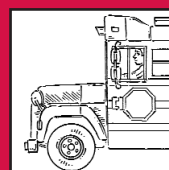
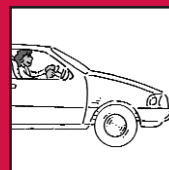


Road Safety Learning Resources for Schools

Aligned with
Manitoba's Health
Education/Physical
Education Curriculum



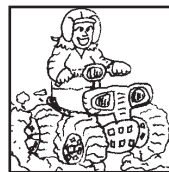
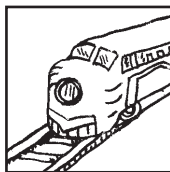
Grade 5

Manitoba
Education,
Training
and Youth



Manitoba
Public Insurance

Road Safety Resources for Schools



Grade Five



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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Heather Lowe, Director of Health Promotion

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 5

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* It is recommended that the learning activities be incorporated into a group folder on road safety.

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 FIVE 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	Fitness Management #2 SLOs
<p>Knowledge: Strand A Physical Activity Risk Management</p> <p>5. Alternative Pursuits (Science) a) Selected activities</p>	<p><input type="checkbox"/> K.3.5.A.5a Show an understanding of potential safety risks related to environments for selected alternative pursuits (e.g. cycling, jogging, snowmobiling, ATV riding). Activities 2, 3, 4, 5, 7, 8</p>		<p>Knowledge: Strand A Fitness Components</p> <p>I. Fitness Components <input type="checkbox"/> K.2.5.A.1 Identify health-related fitness components (e.g. cardiovascular endurance, muscular endurance, muscular strength, flexibility, body composition) and one example of an appropriate exercise/activity for each component (e.g. cycling and in-line skating for cardiovascular endurance development). Activity 1</p>
<p>Knowledge: Strand B Safety of Self and Others</p> <p>I. Community Safety Awareness (Social Studies)</p>	<p><input type="checkbox"/> K.3.5.B.1 Investigate safety concerns in the community and/or media related to road, traffic, bus, transportation, recreational vehicles, and unsupervised areas. Activities 3, 4, 5, 6</p>		

GRADE FIVE 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	Fitness Management #2 SLOs
2. Environmental Safety Awareness (Science and Social Studies)	<input type="checkbox"/> K.3.5.B.2 Describe ways to respond appropriately to potentially dangerous situations related to environmental conditions (e.g. extreme weather conditions, icy conditions, lightning) relevant to self and others Activities 3, 4, 5	SLOs	SLOs
	<input type="checkbox"/> K.3.5.B.4 Identify available community supports that promote safety and community health (e.g. road safety - police officers, RCMP, ambulance attendants, block parents). Activity 6		
4. Community Supports and Services (Social Studies)	<input type="checkbox"/> S.3.5.A.1 Follow set rules and routines for safe participation and use of equipment in selected specific physical activities (e.g. road safety rules). Activities 4, 5, 7,8	SLOs	SLOs
Skills: Strand A Application of Safety Practices 1. Physical Activity	SLOs	Knowledge: Strand A Personal Development 2. Goal Setting (ELA) a) Process <input type="checkbox"/> K.4.5.A.2a Identify ways of setting group goals (e.g. by consensus, by arbitrary decision, by taking turns) for cooperative learning and team-building. Activity 8	Knowledge: Strand C Fitness Development 4. Motivational Factors <input type="checkbox"/> K.2.5.C.4 Determine the intrinsic (e.g. enjoyment, enhanced health, level of success, increased energy level, affiliation) and extrinsic (e.g. awards, media, sports heroes, family, peers) factors that motivate participation for fitness development. Activities 1, 7,8

GRADE FIVE 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	Fitness Management #2 SLOs
<p>Skills: Strand A Application of Safety Practices</p> <p>1. Physical Activity (continued)</p>	<p>Knowledge: Strand A Personal Development</p> <p>2. Goal Setting (ELA) b) Personal planning and responsibility</p> <p><input type="checkbox"/> K.4.5.A.2b Describe the importance of self-regulation and taking responsibility for one's own actions (e.g. gain the respect of others, personal achievement, quality of life, active participation, being a good team player) for personal success.</p> <p style="text-align: right;">Activities 7, 8</p>		

GRADE FIVE 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	Fitness Management #2 SLOs
<p>Skills: Strand A Application of Safety Practices</p> <p>1. Physical Activity (continued)</p>	<p>Knowledge: Strand A</p> <p>3. Decision Making/Problem Solving (ELA and Science)</p> <p><input type="checkbox"/> K.4.5.A.3 Identify the influence of self (e.g. personal goals, emotions) and others (e.g. expectations of family, teachers and friends; values and beliefs of home, religion, culture, community, society in general) on setting priorities and making responsible personal decisions (e.g. academic achievement, leisure activities).</p> <p style="text-align: right;">Activities 7, 8</p>		

GRADE FIVE 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	Fitness Management #2 SLOs
<p>Skills: Strand A Application of Safety Practices</p> <p>1. Physical Activity (continued)</p>	<p>Knowledge: Strand B Social Development</p> <p>1. Social Responsibility (Social Studies and ELA)</p> <p>a) Responsible social behaviours</p> <p><input type="checkbox"/> K.4.5.B.1a Describe behaviours (e.g. listen without interrupting, avoid ridicule or teasing, use inclusive language and actions) that show respect for the rights and feelings of others.</p> <p style="text-align: right;">Activity 8</p> <p>Knowledge: Strand B Social Development</p> <p>4. Avoidance and Refusal Strategies (ELA)</p> <p><input type="checkbox"/> K.4.5.B.4 Identify and assess strategies (e.g. using decision-making/problem- solving process, saying “no” assertively, walking away/staying away, using conflict resolution skills) for preventing or avoiding uncomfortable or dangerous situations.</p> <p style="text-align: right;">Activities 7, 8</p>		

GRADE FIVE
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	Fitness Management #2
Skills: Strand A Application of Safety Practices 1. Physical Activity (continued)	Skills: Strand A Acquisition of P and SM Skills 1. Goal Setting/Planning (ELA) <input type="checkbox"/> S.4.5.A.1 Use goal-setting process to set and monitor progress for a group goal (e.g. project work, group activity). Activity 8 2. Decision Making/Problem Solving (all subjects) <input type="checkbox"/> S.4.5.A.2 Demonstrate the ability to set priorities for possible solutions that show responsible decision making for physically active and healthy living choices. Activity 8	SLOs	SLOs

ACTIVITY 1 Health Benefits

Prescribed Learning Outcomes:

Safety SLOs:

Complementary SLOs:

- K.2.5.A.1** Identify health-related fitness components (e.g. cardiovascular endurance, muscular endurance, muscular strength, flexibility, body composition) and one example of an appropriate exercise/activity for each component (e.g. cycling and in-line skating for cardiovascular endurance development).
- K.2.5.C.4** Determine the intrinsic (e.g. enjoyment, enhanced health, level of success, increased energy level, affiliation) and extrinsic (e.g. awards, media, sports heroes, family, peers) factors that motivate participation for fitness development.
-

Activity Outcomes:

Students will be able to:

- Name the health-related fitness components.
 - State the benefits of their selected activities (alternative pursuits) to health and fitness.
 - List factors that encourage/motivate people to participate in activities for fitness development.
-

Suggestions for Instruction:

NOTE:

- 1) This activity may take 2-3 classes, depending on the length of the class.
 - 2) This activity may be used as part of the Science unit - Maintaining a Healthy Body.
- Explain to students that each group will look at the benefits of its selected activity toward health and fitness.
 - Introduce Activity 1 Worksheet: *Health benefits* as an overhead.
 - Introduce 4 of the 5 possible health-related fitness components.

NOTE: Cardiovascular endurance is represented by a heart icon, muscular endurance is represented by an arm muscle icon, muscular strength is represented by a barbell icon, and flexibility is represented by an elastic band icon.

- Ask students to define the 4 health-related fitness terms.

(ANSWERS:

- a) **cardiovascular endurance** - the ability of the heart and blood vessels to supply body tissues with fuel and oxygen during long periods (e.g. jogging a kilometre);
 - b) **muscular endurance** - the ability to apply strength over a period of time (e.g. sit-ups);
 - c) **muscular strength** - the ability of muscles to exert force (e.g. lifting weights);
 - d) **flexibility** - the ability to bend joints and stretch muscles through a full range of motion (e.g. sit-and-reach test.)
- Write these definitions on the overhead worksheet.
 - Have students record these definitions on their worksheets.
 - Explain to students that they are to decide if the activity does (yes) or does not (no) benefit:
 - a) cardiovascular endurance, b) muscular endurance, c) muscular strength, and d) flexibility.

- Discuss as a class whether a physical activity such as soccer does or does not benefit: a) cardiovascular endurance (yes), b) muscular endurance (yes), c) muscular strength (yes), and d) flexibility (yes).
- Have each group decide if its selected activity does or does not benefit the 4 health-related fitness components.
- Have students individually complete the chart for their activities.
- Discuss the results and record each group's responses on the overhead worksheet, using an assigned colour (e.g. green - cycling).

