 5:00 a.m. and midnight;
- c) carry only one passenger between midnight and 5:00 a.m., or if accompanied by a qualified supervising driver, may carry passengers in the rear seat up to the number of seatbelts;
- d) maintain a zero blood alcohol content at all times while driving;
- e) may drive Class 3 farm trucks.

After 15 months in the intermediate stage novices automatically become **fully licensed drivers**.

These drivers must:

- a) maintain a zero blood alcohol content at all times while driving for a period of one year.

For more information: Please contact the Driver Licence Information at (204) 945-6850.

- 2) For **question #10** the statement is True. See the Traffic Collision Statistics Report 1999. Manitoba Transportation and Government Services. page 10.
- 3) For **question #11** the statement is True. See the Traffic Collision Statistics Report 1999. Manitoba Transportation and Government Services. page 70.

- Have students individually complete the worksheet.
- Tally and record students' responses on the line below each box on the overhead.
- Discuss the results as a class.
- Ask students if they may have changed their beliefs about the effectiveness of any Manitoba road laws, and why.

NOTE: Students may research some of these topics in Activity 5: *Learning More About Road Safety*.

Suggestions for Assessment:

- Ask students their beliefs about the effectiveness of road laws.
 - Use the Teacher Road Safety Checklist to assess the students' knowledge of Manitoba's traffic collision facts on the effectiveness of road laws. (See Assessment Tool.)
-

Cross-Curricular Connections:

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

Opportunities for Family/Community Involvement:

- Invite students to ask their families to complete the worksheet and then discuss.
- Invite students to discuss the worksheet with other students in the school.

My beliefs about road laws

Name: _____

Instructions: Read each statement and place a check (✓) in 1 of the 3 boxes that is closest to what you believe about the statement.

STATEMENTS	AGREE	NOT SURE	DISAGREE
1. It is up to me how I behave on the roads.	<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____
2. I do not always behave safely when I use the roads.	<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____
3. Road safety only requires common sense, not laws and their enforcement.	<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____
4. Laws are designed to protect me from road risks.	<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____
5. Most traffic collisions are due to risky behaviours.	<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____
6. The enforcement of drinking and driving laws makes people more road wise.	<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____
7. Compulsory seat belt laws are effective in saving lives.	<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____
8. Raising the driving age and using graduated licensing for new drivers can help to reduce the number of traffic collisions and resulting injuries.	<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____
9. Stricter driving laws and their enforcement will not reduce the number of traffic collisions and resulting injuries.	<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____
10. Sixteen to nineteen year olds are more likely to be involved in traffic collisions in Manitoba than any other age group.	<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____
11. Male drivers are more likely to be involved in traffic collisions in Manitoba than female drivers.	<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____

Modified from: Scottish Road Safety Campaign - Keeping Safe Keeping Healthy.

ACTIVITY 3 Road Issues - Facts

Prescribed Learning Outcomes:

Safety SLOs:

- K.3.8.B.1** Evaluate the effectiveness of laws and policies that promote personal and community safety (e.g. driving age, drinking/driving, compulsory seat belt legislation).

Complementary SLOs:

Activity Outcomes:

Students will be able to:

- Explore Manitoba traffic collision statistics to determine the effectiveness of road laws.
-

Suggestions for Instruction:

NOTE: Students need to be familiar with how to calculate percentages.

- Explain to students that they are going to examine some Manitoba traffic collision statistics to determine the effectiveness of road laws.
 - Introduce Activity 3 Worksheet A1: *1999 Manitoba traffic facts* and Worksheet B1: *2000 Manitoba traffic facts* as overheads.
 - Demonstrate how to do the first question on each worksheet on the overheads.
 - Ask students to individually complete the worksheets.
 - Once students have completed the worksheet, correct and discuss them as a class.
-

Suggestions for Assessment:

- Correct the worksheets as a class using Activity 3 Worksheet A2: *1999 Manitoba traffic facts - Answer key* and Worksheet B2: *2000 Manitoba traffic facts - Answer key*.
 - Use the Teacher Road Safety Checklist to assess the students' knowledge of Manitoba's traffic collision facts on the effectiveness of road laws. (See Assessment Tool.)
 - Ask students to select some statistics from one of the worksheets and prepare a circle graph.
-

Cross-Curricular Connections:

- Mathematics (number; statistics and probability)
 - English Language Arts (manage ideas and information; explore thoughts, ideas, feelings and experiences; comprehend and respond personally and critically to literary and media text)
-

Opportunities for Family/Community Involvement:

- Invite students to ask their families to complete the worksheet and then discuss.

1999 Manitoba traffic facts

Name: _____

Instructions: Complete the worksheet.

Total Alcohol-Related Criminal Code Offences * by Age Group					
Age Group	1995	1996	1997	1998	% change 1995-1998
< 16	3	7	7	7	%
16 - 17	82	66	105	109	%
18 - 20	364	366	430	349	%
21 - 24	471	388	495	448	%
25 - 29	518	447	451	495	%
30 - 34	547	394	440	459	%
35 - 39	422	387	440	455	%
40 - 44	278	267	302	306	%
45 - 49	177	208	201	227	%
50 - 54	111	151	130	163	%
55 - 59	86	71	78	82	%
60 - 64	59	66	50	49	%
65 - 69	33	32	44	39	%
70 - 74	11	10	18	25	%
75 >	13	15	11	6	%
TOTAL	3,175	2,975	3,202	3,219	%

* Includes alcohol content over .08, impaired driving causing injury and/or death, and refuse sample.

Source: Manitoba Transportation and Government Services. *Traffic Collision Statistics Report 1999*. Excerpt from page 116.

QUESTIONS:

- Calculate the percentage change in alcohol-related criminal code offences for each age group.
Hint: The percentage change is the increase **or** decrease in numbers to the comparison years.
- Which two age groups showed the **greatest increase** in alcohol-related criminal code offences?

- Which age group showed the **greatest decrease** in alcohol-related criminal code offences?

- Why do you think Manitoba is implementing graduated licensing for novice drivers?

- Create a graphical representation (e.g. pie graph, histogram, broken-line graph) for a specific year using the following age groupings: 29 and under; 30-54; 55 and older.

1999 Manitoba traffic facts - Answer key

Name: _____

Instructions: Complete the worksheet.

Total Alcohol-Related Criminal Code Offences * by Age Group					
Age Group	1995	1996	1997	1998	% change 1995-1998
< 16	3	7	7	7	133.3%
16 - 17	82	66	105	109	32.9%
18 - 20	364	366	430	349	-4.1%
21 - 24	471	388	495	448	-4.9%
25 - 29	518	447	451	495	-4.4%
30 - 34	547	394	440	459	-16.1%
35 - 39	422	387	440	455	7.8%
40 - 44	278	267	302	306	10.1%
45 - 49	177	208	201	227	28.2%
50 - 54	111	151	130	163	46.8%
55 - 59	86	71	78	82	-4.7%
60 - 64	59	66	50	49	-16.9%
65 - 69	33	32	44	39	18.2%
70 - 74	11	10	18	25	127.3%
75 >	13	15	11	6	-53.8%
TOTAL	3,175	2,975	3,202	3,219	1.4%

* Includes alcohol content over .08, impaired driving causing injury and/or death, and refuse sample.