Discussion questions:

- 1) Which of the selected activities does benefit:
 - a) cardiovascular endurance? (Answers: walking/jogging; in-line skating; skateboarding; cycling)
 - b) muscular endurance? (Answers: walking/jogging; in-line skating; skateboarding; cycling)
 - c) muscular strength? (Answers: walking/jogging; in-line skating; skateboarding; cycling)
 - d) flexibility? (Answers: walking/jogging; in-line skating; skateboarding; cycling)
- 2) How might a person increase the health benefits (i.e. cardiovascular endurance, muscular endurance, muscular strength, flexibility) gained from these activities? (Answer: **F.I.T.T. principles** - increase the **frequency**, increase the **intensity**, increase the duration of **time** spent doing certain activities, and increase the **type** of activities)
 - Ask the students what other benefits to health and fitness can be gained through their selected activities (e.g. fun, maintain good muscle tone, maintain a healthy weight, maintain posture, increase energy level for daily living, improve self-image, reduce stress, improve reflexes, increase social involvement with friends and family, enhance quality of sleep).
 - Have students record other benefits of their activities on the worksheet.
 - Discuss what factors encourage us to participate in selected activities. (Answers: our personal interests and abilities; enjoyment; peers; family interests; media; belonging to club/group; challenging; sports heroes)

Suggestions for Assessment:

- Ask students to name the 4 health-related fitness components.
- Ask students to give examples of appropriate activities that contribute to each of the health-related fitness components.
- Use the Teacher Road Safety Checklist to assess the students' knowledge of activities that benefit health and fitness, particularly the 4 health-related fitness components. (See Assessment Tool.)
- Ask students to give examples of factors that motivate them to participate in selected activities.
- Use the Teacher Road Safety Checklist to assess the students' knowledge of factors that encourage/motivate them to participate in selected activities. (See Assessment Tool.)

Cross-Curricular Connections:

- Physical Education/Health Education (fitness)
- English Language Arts (explore thoughts, ideas, feelings and experiences; manage ideas and information; celebrate and build community)
- Science (maintaining a healthy body)

Opportunities for Family/Community Involvement:


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

Health benefits

Name: _____

Instructions: Complete the worksheet.

A Health & Fitness Terms: *(Define)*





1. Cardiovascular endurance  - _____

2. Muscular endurance  - _____

3. Muscular strength  - _____

4. Flexibility  - _____

B Our Selected Activity: _____ *(Rate)*

HEALTH/FITNESS COMPONENTS	BENEFITS	
	YES	NO
Cardiovascular endurance 		
Muscular endurance 		
Muscular strength 		
Flexibility 		

C Other Benefits: *(List)*

D Factors influencing our participation: *(List)*

ACTIVITY 2 Road Risks

Prescribed Learning Outcomes:

Safety SLOs:

- K.3.5.A.5a** Show an understanding of potential safety risks related to environments for selected alternative pursuits (e.g. cycling, jogging, snowmobiling, ATV riding).

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:

- Identify potential road risks for selected activities (alternative pursuits).
- Compare potential road risks for various activities (alternative pursuits).

Suggestions for Instruction:

NOTE:

- 1) The teacher may wish to use only those visuals that are relevant to the community.
 - 2) The teacher may choose to discuss the visuals as a class.
- Photocopy 6 copies of Activity 2 Visuals A-C: *Risks around selected activities*.
 - List on the chalkboard the 6 activities (alternative pursuits) that may be selected for group projects:
 - cycling
 - all-terrain vehicle (ATV) riding
 - in-line skating
 - skateboarding
 - walking/jogging
 - snowmobiling
 - Explain to students that they will select one of the above 6 activities to study as a “road wise” group activity.
 - Review the rules for cooperating in small groups.
 - Ask students to indicate with a show of hands the activity they are most interested in and record the tally numbers beside each activity on the board.
 - Divide the class into small groups based on the above show of hands.

NOTE: If a large number of students select the same activity, the students may be divided into small groups of 3 to 4 students to study this activity.
 - Introduce Activity 2 Visuals A-C: *Risks around selected activities* as overheads.

NOTE: Visual A deals with risks around cycling, walking (pedestrian) and ATV riding.
Visual B deals with risks around in-line skating and skateboarding.
Visual C deals with risks around walking/jogging and snowmobiling.

- Assign the relevant Activity 2 Visual to each specific activity group (e.g. cycling group - Visual A).
- Introduce Activity 2 Worksheet: *Road risks*.
- Ask students in their small groups to identify potential safety risks in their assigned visuals.
- Instruct each group to record this information in point-form on its worksheet.

ANSWERS:

- Visual A: Cyclists: riding side by side on road; girl is not wearing a helmet; oncoming car; semi-truck approaching
 Pedestrians/Joggers: person walking on wrong side of road; person standing on narrow bridge
 ATV riders: boy rider is not wearing a helmet; carrying a passenger; stop sign on road; car; semi-truck; deer in field
- Visual B: In-line skaters: girl in-line skater is not wearing a helmet and protective gear; pedestrians; intersection; transit bus; car; truck
 Skateboarders: boy not wearing a helmet and protective gear; parking lot; car backing out; motorcycle approaching; skaters on road
- Visual C: Pedestrians/Joggers: person on wrong side of road; icy patches on road; pedestrians walking side by side; pick up truck on side road
 Snowmobilers: not wearing a helmet; riding on shoulder of road; approaching snowplow; thin ice on pond; trees; snow banks; side road; another snowmobiler approaching the road

- Brainstorm **other** road risks for the selected activity and record on the worksheet.
- Have each group tally the total number of road risks identified for their selected activity.
- Ask each group to report the total number of road risks identified and record on the chalkboard.
- Compare and discuss potential road risks for the activities selected.
- Discuss reasons why some activities may have more potential risks than others.

NOTE: Those activities that are human-powered (e.g. walking, cycling) may have fewer risks than those activities that are motor-powered (e.g. ATV, snowmobiling).

Suggestions for Assessment:

- Ask students to name some potential road risks for their selected activities (alternative pursuits).
- Use the Teacher Road Safety Checklist to assess the students' knowledge of potential road risks. (See Assessment Tool.)

Cross-Curricular Connections:

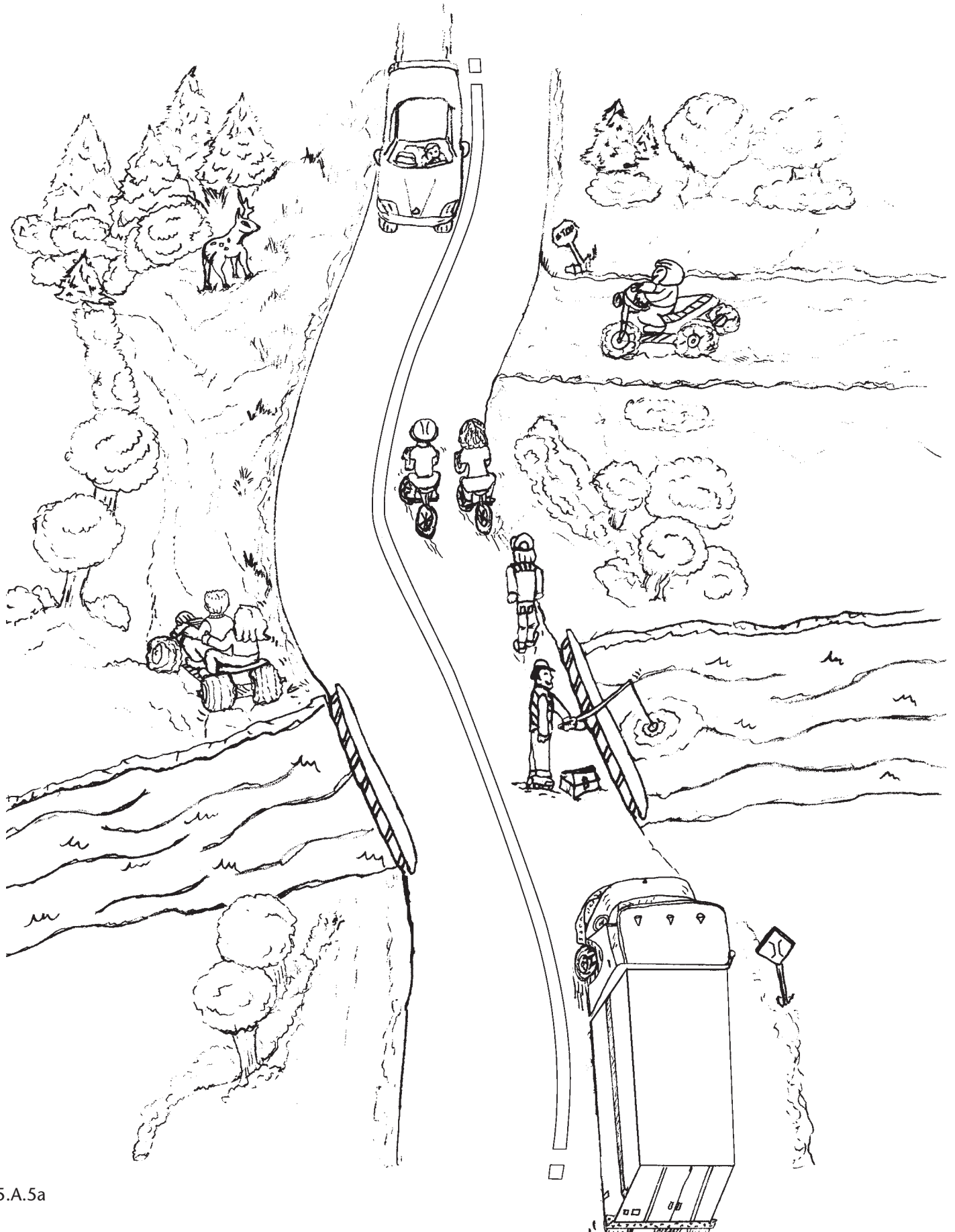
- English Language Arts (enhance the clarity and artistry of communication; celebrate and build community)
 - Science (forces and simple machines; weather)
 - Mathematics (statistics and probability)
-

Opportunities for Family/Community Involvement:

- Invite students to share information from their worksheet with their families.
- Invite students to share their worksheet with students in younger grades.

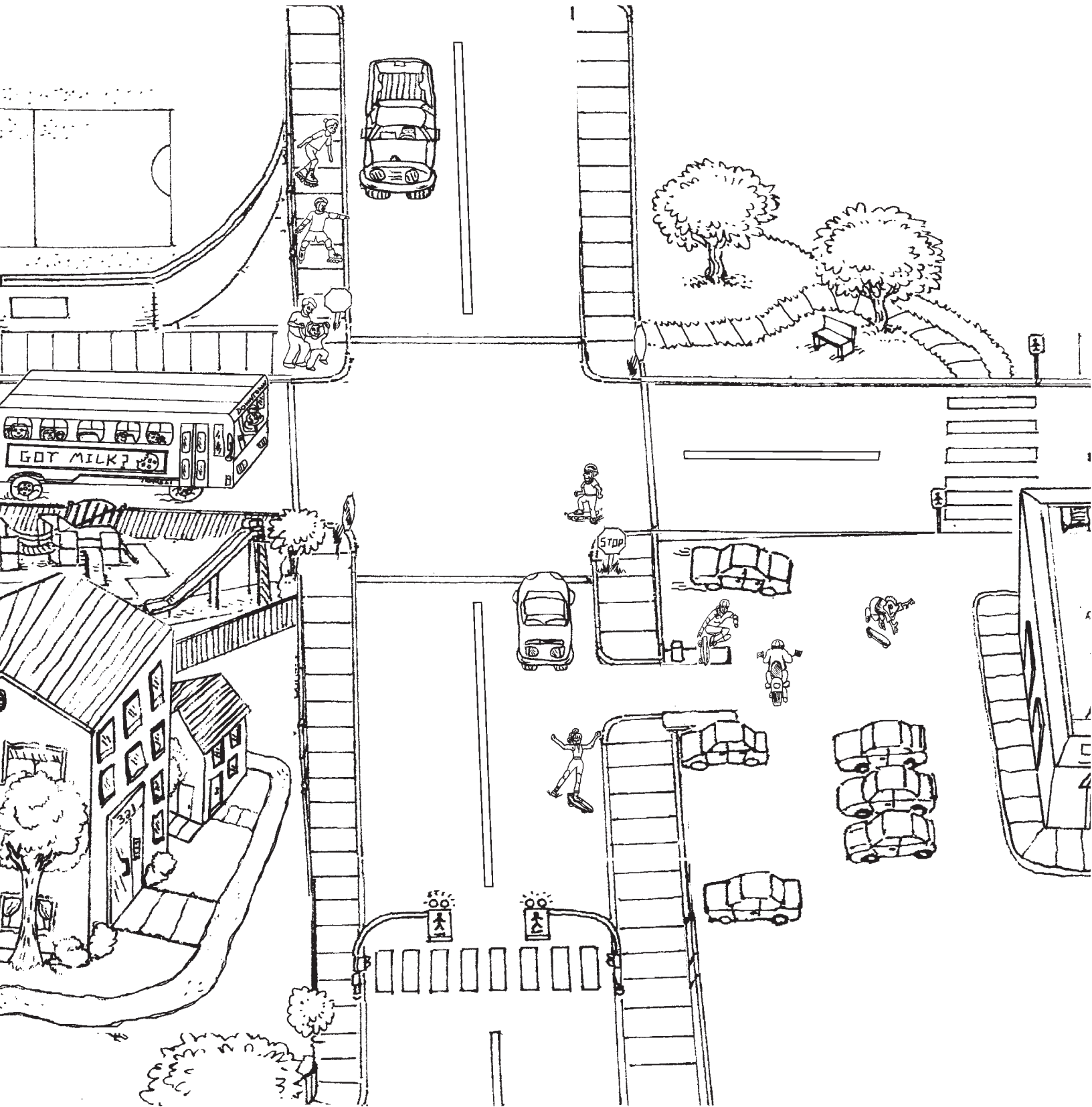
Risks around selected activities

Activity 2 Visual A
Cyclists
Pedestrians/Joggers
ATV Riders



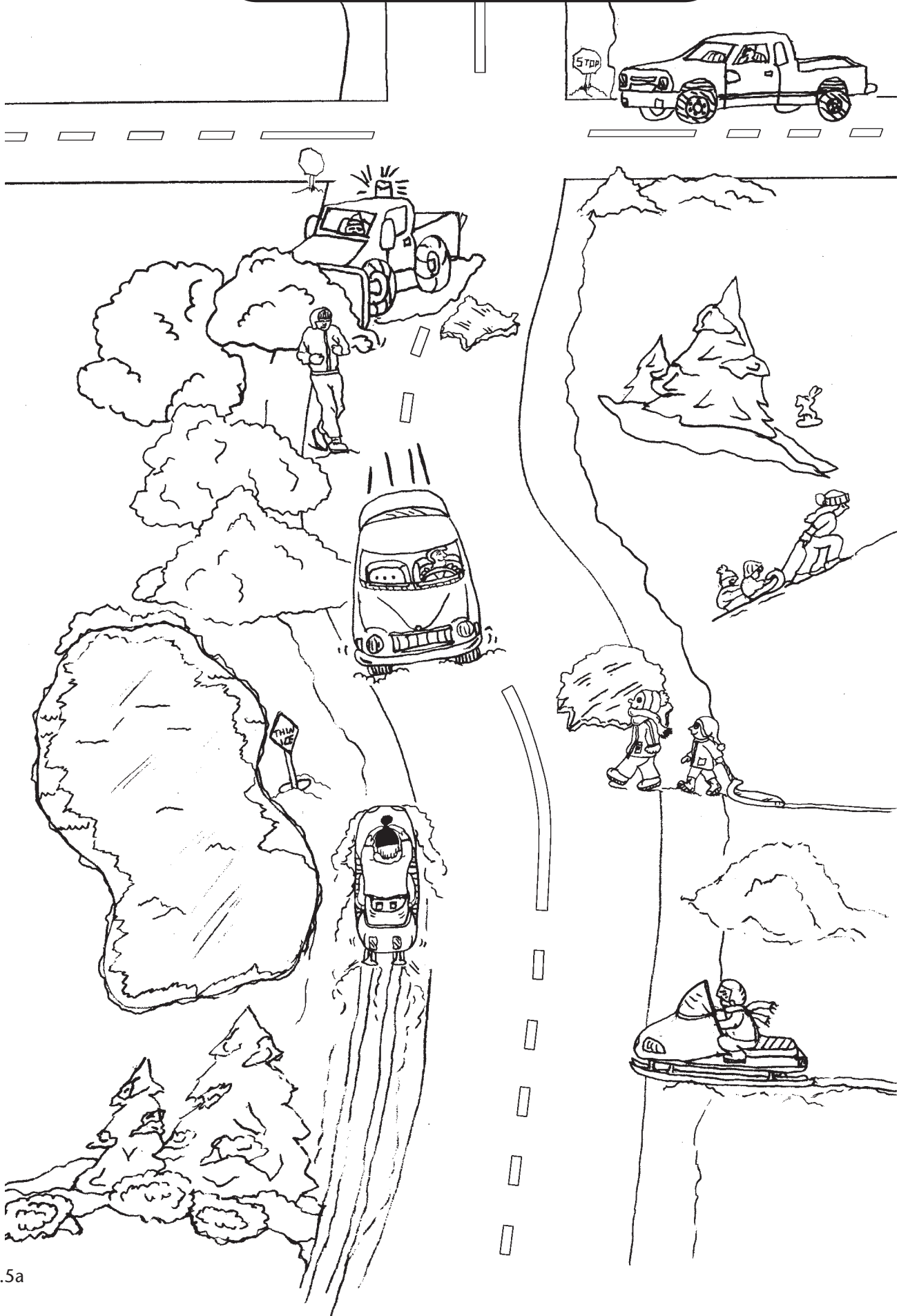
Risks around selected activities

Activity 2 Visual B
In-line Skaters
Skateboarders



Risks around selected activities

Activity 2 Visual C
Pedestrians/Joggers
Snowmobilers



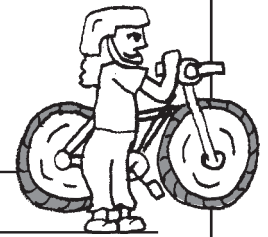
Road Risks

Name: _____

Instructions: Record all potential road risks for your selected activity.