Source: Manitoba Transportation and Government Services. *Traffic Collision Statistics Report 1999*. Excerpt from page 116.

QUESTIONS:

- Calculate the percentage change in alcohol-related criminal code offences for each age group.
Hint: The percentage change is the increase or decrease in numbers to the comparison years.
Formula: $[(1998 \div 1995) - 1] \times 100\%$. See above. Example: <16 years $[(7 \div 3) - 1] \times 100\% = 133.3\%$.
- Which two age groups showed the **greatest increase** in alcohol-related criminal code offences?
Under age 16 (133.3%); 70 - 74 (127.3%)
- Which age group showed the **greatest decrease** in alcohol-related criminal code offences?
Age 75 and older (-53.8%)
- Why do you think Manitoba is implementing graduated licensing for novice drivers?
Manitoba believes that graduated licensing for novice drivers will reduce alcohol-related offences and the number of traffic collisions due to more supervised driving experience and heavy penalties/fines.
- Create a graphical representation (e.g. pie graph, histogram, broken-line graph) for a specific year using the following age groupings: 29 and under; 30-54; 55 and older.

2000 Manitoba traffic facts

Name: _____

Instructions: Complete the worksheet.

**Table 4: Estimates of Seat Belt Use from July 2000 Survey,
by Type of Vehicles and by Age Group of Driver***

Province or Territory	PASSENGER CARS			LIGHT TRUCKS			Total percentage (%) of estimated seat belt use
	< 25 (%)	25-49 (%)	50+ (%)	< 25 (%)	25-49 (%)	50+ (%)	
Newfoundland	96.1	93.7	93.9	83.5	88.7	88.4	
Prince Edward Island	80.9	88.5	91.6	55.0	75.5	74.1	
Nova Scotia	87.4	88.9	88.7	81.9	68.5	76.3	
New Brunswick	88.8	94.0	93.2	93.3	82.7	89.2	
Quebec	94.1	94.2	92.6	66.5	89.4	89.1	
Ontario	91.0	93.8	94.5	74.6	82.6	90.0	
Manitoba	82.3	87.5	89.5	52.0	75.5	68.7	
Saskatchewan	91.1	92.8	94.9	82.5	86.7	86.1	
Alberta	84.9	90.6	92.0	77.6	77.4	80.9	
British Columbia	86.3	90.3	93.3	58.8	78.4	83.4	
Yukon Territory	34.5	84.6	98.1	68.6	68.7	96.9	
Northwest Territories	61.9	60.7	76.4	37.9	54.5	51.0	
Canada	89.7	92.5	93.2	71.5	82.5	86.6	86.0

* Note: Seat belt laws in some jurisdictions can exempt certain individuals from wearing seat belts.

Source: Transport Canada. *July 2000 Survey of Seat Belt Use in Canada.*

QUESTIONS:

- Calculate the percentage of estimated seat belt use by drivers in each province.
- Which province has the highest estimated seat belt use by drivers in Canada? _____
- Why do you think under 25-year-old drivers in most provinces wear seat belts more often in passenger cars than light trucks?

2000 Manitoba traffic facts - Answer key

Name: _____

Instructions: Complete the worksheet.

**Table 4: Estimates of Seat Belt Use from July 2000 Survey,
by Type of Vehicles and by Age Group of Driver***

Province or Territory	PASSENGER CARS			LIGHT TRUCKS			Total percentage (%) of estimated seat belt use
	< 25 (%)	25-49 (%)	50+ (%)	< 25 (%)	25-49 (%)	50+ (%)	
Newfoundland	96.1	93.7	93.9	83.5	88.7	88.4	90.7
Prince Edward Island	80.9	88.5	91.6	55.0	75.5	74.1	77.6
Nova Scotia	87.4	88.9	88.7	81.9	68.5	76.3	82.0
New Brunswick	88.8	94.0	93.2	93.3	82.7	89.2	90.2
Quebec	94.1	94.2	92.6	66.5	89.4	89.1	87.7
Ontario	91.0	93.8	94.5	74.6	82.6	90.0	87.8
Manitoba	82.3	87.5	89.5	52.0	75.5	68.7	75.9
Saskatchewan	91.1	92.8	94.9	82.5	86.7	86.1	89.0
Alberta	84.9	90.6	92.0	77.6	77.4	80.9	83.9
British Columbia	86.3	90.3	93.3	58.8	78.4	83.4	81.8
Yukon Territory	34.5	84.6	98.1	68.6	68.7	96.9	75.2
Northwest Territories	61.9	60.7	76.4	37.9	54.5	51.0	57.1
Canada	89.7	92.5	93.2	71.5	82.5	86.6	86.0

* Note: Seat belt laws in some jurisdictions can exempt certain individuals from wearing seat belts.

Source: Transport Canada. *July 2000 Survey of Seat Belt Use in Canada.*

QUESTIONS:

See above. Example Newfoundland:

1. Calculate the percentage of estimated seat belt use by drivers in each province.
$$\frac{96.1+93.7+93.9+83.5+88.7+88.4}{6} \times 100\% = \boxed{90.7\%}$$

2. Which province has the highest estimated seat belt use by drivers in Canada? Newfoundland

3. Why do you think under 25-year-old drivers in most provinces wear seat belts more often in passenger cars than light trucks?

The media advertisements emphasis, and role model, drivers buckling up in cars.

Young drivers in light trucks may feel they are safer and more protected

in a larger vehicle and less likely to be seriously injured.

ACTIVITY 4 Advertising Safe Areas

Prescribed Learning Outcomes:

Safety SLOs:

- K.3.8.A.5b** Determine safe areas and opportunities for cycling and/or other similar activities in the community (e.g. walking, in-line skating, skateboarding).
- S.3.8.A.1** Follow set rules and routines for safe participation and use of equipment in selected specific physical activities (e.g. road safety).