Activity:

Road Risks:



ACTIVITY 3 Community Road Safety Concerns

Prescribed Learning Outcomes:

Safety SLOs:

- K.3.5.B.1** Investigate safety concerns in the community and/or media related to road, traffic, bus, transportation recreational vehicles, and unsupervised areas.
- K.3.5.A.5a** Show an understanding of potential safety risks related to environments for selected alternative pursuits (e.g. cycling, jogging, snowmobiling, ATV riding).
- K.3.5.B.2** Describe ways to respond appropriately to potentially dangerous situations related to environmental conditions (e.g. extreme weather conditions, icy conditions, lightning) relevant to self and others.

Complementary SLOs:

Activity Outcomes:

Students will be able to:

- Analyze the facts collected on traffic collisions and close calls for selected activities.
 - Describe the road safety rules for selected activities.
 - State how to safely respond to dangerous situations (e.g. traffic collisions or close calls) related to environmental conditions.
-

Suggestions for Instruction:

NOTE: This activity will take 2 classes.

- Explain to students that each group will examine the facts related to traffic collisions and close calls in their community for its selected activity.
- Introduce Activity 3 Worksheet: *Facts on traffic collisions and close calls* as an overhead.
- Tell students they will each interview one adult (e.g. a parent or grandparent) who has seen, heard or been involved in a traffic collision or close call related to their selected activity.
- Demonstrate how to interview an adult and complete the worksheet.
- Have students track the interview facts of traffic collisions or close calls on their worksheets (Questions #1-4).
- Explain each question and the possible answers. If a question has two answers (e.g. dry pavement), place the letter on the line segment between the two choices.
- Using Activity 3 Visuals A and B: *Road Safety Rules* as a guide, discuss and individually record (Question #5 worksheet) how the traffic collision or close call might have been avoided.

- Discuss in their small groups the results using the following questions:
 - 1) Did the traffic collisions or close calls occur in a common location?
 - 2) Did the traffic collisions or close calls occur at a common time of day?
 - 3) Did the traffic collisions or close calls occur in the same season?
 - 4) Did the traffic collisions or close calls occur on similar surface conditions?
 - 5) Were there any similarities in how to avoid the traffic collisions or close calls?
 - Discuss as a class how environmental conditions affect road safety and our road-wise response (e.g. riding a bike in the rain requires the cyclist to slow down; jogging in icy conditions requires the jogger to slow down; snowmobiling in heavy snowfall and poor visibility requires the snowmobiler to slow down).
-

Suggestions for Assessment:

- Ask students to give examples of common facts around traffic collisions and close calls for their selected activities.
 - Ask students to describe “road wise” ways to respond to a traffic collision/close call scenario.
 - Use the Teacher Road Safety Checklist to assess the students’ knowledge of facts on traffic collisions and close calls in their community for selected activities. (See Assessment Tool.)
 - Use the Teacher Road Safety Checklist to assess students’ knowledge of “road wise” responses to potentially dangerous situations related to environmental conditions for selected activities. (See Assessment Tool.)
-

Cross-Curricular Connections:

- English Language Arts (enhance the clarity and artistry of communication; explore thoughts, ideas, feeling and experiences; manage ideas and information; celebrate and build community; comprehend and respond personally and critically to literary and media texts)
 - Science (weather; properties of and changes in substances; forces and simple machines)
-

Opportunities for Family/Community Involvement:

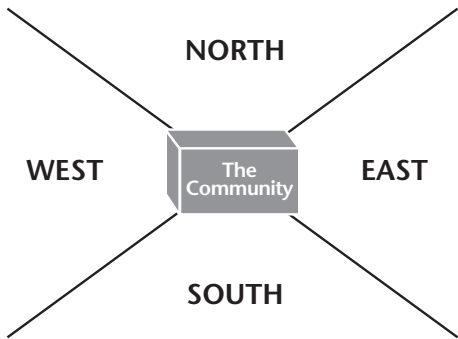
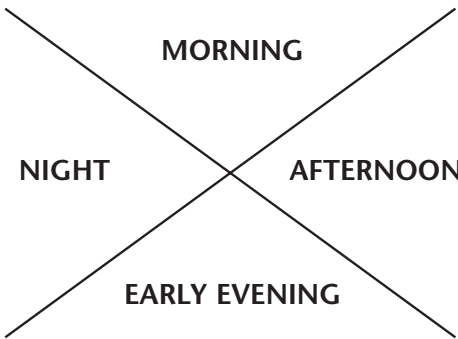
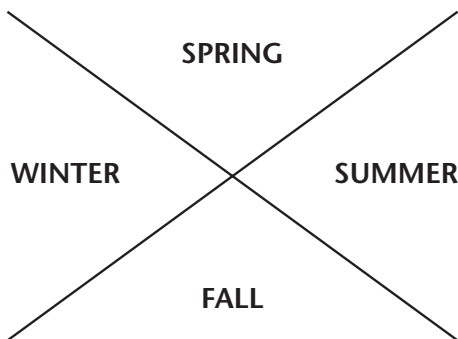
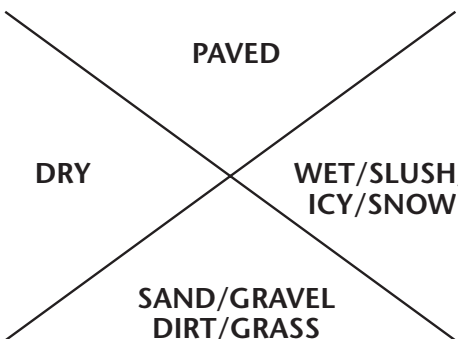
- Invite students to share their facts around traffic collisions and close calls in their community for their selected activities.
- Invite students to discuss “road wise” responses to dangerous traffic situations related to environmental conditions with their families.

Facts on traffic collisions and close calls

Name: _____

Instructions: Interview an adult. Plot the answers to each question in the appropriate spot.

Selected Activity (e.g. cycling): _____

<p>1. Where did the traffic collision or close call occur? (<i>location</i>)</p> 	<p>2. What was the time of day?</p> 
<p>3. What was the season?</p> 	<p>4. What was (<i>were</i>) the surface condition(s)?</p> 

5. Describe the traffic collision or close call and how it might have been avoided.

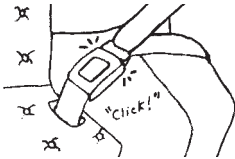
Road safety rules

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. 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. Young children may hold hands with an adult, sibling or friend when crossing the road.
9. Play in safe places.

Vehicle Passenger Safety Rule:



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

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 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.

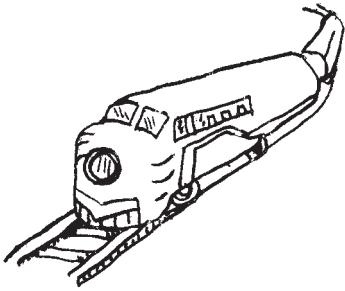
Bicycle Safety Rules:



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.

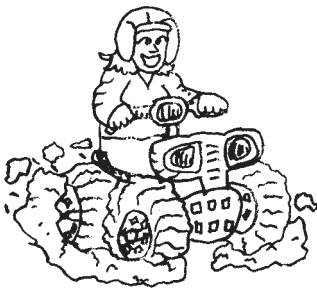
Road safety rules

Railway Safety Rules:



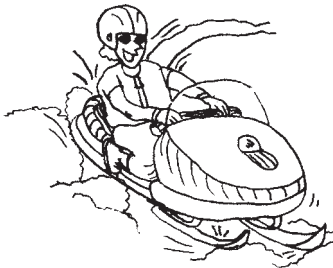
1. Obey all warning signs.
2. Any time is train time. (Be careful at any time of day or night.)
3. Stop before the train tracks.
4. Look both ways for a train.
5. Listen for a train whistle.
6. If a train is coming, wait until it passes.
7. When safe to do so, cross quickly and watch where you walk so 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.

All-Terrain Vehicle Safety Rules:



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.

Snowmobile Safety Rules:



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 Skating and Skateboarding 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 4 “Road Wise” Crossword Puzzle

Prescribed Learning Outcomes:

Safety SLOs:

- K.3.5.B.1** Investigate safety concerns in the community and/or media related to road, traffic, bus, transportation recreational vehicles, and unsupervised areas.
- K.3.5.A.5a** Show an understanding of potential safety risks related to environments for selected alternative pursuits (e.g. cycling, jogging, snowmobiling, ATV riding).
- K.3.5.B.2** Describe ways to respond appropriately to potentially dangerous situations related to environmental conditions (e.g. extreme weather conditions, icy conditions, lightning) relevant to self and others.
- S.3.5.A.1** Follow set rules and routines for safe participation and use of equipment in selected specific physical activities (e.g. road safety rules).

Complementary SLOs:

- K.2.5.A.1** Identify health-related fitness components (e.g. cardiovascular endurance, muscular endurance, muscular strength, flexibility, body composition) and one example of an appropriate exercise/activity for each component (e.g. cycling and in-line skating for cardiovascular endurance development).

Activity Outcomes:

Students will be able to:

- Review traffic safety rules for selected activities (alternative pursuits).
- Review the benefits of selected activities to health and fitness.

Suggestions for Instruction:

NOTE: If students have difficulty with this activity, the teacher may provide extra clues such as a letter or indicate the number of letters in the answer word.

- Introduce Activity 4 Worksheet A: “Road wise” crossword puzzle and Activity 4 Worksheet B: “Road wise” crossword puzzle - Clues.
- Ask students to work individually or in small groups.
- Ask each student to complete the crossword puzzle using the word list given.
- Correct the crossword puzzle using Activity 4 Worksheet C: “Road wise” crossword puzzle - Answer key.

Suggestions for Assessment:

- Ask students to provide the answers to specific clues selected from the crossword puzzle.

Cross-Curricular Connections:

- English Language Arts (comprehend and respond personally and critically to literary and media texts)
 - Science (weather; forces and simple machines; maintaining a healthy body; properties of and changes in substances)
-

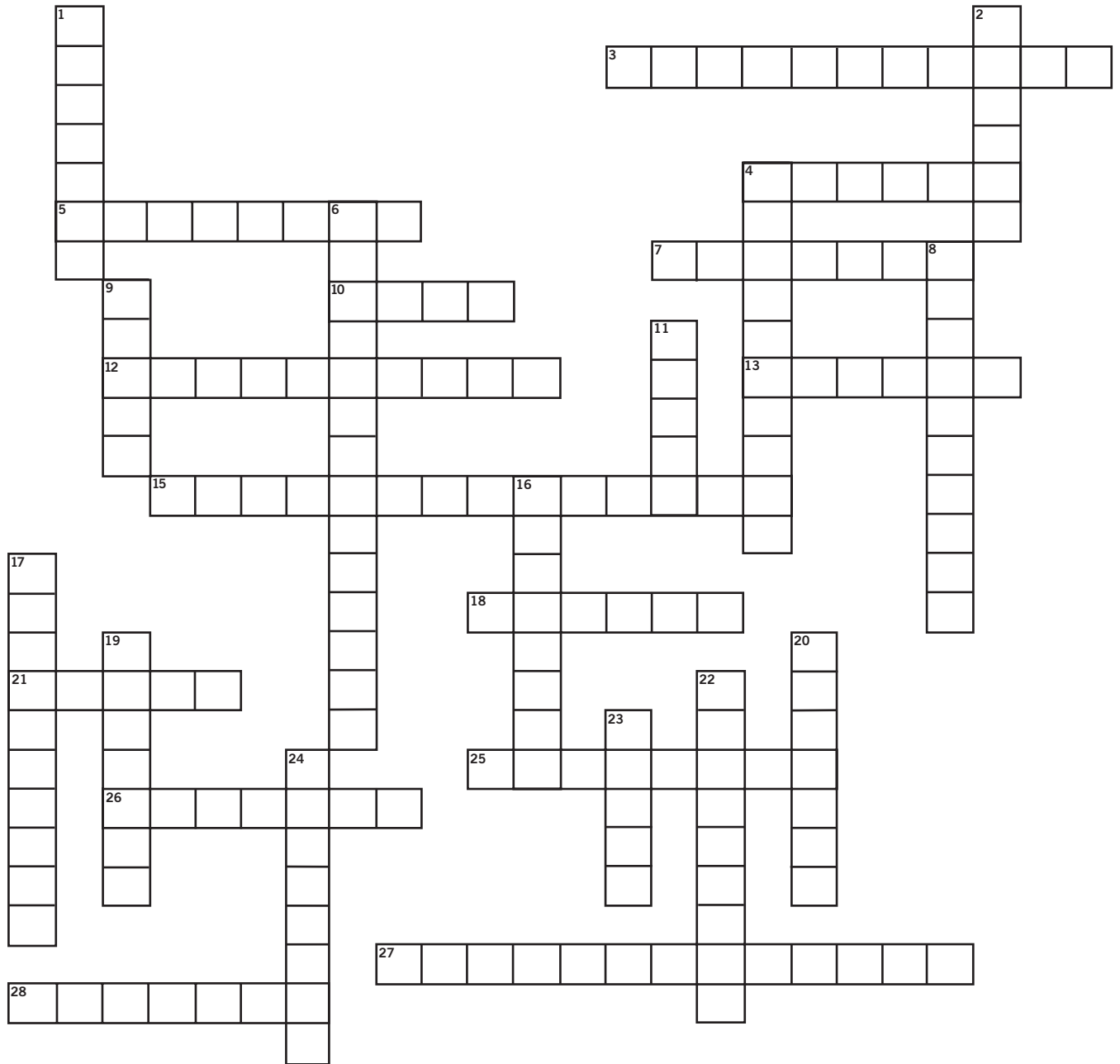
Opportunities for Family/Community Involvement:

- Invite students to take the clues home and ask their families to fill in the missing words from the crossword puzzle clue sentences.

"Road wise" crossword puzzle

Name: _____

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



Word List	buckle fitness railway shoulder slow train	cardiovascular intersections responsibility single snowmobile discman	collisions off-road risks shouting strength weather	danger pedestrians rules skateboard traffic	endurance protective seated slippery trail
------------------	---	--	--	---	--

"Road wise" crossword puzzle - Clues

Name: _____

Across

3. Give the right-of-way to _____.
4. Cycle _____ file.
5. _____ roads are a cause of collisions.
7. Obey _____ rules.
10. When night riding, _____ down.
12. Always ride a _____ with a friend.
13. _____ up for safety.
15. In-line skating on a regular basis promotes _____ endurance.
18. Stay _____ until the school bus completely stops.
21. Any time is _____ time.
25. Always _____ check before making turns.
26. Check _____ conditions before you ride.
27. The majority of pedestrian injuries occur at _____.
28. A _____ and in-line skates don't mix.

Down

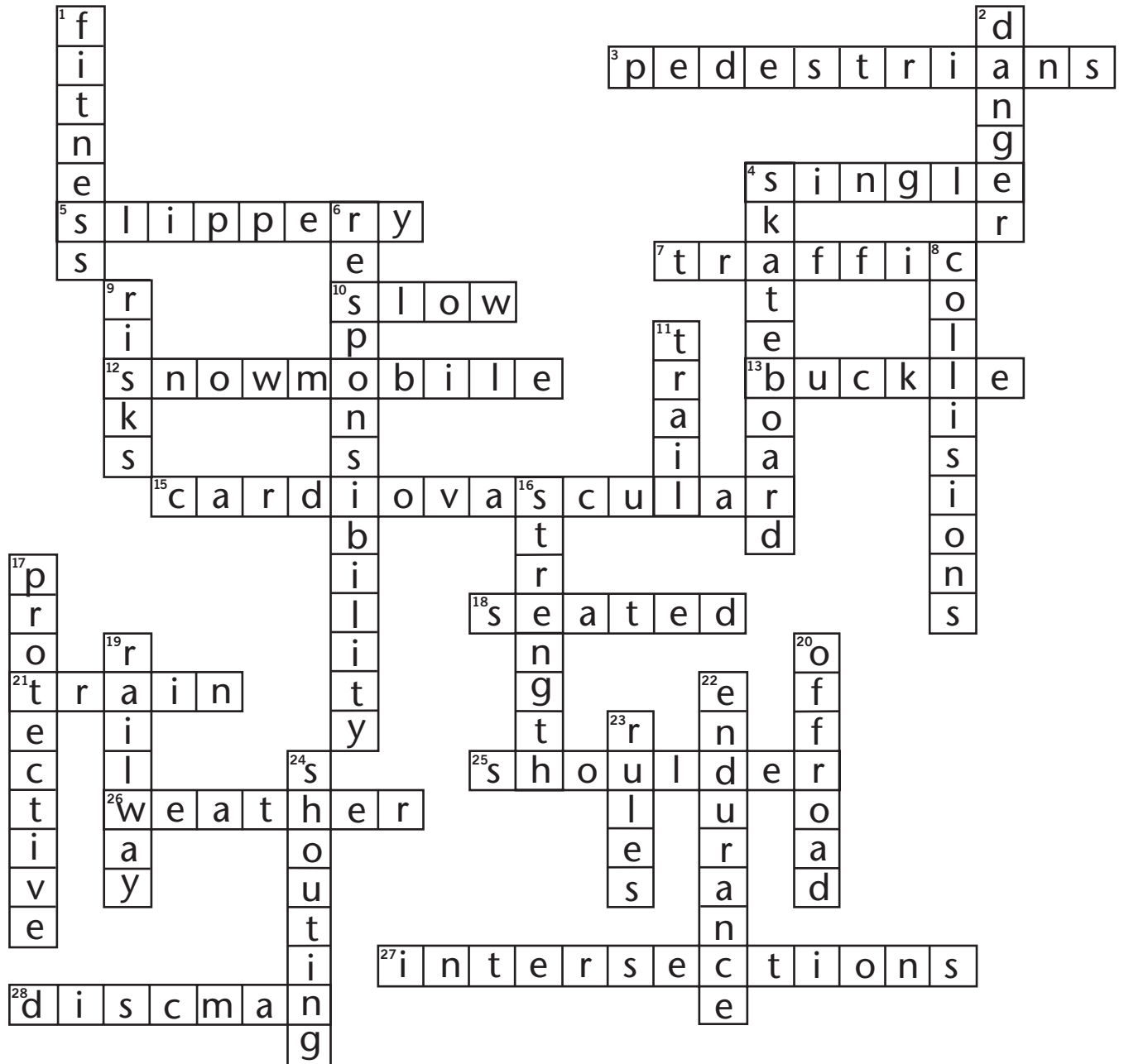
1. Cycling contributes to _____.
2. Three metres on all sides of the school bus is the _____ zone.
4. _____ in safe places, not on the road.
6. Road safety is everyone's _____.
8. Poor decisions can lead to _____.
9. Loose gravel and ice are road _____.
11. Ride safe, stay on the _____.
16. Muscular _____ is the ability of muscles to exert force.
17. Wear _____ equipment to be road wise.
19. _____ property is private property and off limits.
20. All-terrain vehicles are to be ridden _____.
22. Muscular _____ is the ability to apply strength over a period of time.
23. Let safety _____ be your tools.
24. _____ on the school bus distracts the driver.