Complementary SLOs:

Activity Outcomes:

Students will be able to:

- Identify safe areas and opportunities for walking, cycling, in-line skating and skateboarding to school in the community.
 - Design a “road wise” advertisement that aims at persuading other students to practise road safety.
-

Suggestions for Instruction:

NOTE:

- 1) This learning activity may be taught in conjunction with Media Literacy in the English Language Arts.
 - 2) Students need to be familiar with advertising and persuasive techniques.
 - 3) This activity may take 2-3 classes depending on the length of the class.
 - 4) The teacher may select a class “road wise” message and have students use different medium of communication (e.g. print, audio, visual) to advertise.
- Explain to students that they will select a safe area for a specific type of road user to travel to school, and design a “road wise” advertisement for an intended audience.
 - Divide students into pairs or small groups.
 - Encourage the groups to review their observations made on a specific road/street in Activity 1.
 - Design a “road wise” advertisement that:
 - a) promotes a safe route to school (e.g. a low-risk route);
 - b) promotes a “road wise” message (e.g. safe behaviour such as wearing protective gear);
 - c) targets students at a specific grade level (e.g. Early Years, Middle Years).

NOTE: Teachers may refer students to Activity 4 Visual: *Road safety rules* as a reference.
See Grade 7 resource materials for a complete list of the road safety rules.

- Discuss as a class what type of advertisement is most likely to influence the intended audience.

NOTE:

- 1) Use a well-known community person, a school leader or an athlete to support the ad.
- 2) Use statements that sound factual and are made by a voice of authority (e.g. “tests have shown...”).
- 3) Focus on the benefits of being “road wise”.
- 4) Use the “buying a lifestyle approach” in which the audience buys the image and the ad.
- 5) Use pictures or images that appeal to the senses and are attractive.

- Have the groups of students decide on a medium of communication (e.g. poster, audio tape, audio-visual) to convey the “road wise” advertisement.
 - Once the “road wise” advertisements are prepared, present them to the class.
-

Suggestions for Assessment:

NOTE: Teachers may design an ELA assessment rubric to reflect the activity outcomes using suggested criteria such as:

- 1) target audience; clear “road wise” message; word choice; visual image; colour; emotion **and/or**
 - 2) content; organization; style and mechanics.
- Ask students to explain their advertisements (e.g. the “road wise” message, intended audience, and the medium of communication).
 - Use the Teacher Road Safety Checklist to assess students’ knowledge of how the advertisements aim at persuading other students to practise road safety. (See Assessment Tool.)
-

Cross-Curricular Connections:

- English Language Arts (explore thoughts, ideas, feelings and experiences; comprehend and respond personally and critically to literary and media texts; manage ideas and information; enhance the clarity and artistry of communication; celebrate and build community)
 - Visual Arts
 - Physical Education/Health Education (personal and social management)
-

Opportunities for Family/Community Involvement:

- Display these advertisements in school hallways, the Northern Store, the Band office or local RCMP detachment office.
- Invite the students’ families and students from other grades to view these “road wise” advertisements.

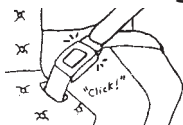
Road safety rules

Pedestrian Safety Rules:



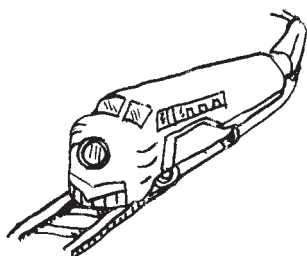
1. Cross at intersections and crosswalks. Cross where it is safe (rural).
2. Stop behind the curb or roadside.
3. Look and listen for traffic on the road.
4. Look both ways for traffic before crossing roads, driveways and back lanes.
5. Make eye contact with the driver.
6. Cross when it is safe.

Vehicle Passenger Safety Rule:



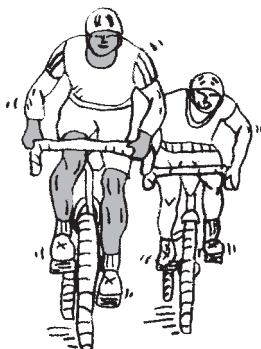
1. Always wear a seat belt. Listen for the click!

Railway Safety Rules:



1. Obey all warning signs.
2. Any time 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, snowmobilers.

Bicycle 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.
15. Wear reflective gear.
16. Keep your bike well-maintained.

In-line Skating, Skateboarding and Scootering Safety Rules:



1. Obey traffic rules.
2. Wear a helmet.
3. Wear other protective gear.
4. Stay off the road.
5. Skate/ride in daylight.
6. Skate/ride on dry surfaces free from holes, bumps, rocks and loose gravel.
7. Avoid motor vehicle and pedestrian traffic.

ACTIVITY 5 Learning More About Road Safety

Prescribed Learning Outcomes:

Safety SLOs:

- K.3.8.B.4** Demonstrate the ability to access valid health information, and health-promoting products and services available in the community (e.g. doctors, health agencies and associations related to road safety, ombudsperson, Internet).

Complementary SLOs:

Activity Outcomes:

Students will be able to:

- Demonstrate how to access valid health information and health-promoting products and services in the community.
-

Suggestions for Instruction:

NOTE:

- 1) Students need to be familiar with research skills and Internet use. If students have minimal research skills, the teacher may provide 2-3 project topics to the class and ask students to select one.
 - 2) This activity may take 2-3 classes, depending on the length of the class.
 - 3) The teacher may encourage students to select road safety issues relevant to their community.
 - 4) Teachers may refer students to the list of Canadian Traffic Safety Web Sites included in this activity. For a current listing refer to CARSP/ACPSER - Canadian Traffic Safety Web Sites or http://www.cyberus.ca/~carsp/links_ca.htm
- Explain to students that they are going to do a project/search on an aspect of road safety.
 - Invite students to **either**:
 - a) select a road safety topic they would like more information on (e.g. Bicycle Safety Tips; Health Canada Child Injury Division; CHIRPP Injury Reports);

or

 - b) seek information on safety criteria when buying sports products such as in-line skates, skateboard, bike (e.g. Manitoba Cycling Association);

or

 - c) seek information on programs and/or services in Manitoba that focus on road safety (e.g. Manitoba Safety Council; Operation Red Nose; Operation Lifesaver; Teens Against Drunk Driving; SNOMAN - Snowmobilers of Manitoba).
 - Ask students to conduct their project/search using community resources (e.g. library, sporting goods store, RCMP, local organizations that address road safety aspects) and the Internet.

- Ask students to include a description of the topic, current information, how it may be useful to the student, and the source(s).
 - Have students select differentiated instruction to present their projects (e.g. technology such as PowerPoint, persuasive speech, poem, role play).
 - Have students present their completed projects to the class.
 - Have students make notes on new information learned from other classmates' presentations.
-

Suggestions for Assessment:

NOTE: Teachers may design an ELA assessment rubric to reflect the activity outcomes using suggested criteria such as content; organization; style and mechanics.

- Ask students to explain how they accessed information on their research topic.
 - Use the Teacher Road Safety Checklist to assess the students' abilities to access valid, health information and health-promoting products and services in the community. (See Assessment Tool.)
 - Have students compare and contrast 2 student presentations (e.g. bike safety and skateboarding).
-

Cross-Curricular Connections:

- English Language Arts (manage ideas and information; 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 their research topics with their families and other students in the school.

Canadian Traffic Safety Sites Un répertoire de sites Internet canadiens traitant de la sécurité routière



The following links point to Canadian web sites which feature some aspect of traffic safety. Our Association would like to provide the most comprehensive list of such sites in Canada. Consequently, if you know of a site which meets the criteria, and which we have not already listed, please fill out our [on-line form](#) and bring your selection to our attention.

Les hyperliens suivants vous permettent d'accéder à des sites Internet canadiens traitant de divers sujets liés à la sécurité routière. Notre association désirerait offrir la liste la plus complète de ce genre de sites au Canada. Par conséquent, si vous connaissez un site Internet qui rencontre ces critères et qui n'est pas inscrit, s.v.p. nous en aviser en complétant [notre formulaire électronique](#).

Links are listed alphabetically; letter groups may be selected from the following:

Les hyperliens sont classés par ordre alphabétique. De plus, ils sont groupés et accessibles suivant la première lettre du nom du site Internet.

[A](#) [B](#) [C](#) [D](#) [E](#) [F](#) [G](#) [H](#) [I](#) [J](#) [K](#) [L](#) [M](#) [N](#) [O](#) [P](#) [Q](#) [R](#) [S](#) [T](#) [U](#) [V](#) [W](#) [X](#) [Y](#) [Z](#)

A

- [Abbotsford Police Department](#)
- [Abegweit Driving School Limited](#)
- [Action Sudbury](#)
- [Addictions Foundation of Manitoba](#)
- [Advanced Driving Concepts](#)
- [Against Drunk Driving, British Columbia](#)
- [Alberta Centre for Injury Control and Research](#)
- [Alberta Infrastructure](#)
- [Alberta Motor Association](#)
- [Alberta Trucking Association](#)
- [Alberta Safety Council](#)
- [Alberta Snowmobile Safety Association](#)
- [Alcohol Policy Network](#)
- [AlertDriving.Com](#)
- [L'Association du camionnage du Québec](#)
- [Association of Canadian Distillers](#)
- [Association of Canadian Ergonomists](#)
- [Association of International Automobile Manufacturers of Canada](#)
- [Association québécoise du transport et des routes](#)
- [Atlantic Provinces Trucking Association](#)
- [Audi](#)
- [auto123.com](#)
- [Automobile Protection Association](#)

B

- [Bacchus Canada](#)
- [Belleville Police Service](#)
- [Better Safe Than Sorry Child Safety Journal](#)
- [Bicycle Newfoundland and Labrador](#)
- [Bicycle Safety Tips](#)
- [Bikers Down](#)
- [Biokinetics and Associates Ltd.](#)
- [BMW Canada](#)
- [BMW Club of Canada Le Club BMW du Canada](#)
- [British Columbia Automobile Association](#)



- [British Columbia Injury Research and Prevention Unit](#)
- [British Columbia Ministry of Transportation and Highways](#)
- [British Columbia Safety Council](#)
- [British Columbia Trucking Association](#)
- [Brock University, Sleep Research Lab](#)
- [Brockville Police Service](#)
- [Burnaby RCMP](#)

C

- [CAA-Québec](#)
- [Calgary Police Service](#)
- [Canada Safety Council](#)
- [Canadian Association of Chiefs of Police](#)
- [Canadian Association of Road Safety Professionals](#)
- [Canadian Association of Technical Accident Investigators and Reconstructionists](#)
- [Canadian Automobile Association](#)
- [Canadian Automotive Rescue Society](#)
- [Canadian Centre for Occupational Health and Safety](#)
- [Canadian Centre on Substance Abuse](#)
- [Canadian Coalition on Child Passenger Safety](#)
Coalition canadienne pour la sécurité des enfants à bord d'une automobile
- [Canadian Council of Motor Transport Administrators](#)
- [Canadian Council of Snowmobile Organizations](#)
- [Canadian Driver](#)
- [Canadian Health Network - Injury Prevention ~~NEWS~~](#)
- [Canadian Hospitals Injury Reporting and Prevention Program](#)
- [Canadian Motor Vehicle Arbitration Plan](#)
- [Canadian Vehicle Manufacturers' Association](#)
- [Canadian Motorcycle Association](#)
- [Canadians For Safe and Sober Driving/ADD](#)
- [Canadians for Responsible and Safe Highways](#)
- [Canadian Institute for Health Information](#)
- [Canadian Institute of Transportation Engineers](#)
- [Canadian Street Rod Association](#)
- [Canadian Traffic Education Centre](#)
- [Canadian Transportation Equipment Association](#)
- [Canadian Trucking Human Resources Council](#)
- [Canadian Youth Against Impaired Driving](#)
- [CANUTEC, Canadian Transport Emergency Centre](#)
- [CarClick.com](#)
- [Central Island Highway Patrol](#)
- [Centre for Transportation Engineering & Planning, University of Calgary](#)
- [Chariots.com](#)

- [Chatham-Kent Police Service](#)
- [CHIRPP Injury Reports](#)
- [Citizens for Safe Cycling](#)
- [Collision Analysis \(Calgary\) Ltd.](#)
- [Commercial Vehicle Safety Alliance](#)
- [Commission des transports du Québec](#)
- [Compendium de données sur la mobilité automobile/Automobile Mobility Data Compendium](#)
- [Coquitlam RCMP](#)
- [C R Tyner & Associates Ltd](#)
- [CSA International](#)
- [Cycling BC](#)

D

- [Daewoo Auto Canada Inc](#)
- [DaimlerChrysler Canada](#)
- [Dalhousie University DalTech, Vehicle Safety Research Team](#)
- [Dangerous Goods, Transport Canada](#)
- [Delta Police Department](#)
- [Direction 2006](#)
- [Discovery.ca Car Safety](#)
- [Drinking and Driving, Worsley School](#)
- [Driver Competency Assessment Protocols](#)
- [Drivers.com](#)
- [Driver Training in British Columbia](#)
- [Driving School Association of Ontario](#)
- [The Driving School Association of the Americas](#)
- [Durham Regional Police Service](#)



E

- [École nationale de police du Québec](#)
- [École Polytechnique de Montréal, Équipe de Sécurité Routière](#)
- [Earning Your Wheels](#)
- [Edmonton Bicycle Commuters' Society](#)
- [Edmonton Police Service](#)
- [Éduc'alcool](#)
- [Electric Vehicle Association of Canada](#)