Word List

buckle	cardiovascular	collisions	danger	endurance
fitness	intersections	off-road	pedestrians	protective
railway	responsibility	risks	rules	seated
shoulder	single	shouting	skateboard	slippery
slow	snowmobile	strength	traffic	trail
train	discman	weather		

“Road wise” crossword puzzle - Answer Key

Name: _____



- | | | | | | |
|------------------|----------|----------------|------------|-------------|------------|
| Word List | buckle | cardiovascular | collisions | danger | endurance |
| | fitness | intersections | off-road | pedestrians | protective |
| | railway | responsibility | risks | rules | seated |
| | shoulder | single | shouting | skateboard | slippery |
| | slow | snowmobile | strength | traffic | trail |
| | train | discman | weather | | |

ACTIVITY 5 “Road Wise” Messages

Prescribed Learning Outcomes:

Safety SLOs:

- K.3.5.B.1** Investigate safety concerns in the community and/or media related to road, traffic, bus, transportation recreational vehicles, and unsupervised areas.
- K.3.5.A.5a** Show an understanding of potential safety risks related to environments for selected alternative pursuits (e.g. cycling, jogging, snowmobiling, ATV riding).
- K.3.5.B.2** Describe ways to respond appropriately to potentially dangerous situations related to environmental conditions (e.g. extreme weather conditions, icy conditions, lightning) relevant to self and others.
- S.3.5.A.1** Follow set rules and routines for safe participation and use of equipment in selected specific physical activities (e.g. road safety rules).

Complementary SLOs:

Activity Outcomes:

Students will be able to:

- Design posters that aim at persuading people to follow a “road wise” message.
 - Explain the “road wise” messages selected and why they believe they are important.
-

Suggestions for Instruction:

NOTE: This activity may take 2 classes, depending on the length of the class.

- Explain to students that this activity involves selecting a “road wise” message and designing a poster for selected activities.
 - Explain that the poster must focus on encouraging people to be “road wise”.
 - Once the posters are completed, invite each student to state why s/he thinks the “road wise” message selected is important.
 - Display the posters in the class.
 - Participate in a gallery walk and view the completed “road wise” messages.
-

Suggestions for Assessment:

NOTE: Teachers may design an assessment rubric to reflect the activity outcomes using suggested criteria such as: clear “road wise” messages, detailed illustrations, and creative.

- Ask students to present their “road wise” message posters and explain why the “road wise” messages selected are important.

Cross-Curricular Connections:

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

Opportunities for Family/Community Involvement:

- Invite the students' families, and students from younger grades, to view the "road wise" posters.
- Display the posters in the Northern Store or local RCMP detachment office.

ACTIVITY 6 Community Road Safety Supports

Prescribed Learning Outcomes:

Safety SLOs:

- K.3.5.B.4** Identify available community supports that promote safety and community health (e.g. road safety - police officers, RCMP, ambulance attendants, Block Parents).
- K.3.5.B.1** Investigate safety concerns in the community and/or media related to road, traffic, bus, transportation recreational vehicles, and unsupervised areas.

Complementary SLOs:

Activity Outcomes:

Students will be able to:

- Give examples of community road safety supports.
 - Name community support people who might help in different scenarios related to road safety.
-

Suggestions for Instruction:

NOTE: This activity may take 2 classes to allow for thorough discussion of community support people.

- Brainstorm as a class the types of people in the community who promote road safety.
- Record and discuss the types of road safety community supports on the chalkboard.
(Answers: parents, elders, school staff, school patrols, police/RCMP, Band Constables, Awasis (Child Care and Protection Agency in the North), Block Parents, ambulance drivers, school bus driver, firefighters, railway enforcement officer)
- Introduce Activity 6 Worksheet: *Who could?*
- Read each scenario as a class.
- Discuss all the possible community support persons for each road safety scenario.
- Record the possible answers on the worksheet.
- Ask students to complete the worksheet (i.e. finding local telephone numbers) at home with their families.

NOTE: Encourage students to look in their local telephone directories for applicable phone numbers.

Suggestions for Assessment:

- Ask students to name a community support person(s) for a given road safety scenario.
- Use the Teacher Road Safety Checklist to assess students' knowledge of community road safety supports. (See Assessment Tool.)

Cross-Curricular Connections:

- English Language Arts (enhance the clarity and artistry of communication; explore thoughts, ideas, feelings and experiences; manage ideas and information; celebrate and build community)
-

Opportunities for Family/Community Involvement:

- Invite students to discuss the road safety scenarios with their families and complete the worksheets.
- Invite students to post the worksheets on the wall or fridge at home.

Who Could?

Name: _____

Instructions: Complete the worksheet. Telephone numbers may be found in the local telephone directory.

WHO IN MY COMMUNITY COULD:	COMMUNITY SUPPORT PEOPLE	PHONE NUMBERS (if applicable)
1. Enforce seat belt laws.		
2. Talk to students about bicycle safety.		
3. Help younger students cross the street.		
4. Drive my class safely on a field trip.		
5. Help if someone is injured in a traffic collision.		
6. Speak to students on railway safety.		
7. Help at the scene of a traffic collision.		
8. Help me if I get hurt walking to school.		
9. Help me report a traffic collision I witnessed.		
10. Teach me about road safety.		

ACTIVITY 7 Influential Factors

Prescribed Learning Outcomes:

Safety SLOs:

- K.3.5.A.5a** Show an understanding of potential safety risks related to environments for selected alternative pursuits (e.g. cycling, jogging, snowmobiling, ATV riding).
- S.3.5.A.1** Follow set rules and routines for safe participation and use of equipment in selected specific physical activities (e.g. road safety rules).

Complementary SLOs:

- K.2.5.C.4** Determine the intrinsic (e.g. enjoyment, enhanced health, level of success, increased energy level, affiliation) and extrinsic (e.g. awards, media, sports heroes, family, peers) factors that motivate participation for fitness development.
- K.4.5.A.2b** Describe the importance of self-regulation and taking responsibility for one's own actions (e.g. gain the respect of others, personal achievement, quality of others, active participation, being a good team player) for personal success.
- K.4.5.A.3** Identify the influence of self (e.g. personal goals, emotions) and others (e.g. expectations of family, teachers and friends, values and beliefs of home, religion, culture, community, society in general) on setting priorities and making responsible personal decisions (e.g. academic achievement, leisure activities)
- K.4.5.B.4** Identify and assess strategies (e.g. using decision-making/problem-solving process, saying "no" assertively, walking away/staying away, using conflict resolution skills) for preventing or avoiding uncomfortable or dangerous situations.

Activity Outcomes:

Students will be able to:

- State potential road safety risks for selected activities (alternative pursuits).
- Explain the importance of following "road wise" rules and routines for safe participation.
- State the importance of being responsible.
- Describe factors that encourage/motivate people to participate in activities for fitness development.
- Describe the influence of self and others on setting priorities and making responsible personal decisions.
- Describe ways to prevent or avoid uncomfortable or dangerous traffic situations.