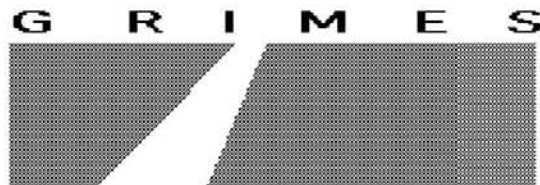
- [Elgie Bus Lines Limited](#)
- [Elmer the Safety Elephant/Elmer l'Éléphant prudent](#)
- [Environment Canada](#)
- [Esquimalt Police and Fire Department](#)
- [Extreme Attitudes Against Drinking and Driving](#)

F

- [La Fédération des clubs de motoneigistes du Québec](#)
- [Fifty-Five Alive/Mature Driving](#)
- [Ford Motor Company of Canada Limited](#)
- [Forensic Engineering Inc.](#)
- [Fredericton Police Department](#)
- [free2drive](#)

G

- [General Motors of Canada](#)
- [Graham Ryan Consulting Ltd.](#)
- [Groupe de recherche interdisciplinaire mobilité, environnement, sécurité](#)
- [Guelph Police Service](#)
- [Le Guide de l'Auto](#)



H

- [Haliburton County Snowmobile Association](#)
- [Halton Regional Police Service](#)
- [Hamilton Road Safety Group](#)
- [Health Canada Child Injury Division](#)
- [Health in Action](#)
- [Heavy Duty Distributor Council](#)
- [Highway Star Magazine](#)
- [Honda Canada](#)

- [Hovey Accident Investigation Services Ltd.](#)
- [Human Factors North Inc.](#)

I

- [I Promise Program](#)
- [IMPACT - Injury Prevention Centre of the Children's Hospital, Winnipeg](#)
- [Infiniti Canada](#)
- [L'Institut de la sécurité routière](#)
- [Industry Canada, Automotive and Transportation Branch](#)
- [injuryfreezone](#)
- [Intech Engineering Ltd.](#)
- [International Road Dynamics Inc.](#)
- [Insurance Bureau of Canada](#)
- [Insurance Corporation of British Columbia](#)
- [Insurance Information Centre of Canada/Centre d'information en assurances du Canada](#)
- [iTRANS Consulting](#)
- [ITS Canada](#)

The logo for injuryfreezone, featuring the text "injuryfreezone" in a bold, lowercase, sans-serif font. The text is white and is set against a dark grey rectangular background with rounded corners. The background has a subtle grid pattern.

J

- [Jaguar Canada](#)
- [Joint Program in Transportation, University of Toronto](#)

K

- [Kelowna Transportation Division](#)
- [Kia Canada Inc.](#)
- [KidSafe Connection](#)
- [Kids Safety Awareness Society](#)
- [Kim Richardson Transportation Specialists](#)
- [Kingston Police](#)

L

- [Land Rover](#)
- [Langley RCMP](#)
- [Lexus Canada](#)
- [London Police Service](#)
- [L-P Tardif & Associates](#)

M

- [MacInnis Engineering Associates](#)
- [Manitoba Cycling Association](#)
- [Manitoba Highways and Transportation](#)
- [Manitoba Public Insurance](#)
- [Manitoba Safety Council](#)
- [Manitoba Trucking Association](#)
- [Mazda Canada](#)
- [Mercedes-Benz Canada](#)
- [La Monographie Scientifique du Groupe de Travail Québécois sur les Troubles Associés à l'Entorse Cervicale/
Scientific Monograph of the Quebec Task Force on Whiplash-Associated Disorders](#)
- [Mothers Against Drunk Driving](#)
- [Motoring 2000](#)



N

- [Nanaimo RCMP](#)
- [National Research Centre, Centre for Surface Transportation Technology](#)
- [Nelson City Police](#)
- [Nepean's Drinking and Driving Site](#)
- [New Brunswick Department of Transportation](#)
- [New Brunswick Federation of Snowmobile Clubs](#)
- [Newfoundland and Labrador Works, Services & Transportation](#)

- [Newfoundland & Labrador Snowmobile Federation](#)
- [Newfoundland Safety Council](#)
- [New Westminster Police Service](#)
- [Niagara Regional Police Service](#)
- [Nissan Canada](#)
- [Normie's S.T.O.P. Scrap Book](#)
- [North Vancouver RCMP](#)
- [Northwest Territories Transportation](#)
- [Nova Scotia Registry of Motor Vehicles](#)
- [Nova Scotia Safety Council](#)
- [Nova Scotia Transportation & Public Works](#)
- [Nunavut Community Government and Transportation](#)

O

- [Ontario Association of Chiefs of Police](#)
- [Ontario Coalition for Better Cycling](#)
- [Ontario Community Council on Impaired Driving](#)
- [Ontario Cycling Association](#)
- [Ontario Federation of Snowmobile Clubs](#)
- [Ontario Good Roads Association](#)
- [Ontario Public Health Association](#)
- [Ontario Ministry of Health and Long-Term Care](#)
- [Ontario Ministry of Transportation](#)
- [Ontario Provincial Police](#)
- [Ontario Traffic Conference](#)
- [Ontario Trauma Registry](#)
- [Ontario Trucking Association](#)
- [Ontario Safety League](#)
- [Ontario Students Against Impaired Driving](#)
- [Operation Lifesaver/Opération Gareautrain](#)
- [Operation Lookout](#)
- [Opération Nez Rouge](#)
- [Ottawa-Carleton Safety Council Motorcycle Courses](#)
- [City of Ottawa Transportation](#)
- [OttawaRiders.com](#)



P

- [Pacific Infant/Child Restraint Advisory Committee](#)

- [Pacific Traffic Education Centre](#)
- [Peel Regional Police](#)
- [Penticton RCMP](#)
- [People Against Impaired Driving](#)
- [PMG Technologies](#)
- [Population & Community Health Unit](#)
- [Porsche Cars North America Inc.](#)
- [Port Alberni RCMP](#)
- [Port Moody Police Department](#)
- [Prince Edward Island Transportation and Public Works](#)
- [Prince George RCMP](#)
- [Prince Rupert RCMP](#)
- [Private Motor Truck Council of Canada](#)
- [Project Earth Risk Identification Lifeline \(PERIL\)](#)

Q

- [Québec Ministère des Transports](#)
- [Queen's University, BLEVE Research](#)

R

- [Race Against Impaired Driving Team](#)
- [Racing Against Drugs](#)
- [Rail Safety, Transport Canada/Sécurité ferroviaire, Transports Canada](#)
- [Railway Association of Canada/l'Association des chemins de fer du Canada](#)
- [R.E.A.L.² \(Really Excited About Leadership and Life\) Conference on Traffic Safety](#)
- [Revelstoke for a Safe Trans-Canada Highway](#)
- [Rick Hansen Institute](#)
- [Rid Roads of Impaired Drivers](#)
- [Road Safety, Transport Canada/Sécurité routière, Transports Canada](#)
- [Road Safety Educators' Association](#)
- [Road Watch](#)
- [Royal Canadian Mounted Police/La Gendarmerie royale du Canada](#)
- [Ryerson Polytechnic University, Vehicle Safety Research Centre](#)



S

- [Saanich Police Department](#)
- [Safe Grad Manitoba/Teens Against Drinking and Driving Manitoba](#)
- [Safe Kids Canada](#)
- [Safe Start](#)
- [Safety on Zones \(SOZ\)](#)
- [Saskatchewan Government Insurance](#)
- [Saskatchewan Highways and Transportation](#)
- [Saskatchewan Institute on Prevention of Handicaps](#)
- [Saskatchewan Cycling Association](#)
- [Saskatchewan Safety Council](#)
- [Saskatoon Police Service](#)
- [Scott Bus Lines Limited](#)
- [SECURE School Bus Safety Program](#)
- [Smart Risk Foundation](#)
- [Snap, Buckle, Drive](#)
- [SNOMAN \(Snowmobilers of Manitoba\) Inc.](#)
- [Snowmobile Trail Officer Patrol](#)
- [Snowmobilers Association of Nova Scotia](#)
- [Société de l'assurance automobile du Québec](#)
- [South Island Highway Patrol](#)
- [Standards Council of Canada](#)
- [Standing Senate Committee on Transport and Communications](#)
- [Stratford Police Service](#)
- [Street Legal, Edmonton Police Service](#)
- [Street Legal, Saskatchewan](#)
- [Students Against Drinking and Driving, Alberta](#)
- [Students Against Drinking and Driving, Father Mercredi High School, Fort McMurray](#)
- [Students Against Drinking and Driving, Saskatchewan](#)
- [Students Against Drinking and Driving, St. Mary's High School, Vegreville, Alberta](#)
- [Subaru Canada Online](#)
- [Sudbury Regional Police Service](#)
- [Sumas Highway Patrol](#)
- [Sunnybrook Health Science Centre Trauma Program](#)
- [Sûreté du Québec](#)
- [Suzuki Canada Inc.](#)
- [Swift Current Regional Highway Patrol](#)

T

- [Target Risk](#)
- [Today's Trucking](#)
- [Toronto Against Impaired Driving](#)
- [Toronto Police Traffic Services](#)
- [Toyota Canada](#)
- [Traffic Injury Research Foundation](#)
- [Traffic Safety in Alberta](#)
- [Traffic Safety Information Village](#)
- [Transport Canada/Transports Canada](#)
- [Transportation Association of Canada](#)
- [Transportation Development Centre](#)
- [Transportation Health & Safety Association of Ontario](#)
- [TRIMAP Communications Inc.](#)
- [Truck News](#)

U

- [UMA Group Ltd.](#)
- [Université de Montréal, Centre de recherche sur les transports](#)
- [University of Manitoba Transport Information Group](#)
- [University of New Brunswick, Transportation Group](#)
- [University of Saskatchewan, Transportation Centre](#)
- [University of Western Ontario, Multi-Disciplinary Accident Research Team](#)



V

- [Vancouver Island Safety Council](#)
- [Vancouver Police Department Traffic Services Squad](#)
- [Vehicle Information Centre of Canada](#)
- [Velo New Brunswick Cycling Information](#)

- [Vélo Québec](#)
- [Victoria Transport Policy Institute](#)
- [Volkswagen](#)
- [Volvo Canada](#)

W

- [Waterloo Regional Police Service](#)
- [WAY TO GO! School Program](#)
- [West Vancouver Police](#)
- [Wheel Monitor Inc.](#)
- [Winnipeg Police Service](#)
- [World of Wheels](#)

X

Missing linx !

Y

- [Young Drivers](#)
- [Yukon Community & Transportation Services](#)

Z

More missing linkz !

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The Canadian Association of Road Safety Professionals
L'Association canadienne des professionnels de la sécurité routière

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Page updated/Page mise à jour: 10-Jul-02

ACTIVITY 6 Influences on “Road Wise” Decisions

Prescribed Learning Outcomes:

Safety SLOs:

- S.3.8.A.1** Follow set rules and routines for safe participation and use of equipment in selected specific physical activities (e.g. road safety).

Complementary SLOs:

- K.4.8.A.3** Describe the social factors (e.g. self-esteem, interests, opinions, abilities, interpersonal skills) that affect the decision-making/problem-solving process in group situations.
- K.4.8.B.2a** Describe examples of assertive behaviours (e.g. saying no to something that makes you feel uncomfortable, including others who are left out) for resisting negative peer pressure.
- S.4.8.A.2** Apply the decision-making/problem-solving process in making group decisions in different case scenarios (e.g. plan a class activity, solve a social-related problem, make a decision in the context of an orderly meeting).
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Activity Outcomes:

Students will be able to:

- Apply road safety rules and responsible group decision making in different scenarios.
 - Describe social factors affecting the decision-making/problem-solving process in group situations.
 - Describe examples of assertive behaviours for resisting peer pressure.
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Suggestions for Instruction:

NOTE:

- 1) This activity may take 2 classes depending on the length of the class.
 - 2) Students need to be familiar with assertiveness skills.
 - 3) Teachers should encourage students to refer to the road safety rules in discussing their scenarios.
- Photocopy Activity 6 Worksheets B and C: “Road wise” scenarios and cut out scenarios.
 - Tell students that factors in society that influence our decisions are called “social factors”.
 - Present the Activity 6 Worksheet A: “Road wise” scenario to the class.
 - Ask students to decide which social factors influenced the teens’ decisions.
 - Discuss as a class.

- Place the following discussion questions on an overhead and discuss with students:

A) What social factors influence the decisions you make when in a group situation?"

(Possible answers:

- a) peers/friends and their interests;
- b) attitude toward oneself (e.g. confident, independent, look "cool");
- c) one's emotions;
- d) role models in society;
- e) your own skills/abilities/experiences;
- f) personal goals;
- g) family beliefs, values, involvement and interests;
- h) community or cultural interests;
- i) the media, advertising and trends (e.g. clothing styles and behaviours);
- j) religion.)

B) "Give examples of how social factors influence our choices when in a social situation".

(Possible answers:

- a) We may wear what friends wear to be seen as part of the group;
- b) We may do the activities our friends like to do;
- c) We may watch TV programs friends talk about;
- d) We may listen to music friends say is "cool";
- e) We may be teased or pressured into doing certain things.)

C) "How might these social factors, such as friends or TV, affect the decisions we make?"

(Possible answers:

- a) The clothes or music that friends/TV suggest you wear/listen to, may not be what your family approves;
- b) The activities you do with your friends or those promoted in movies/media may not be appropriate for your age or may not be legal;
- c) The media may suggest you buy a certain product that you and/or your family cannot afford.)

- Discuss how to be assertive using the overhead Activity 6 Visual: *How to be assertive*.