Suggestions for Instruction:

- Introduce Activity 7 Worksheet: *Factors that influence us*.
 - Brainstorm and discuss as a class the questions on the worksheet.
- 1) Why is it important to be “road wise” and to practise road safety?
(Possible answers:
a) to reduce the risks of injuries and death;
b) to prevent traffic collisions;
c) to act responsibly.)
- 2) Why is it important to be responsible for your actions?
(Possible answers:
a) seen as in control/viewed as an adult;
b) sense of personal achievement;
c) gain respect of others;
d) actively participate in one’s own life.)
- 3) Why do you choose to participate in your selected activity (e.g. cycling/in-line skating/snowmobiling)?
(Possible answers:
a) friends involved in the selected activities;
b) personal enjoyment;
c) good at it/possess skills/abilities;
d) fun leisure time activity;
e) like to be active;
f) good for health and fitness;
g) family involvement and interest;
h) community or cultural interests;
i) advertising in the media;
j) involved competitively/awards/successful.)
- 4) Why might a person take risks such as not wearing a helmet and protective gear to in-line skate, or why might a person drive too fast over rough terrain on a snowmobile?
(Possible answers:
a) peer pressure;
b) like the speed;
c) want to look cool;
d) believe nothing will happen to them.)
- Have students complete the activity worksheet.
 - Discuss the following 2 scenarios using Activity 7 Visuals A and B: *What would you do?* as overheads.

SCENARIOS:

- 1) A group of friends go cycling and the boys start teasing one of the girls about wearing a bike helmet. Some of the girls in the group are not wearing helmets because the boys teased them last time about how they looked. What would you do?
- 2) A group of friends are riding their all-terrain vehicles. The girls are daring the boys to jump a ditch. The group has seen older teenagers attempt this. What would you do?

- Discuss as a class ways to handle the situation.
- Identify as a class those ways that are more effective.

HINT: Effective ways should focus on:

- a) follow the road safety rules;
 - b) reflect family values/rules;
 - c) your personal values and beliefs;
 - d) take a stand/be assertive;
 - e) ignore the peer pressure;
 - f) walk away or avoid people/situations;
 - g) discuss with friends or family members how to handle such situations;
 - h) decide ahead of time what you will do if it happens again.)
- Ask students to write road scenarios common to their community and discuss as a class ways to handle these situations.
-

Suggestions for Assessment:

- Ask students to state factors influencing a person in a given traffic scenario.
 - Use the Teacher Road Safety Checklist to assess students' knowledge about factors that encourage and influence people to be "road wise" or not, and the importance of being "road wise" and responsible. (See Assessment Tool.)
-

Cross-Curricular Connections:

- English Language Arts (explore thoughts, ideas, feelings and experiences; enhance the clarity and artistry of communication; manage ideas and information; celebrate and build community)
 - Science (maintaining a healthy body; forces and simple machines)
 - Physical Education/Health Education (personal and social management)
-

Opportunities for Family/Community Involvement:

- Invite students to discuss with their families factors influencing people to be "road wise".

Factors that influence us

Name: _____

Instructions: Complete the worksheet.

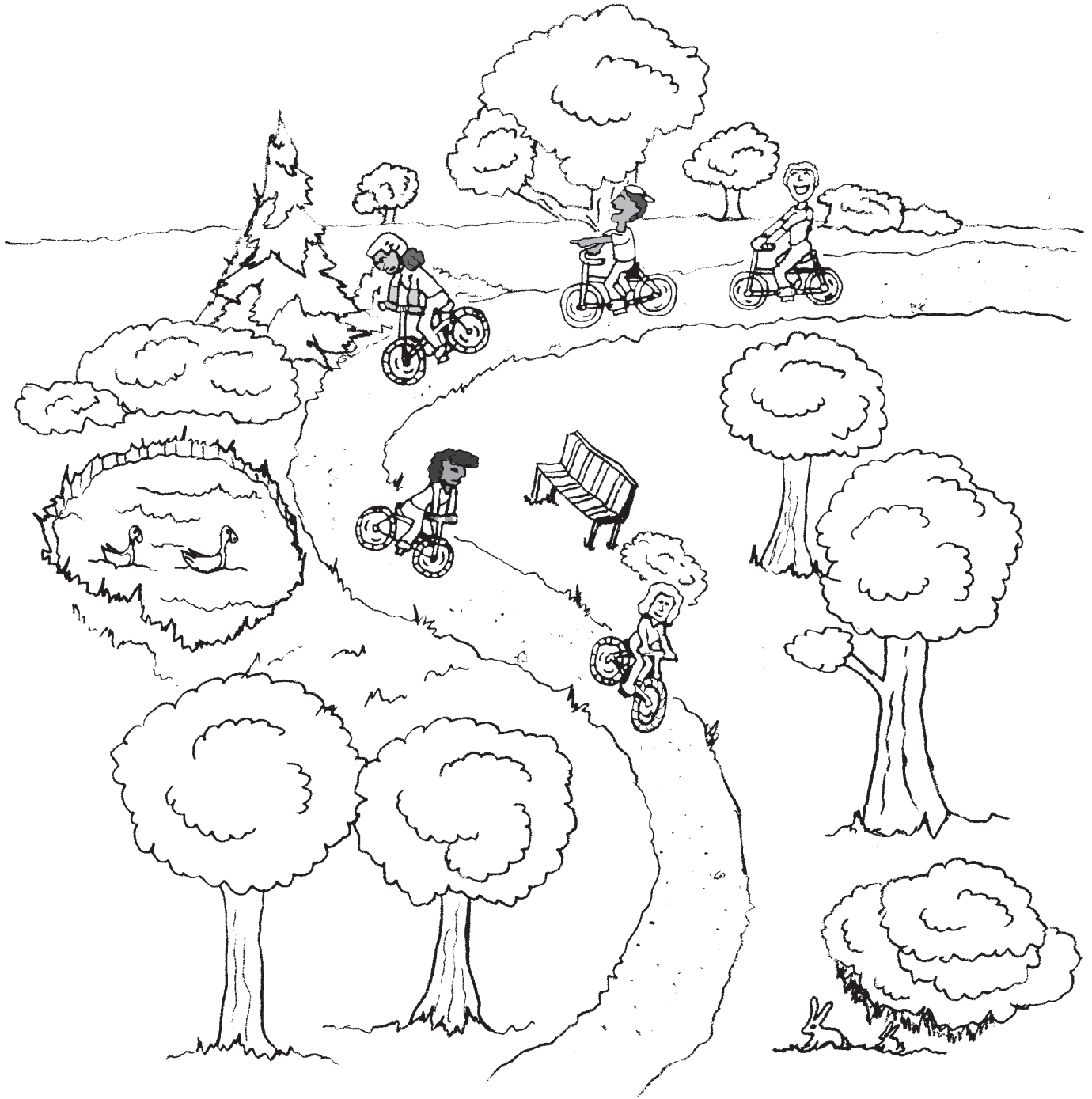
1. Why is it important to be “road wise” and to practise road safety?

2. Why is it important to be responsible for your actions?

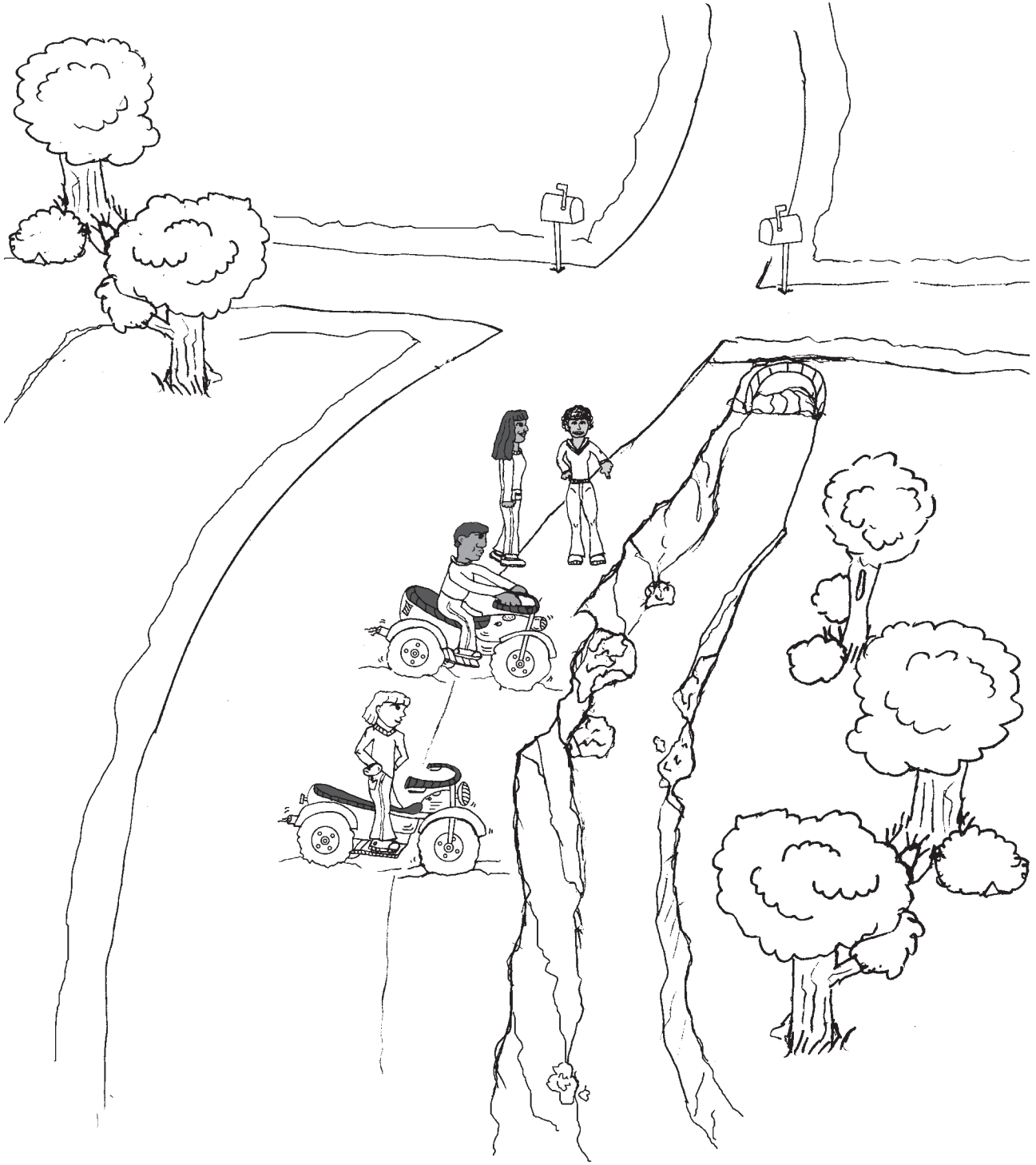
3. Why do you choose to participate in your selected activity (e.g. cycling, in-line skating, snowmobiling)?