NOTE: Some ways to be assertive include:

- a) look the person in the eye;
- b) say "No";
- c) send an I-message (e.g. "I feel very worried when you drink and drive home...");
- d) watch your body language (e.g. face the person...be confident/positive);
- e) consider your own values and beliefs;
- f) stand up for what you think is right/responsible;
- g) be respectful of yourself;
- h) be firm but respectful;
- i) be honest;
- j) walk away;
- k) ask other people whose opinions you value and respect.

- Explain that this activity deals with making responsible, assertive decisions related to road safety.
- Explain to students that they are going to practise making decisions assertively/confidently in different scenarios.
- Divide the class into 6 small groups.
- Explain that each group will be given a scenario from either Worksheet B or C.
- Write the following questions on the chalkboard or a flipchart.

For the assigned scenario, each group is to discuss the following questions:

- 1) What is the problem?
- 2) What **social factors** are involved in the decision making?
- 3) What are all the choices and the possible consequences?

HINT: Encourage students to apply road safety rules and to be assertive.

- 4) What would you say and do?
 - 5) Is this a responsible, assertive, “road wise” decision?
- Distribute one scenario from Activity 6 Worksheets B and C: “*Road wise*” scenarios to each group.
 - Give each group sufficient time to reach a group decision on the assigned scenario.
 - Have each group **either** present their responses to the discussion questions **or** role play the scenario and solution to the class.
 - Encourage class discussion.
 - Have students respond in writing to the 5 discussion questions for their assigned scenarios.

Suggestions for Assessment:

- Ask students to describe social factors affecting decision making in group situations.
- Use the Teacher Road Safety Checklist to assess students’ knowledge about social factors affecting decision making in group situations. (See Assessment Tool.)
- Observe students’ responses during group discussions.
- Mark the students’ written responses to their assigned scenarios.
- Ask students what they would do in different scenarios.
- Use the Teacher Road Safety Checklist to assess if students make responsible group decisions that reflect road safety rules in different scenarios. (See Assessment Tool.)
- Use the Teacher Road Safety Checklist to assess students’ knowledge about examples of assertive behaviours for resisting peer pressure. (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 information; celebrate and build community)

Opportunities for Family/Community Involvement:

- Invite students to discuss these and other “road wise” scenarios with their families.
- Send home one or two scenarios and invite students to have parents and/or older siblings identify those factors that influence the person’s decision.

“Road wise” scenario

Instructions: Read the scenario and identify the factors that influence the teens’ decision.

David, Susan and Peter are walking home late at night. David’s older brother pulls up in his truck and offers all of them a ride home. The teenagers can tell he has been drinking. David hops in the truck, but Susan and Peter are uncertain about accepting the ride.

What social factors influence the decision Susan and Peter make?

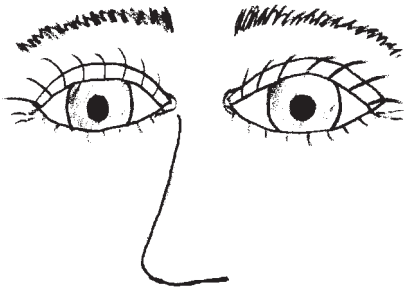
Possible Answers:

- What their friends will say
- What their friends will think
- The teenagers’ attitudes about themselves
- What their parents will say
- Their emotions at the time
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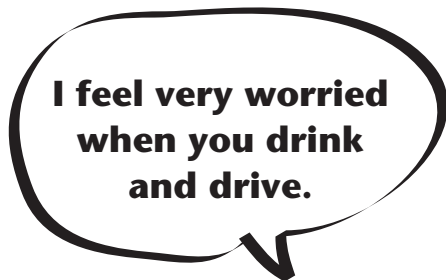
How to be assertive



**Body language
(face the person)**



Eye Contact



Words



Take a stand

“Road wise” scenarios

#1 You and your friends decide to cycle to the park. One of your friends does not have a bike and asks to ride double with you. To get to the park you have to cycle down a busy street with lots of traffic. Your parents already warned you not to ride double on your bike as they worry you'll be in a traffic collision. She tells you the traffic can go around you both.

- 1) **What is the problem?**
- 2) **What social factors are involved in the decision making?**
- 3) **What are all the choices and the possible consequences?**
- 4) **What would you say and do?**
- 5) **Is this a responsible, assertive, “road wise” decision?**

#2 You and your friend are late for school. Your friend suggests a short cut down the railway tracks. You remember that your parents warned your younger brother and sister to stay off the tracks and railway property. The local police/RCMP have also warned students to stay off railway property.

- 1) **What is the problem?**
- 2) **What social factors are involved in the decision making?**
- 3) **What are all the choices and the possible consequences?**
- 4) **What would you say and do?**
- 5) **Is this a responsible, assertive, “road wise” decision?**

#3 You are at a party with some school friends. It is late. Your friends suggest walking home. The road you have to travel is an unlit stretch of gravel highway. You suggest that someone phone his/her parents for a ride. Your friends say no they would rather walk, or hitch a ride on the highway.

- 1) **What is the problem?**
- 2) **What social factors are involved in the decision making?**
- 3) **What are all the choices and the possible consequences?**
- 4) **What would you say and do?**
- 5) **Is this a responsible, assertive, “road wise” decision?**

“Road wise” scenarios

#4 You and your friends are at a skateboard park. A well-known skater shows up to sign autographs and perform a few stunts. Later on, your friends decide to try some of the more difficult stunts. They urge you to try them also. You and one of your buddies know these stunts are too dangerous for your skating abilities.

- 1) **What is the problem?**
- 2) **What social factors are involved in the decision making?**
- 3) **What are all the choices and the possible consequences?**
- 4) **What would you say and do?**
- 5) **Is this a responsible, assertive, “road wise” decision?**

#5 You and a friend are walking to school. You meet up with a group of older teens. Everyone is busy talking. Suddenly someone realizes you are late for school and suggests everyone jaywalk across the road rather than cross at the crosswalk 25 metres ahead. The local police have visited the school and asked students to please use the crosswalk for their own safety.

- 1) **What is the problem?**
- 2) **What social factors are involved in the decision making?**
- 3) **What are all the choices and the possible consequences?**
- 4) **What would you say and do?**
- 5) **Is this a responsible, assertive, “road wise” decision?**

#6 You and your friends ride your bikes to your favourite fishing spot. Your friend suggests fishing off the railway bridge. The local band constable/RCMP has warned students to stay off railway property.

- 1) **What is the problem?**
- 2) **What social factors are involved in the decision making?**
- 3) **What are all the choices and the possible consequences?**
- 4) **What would you say and do?**
- 5) **Is this a responsible, assertive, “road wise” decision?**

ACTIVITY 7 Handling Peer Pressure

Prescribed Learning Outcomes:

Safety SLOs:

- S.3.8.A.1** Follow set rules and routines for safe participation and use of equipment in selected specific physical activities (e.g. road safety).

Complementary SLOs:

- K.4.8.A.3** Describe the social factors (e.g. self-esteem, interests, opinions, abilities, interpersonal skills) that affect the decision-making/problem-solving process in group situations.
- K.4.8.B.2a** Describe examples of assertive behaviours (e.g. saying no to something that makes you feel uncomfortable, including others who are left out) for resisting negative peer pressure.
- S.4.8.A.2** Apply the decision-making/problem-solving process in making group decisions in different case scenarios (e.g. plan a class activity, solve a social-related problem, make a decision in the context of an orderly meeting).
-

Activity Outcomes:

Students will be able to:

- Apply road safety rules and responsible decision making in different scenarios.
 - Describe social factors affecting the decision-making/problem-solving process in group situations.
 - Describe examples of assertive behaviours for resisting peer pressure.
-

Suggestions for Instruction:

NOTE:

- 1) This activity may take 2 classes depending on the length of the class.
 - 2) Students need to be familiar with assertiveness skills.
 - 3) Teachers should encourage students to refer to the road safety rules in discussing their scenarios.
- Photocopy Activity 7 Worksheets A and B: *Peer pressure road scenarios* and cut out scenarios.
 - Explain that this activity deals with handling negative peer pressure in assertive or confident ways.
 - Review how to be assertive in resisting peer pressure using the overhead Activity 7 Visual: *How to be assertive*.

NOTE: Some ways to be assertive include:

- a) look the person in the eye;
- b) say “No”;
- c) send an I-message (e.g. “I feel very worried when you drink and drive home...”);
- d) watch your body language (e.g. face the person...be confident/positive);
- e) consider your own values and beliefs;
- f) stand up for what you think is right/responsible;
- g) be respectful of yourself;
- h) be firm but respectful;

- i) be honest;
 - j) walk away;
 - k) ask other people whose opinions you value and respect
- Have a teacher and a student demonstrate how to assertively resist peer pressure.
Scenario: “You and a friend are walking home late at night. It is cold and your friend suggests hitching a ride. Your parents have warned you not to hitchhike. How would you assertively resist this peer pressure?”.
 - Explain that this activity deals with making responsible, assertive decisions related to road safety.
 - Explain to students that they are going to practise making decisions assertively/confidently in different scenarios.
 - Divide students into 5 small groups.
 - Explain that each group will be given a scenario.
 - Write the following questions on the chalkboard or a flipchart.

For the assigned scenario, each group is to discuss the following questions:

- 1) What is the problem?
 - 2) What is the **peer pressure** in this scenario?
 - 3) What are all the choices and the possible consequences?
HINT: Encourage students to apply road safety rules.
 - 4) What would you say and do?
 - 5) Is this a responsible, assertive, “road wise” decision?
- Distribute one scenario from Activity 7 Worksheets A and B: *Peer pressure road scenarios* to each group.
 - Give each group sufficient time to reach a decision on the assigned scenario.
 - Give each group 3 minutes to prepare to role play the scenario and decision.
 - Have each group present its role play.
 - Encourage class discussion.
 - Have each group of students design a road scenario involving peer pressure and assertiveness, as well as a responsible, assertive, “road wise” decision, and switch with other groups in class to discuss.

Suggestions for Assessment:

- Ask students to describe social factors affecting decision making in group situations.
- Use the Teacher Road Safety Checklist to assess students’ knowledge about social factors affecting decision making in group situations. (See Assessment Tool.)
- Observe students’ responses during group discussions.
- Ask students how they would assertively handle the negative peer pressure in different scenarios.
- Use the Teacher Road Safety Checklist to assess if students make responsible decisions that reflect road safety rules in different scenarios. (See Assessment Tool.)
- Use the Teacher Road Safety Checklist to assess students’ knowledge of assertive behaviours for resisting peer pressure. (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 information; celebrate and build community)
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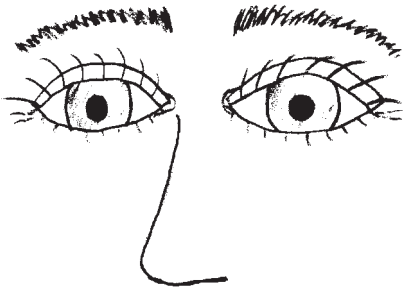
Opportunities for Family/Community Involvement:

- Invite students to discuss with their families how to assertively handle peer pressure in these and other road scenarios.

How to be assertive



**Body language
(face the person)**



Eye Contact



Words



Take a stand

Peer pressure road scenarios

#1 You and a friend are riding down a busy street after school. Your friend keeps riding beside you so she can talk to you about an upcoming party. You tell her to ride single file because the traffic is heavy on the street. She tells you the traffic can go around you both.

- 1) What is the problem?
- 2) What is the peer pressure in this scenario?
- 3) What are all the choices and the possible consequences?
- 4) What would you say and do?
- 5) Is this a responsible, assertive, "road wise" decision?

#2 You and a few friends decide to "skate" over to the community centre to watch a soccer game. Your friends suggest taking a shortcut the wrong way down a one-way street. When you say this is not a good idea, one friend suggests if you hurry no one will even notice.

- 1) What is the problem?
- 2) What is the peer pressure in this scenario?
- 3) What are all the choices and the possible consequences?
- 4) What would you say and do?
- 5) Is this a responsible, assertive, "road wise" decision?

#3 You are at a party with some school friends. It is late. Your friends suggest walking home. The road you have to travel is an unlit stretch of gravel highway. You suggest that someone phone his/her parents for a ride. Your friends say no they would rather walk, or hitch a ride on the highway.

- 1) What is the problem?
- 2) What is the peer pressure in this scenario?
- 3) What are all the choices and the possible consequences?
- 4) What would you say and do?
- 5) Is this a responsible, assertive, "road wise" decision?

Peer pressure road scenarios

#4 You are at a hockey game and your friend asks you if you want a ride home. Your friend's dad shows up to give you both a ride. His dad has been drinking. You tell your friend you have changed your mind, but your friend says it's okay because his dad has only had a few beers.

- 1) What is the problem?
- 2) What is the peer pressure in this scenario?
- 3) What are all the choices and the possible consequences?
- 4) What would you say and do?
- 5) Is this a responsible, assertive, "road wise" decision?

#5 You are cruising in a pickup truck with some friends. As the truck approaches an intersection, your friend who's driving slows down, but does not come to a full stop at the stop sign. She continues through the intersection. The other friend only laughs.

- 1) What is the problem?
- 2) What is the peer pressure in this scenario?
- 3) What are all the choices and the possible consequences?
- 4) What would you say and do?
- 5) Is this a responsible, assertive, "road wise" decision?

ASSESSMENT TOOL