4. Why might a person take risks such as not wearing a helmet and protective gear to in-line skate, or why might a person drive too fast over rough terrain on a snowmobile?

What would you do?



What would you do?



ACTIVITY 8 Our “Road Wise” Promotion Plan _____

Prescribed Learning Outcomes:

Safety SLOs:

- K.3.5.A.5a** Show an understanding of potential safety risks related to environments for selected alternative pursuits (e.g. cycling, jogging, snowmobiling, ATV riding).
- S.3.5.A.1** Follow set rules and routines for safe participation and use of equipment in selected specific physical activities (e.g. road safety rules).

Complementary SLOs:

- K.4.5.A.2a** Identify ways of setting group goals (e.g. by consensus, by arbitrary decision, by taking turns) for cooperative learning and team-building.
- K.2.5.C.4** Determine the intrinsic (e.g. enjoyment, enhanced health, level of success, increased energy level, affiliation) and extrinsic (e.g. awards, media, sports heroes, family, peers) factors that motivate participation for fitness development.
- K.4.5.A.2b** Describe the importance of self-regulation and taking responsibility for one’s own actions (e.g. gain the respect of others, personal achievement, quality of others, active participation, being a good team player) for personal success.
- K.4.5.A.3** Identify the influence of self (e.g. personal goals, emotions) and others (e.g. expectations of family, teachers and friends, values and beliefs of home, religion, culture, community, society in general) on setting priorities and making responsible personal decisions (e.g. academic achievement, leisure activities)
- K.4.5.B.1a** Describe behaviours (e.g. listen without interrupting, avoid ridicule or teasing, use inclusive language and actions) that show respect for the rights and feelings of others.
- K.4.5.B.4** Identify and assess strategies (e.g. using decision-making/problem-solving process, saying “no” assertively, walking away/staying away, using conflict resolution skills) for preventing or avoiding uncomfortable or dangerous situations.
- S.4.5.A.1** Use goal-setting process to set and monitor progress for a group goal (e.g. project work, group activity)
- S.4.5.A.2** Demonstrate the ability to set priorities for possible solutions that show responsible decision making for physically active and healthy living choices.

Activity Outcomes:

Students will be able to:

- Describe the actions that lead to a “road wise” promotion plan.
 - Design a group “road wise” promotion plan that:
 - demonstrates responsible decision making around physical activity and healthy living choices,
 - includes factors that encourage and influence people to make responsible decisions,
 - includes ways to prevent or avoid dangerous traffic situations.
 - Implement and evaluate (if possible) the group “road wise” promotion plan.
 - Demonstrate appropriate social behaviours that show respect for the rights and feelings of others.
-

Suggestions for Instruction:

NOTE: This activity may take 3 classes to select, prepare and present the group “road wise” promotion plans.

- Explain to students that each group will:

- a) decide on the type of group “road wise” promotion plan

Examples:

- i) design a public service announcement to be read over the school PA system;
- ii) write and perform a “road wise” skit.

NOTE: The teacher may have students select one option from the two listed above or the class may all do the same activity.

- b) include information related to factors that encourage and influence people to make responsible decisions;
 - c) include information related to ways to prevent or avoid dangerous traffic situations;
 - d) implement the group plan and (if possible) evaluate.
- Introduce Activity 8 Worksheet A: *Our “road wise” promotion plan*.
 - Select a group plan (Question #1).
 - Decide on the specific content (Question #2).
 - Discuss examples of actions that need to be taken to achieve the development of the group “road wise” promotion plan (Question #3).
 - Allow each group time to complete its group “road wise” promotion plan.
 - Implement the group “road wise” promotion plan.
 - Complete Questions #4-5 on the worksheet.
 - Discuss how the group promotion plan worked (Question #4 - evaluation) and how the group might improve the promotion plan next time (Question #5 - revisions).
 - Have students individually complete Activity 8 Worksheet B: *Group work assessment*.

Suggestions for Assessment:

NOTE: Teachers may design an assessment rubric to reflect the activity outcome using suggested criteria such as: clear “road wise” message, rich in details, and creative.

- Ask students to report on their progress with their “road wise” promotion plans.
 - Use the Teacher Road Safety Checklist to assess the students’ progress. (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)
 - Science (maintaining a healthy body; forces and simple machines; weather)
 - Visual Arts
-

Opportunities for Family/Community Involvement:

- Invite students to present their public service announcement or skit to students in younger grades.

Our "road wise" promotion plan

Name: _____

Instructions: Complete the worksheet.

1. What is our promotion plan? (Be specific.)

2. What will be our content? (Check at least 2.)

- road risks
- road wise rules
- factors that encourage people to be road wise
- factors that influence our choices
- ways to prevent/avoid dangerous traffic situations

3. What actions will we need to take? By whom?

ACTIONS	WHOSE RESPONSIBILITY

4. How did our promotion plan work?

5. How might we improve our promotion plan?

Group work assessment

Name: _____

Instructions: Think about how your group performed. Circle the appropriate box.

GROUP MEMBERS:

--	--	--	--

1. We listened to each other's opinions and ideas.

Always	Sometimes	Rarely	Never
--------	-----------	--------	-------

2. We contributed our ideas and opinions.

Always	Sometimes	Rarely	Never
--------	-----------	--------	-------

3. We discussed our viewpoints and feelings.

Always	Sometimes	Rarely	Never
--------	-----------	--------	-------

4. We disagreed politely.

Always	Sometimes	Rarely	Never
--------	-----------	--------	-------

5. We were able to reach an agreement.

Always	Sometimes	Rarely	Never
--------	-----------	--------	-------

6. We used our time effectively.

Always	Sometimes	Rarely	Never
--------	-----------	--------	-------

What did you or members of your group do to create group harmony?

▶ _____

▶ _____

▶ _____

▶ _____

ASSESSMENT TOOL

TEACHER ROAD SAFETY CHECKLIST

Grade 5

Instructions: This checklist is to be used for ongoing observation in order to determine student progress. Teachers may record the marks for any assignments related to the activity outcomes listed for assessment purposes.

Students' Names	names health-related fitness components	states benefits of selected activities to health and fitness	lists factors encouraging participation in selected activities	identifies road risks for selected activities	analyzes facts collected on traffic collisions and close calls	describes road safety rules for selected activities	describes safe responses to dangerous situations re: environmental conditions	states importance of "road wise" message selected
	Activity 1	Activities 1 and 4	Activity 1	Activities 2 and 7	Activity 3	Activities 3 and 4	Activity 3	Activity 5

TEACHER ROAD SAFETY CHECKLIST

Grade 5

Instructions: This checklist is to be used for ongoing observation in order to determine student progress. Teachers may record the marks for any assignments related to the activity outcomes listed for assessment purposes.

	gives examples of road safety supports	names community support people who might help	explains importance of being "road wise"	states importance of being responsible	describes factors encouraging people to participate	describes factors influencing our decisions	describes ways to prevent/avoid dangerous situations	helps set group goal and monitor progress
Students' Names	Activity 6	Activity 6	Activity 7	Activity 7	Activity 7	Activity 7	Activity 7	Activity 8

TEACHER ROAD SAFETY CHECKLIST

Grade 5

Instructions: This checklist is to be used for ongoing observation in order to determine student progress. Teachers may record the marks for any assignments related to the activity outcomes listed for assessment purposes.

Students' Names	designs, implements and evaluates group "road wise" promotion plan Activity 8	demonstrates responsible decision making re: road wise priorities and solutions Activity 8						