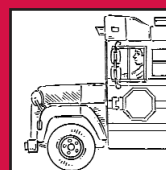
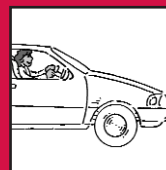


Road Safety Learning Resources for Schools

Aligned with
Manitoba's Health
Education/Physical
Education Curriculum



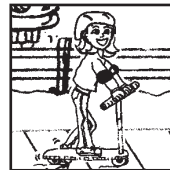
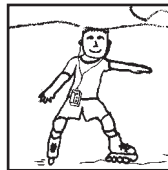
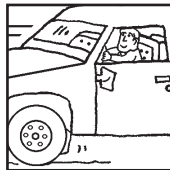
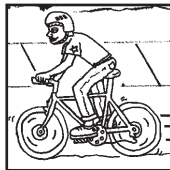
Grade 7

Manitoba
Education,
Training
and Youth



Manitoba
Public Insurance

Road Safety Resources for Schools



Grade Seven



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 7

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NOTE:

- 1) It is recommended that the team of Grade 7 teachers meet prior to teaching these resource materials to divide the learning activities among the respective subject teachers.
- 2) Subject-specific Grade 7 teachers are encouraged to review the learning activities and insert the activities and their accompanying resources into relevant curricula 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 SEVEN 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
Knowledge: Strand A Physical Activity Risk Management 3. Dress/Footwear	<input type="checkbox"/> K.3.7.A.3 Justify reasons (e.g. ease of movement, personal hygiene, prevention of injury, sunburn, frostbite, hyperthermia and hypothermia) for appropriate dress for selected physical activities. Activity 5		
5. Alternative Pursuits a) Selected activities	<input type="checkbox"/> K.3.7.A.5a Show an understanding of potential safety risks related to environments for selected alternative pursuits (e.g. cycling, in-line skating, skateboarding, snowmobiling, ATV riding). Activities 2, 3, 5		Knowledge: Strand A Fitness Components I. Fitness Components <input type="checkbox"/> K.2.7.A.1 Sort and classify physical activities/exercises (e.g. cycling, in-line skating, snowmobiling, skateboarding) that are best suited to developing each of the health-related fitness components (e.g. cardiovascular endurance, muscular endurance, muscular strength, flexibility, body composition). Activity 1

GRADE SEVEN 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 B Safety of Self and Others</p> <p>4. Community Supports and Services (Social Studies)</p>	<p><input type="checkbox"/> K.3.7.B.4 Describe ways to seek help related to different types of accidents and/or dangerous situations (i.e. situations involving vehicles, bicycles, thin ice). Activity 7</p>		
<p>Skills: Strand A Application of Safety Practices</p> <p>1. Physical Activity</p>	<p><input type="checkbox"/> S.3.7.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, 5, 6, 7</p>	<p>Knowledge: Strand A Personal Development</p> <p>3. Decision Making/Problem Solving (ELA and Science)</p> <p><input type="checkbox"/> K.4.7.A.3 Explain the benefits of using the decision-making/problem-solving process for making responsible and health-enhancing personal decisions (e.g. prevents impulsive and/or negative decisions, contributes to long-term health benefits). Activities 6, 7</p>	<p>Knowledge: Strand C Fitness Development</p> <p>4. Motivational Factors</p> <p><input type="checkbox"/> K.2.7.C.4 Identify personal factors and preferences for choosing physical activities (e.g. personal interests, influence of friends, appreciation of the outdoors, affiliation, competition, cooperation, fun) for fitness and health. Activity 1</p>

GRADE SEVEN
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)		SLOs Knowledge: Strand B Social Development 4. Avoidance and Refusal Strategies (ELA) <input type="checkbox"/> K.4.7.B.4 Describe appropriate use (e.g. saying “no” to negative peer pressure, differentiating between situations where assertiveness is/isn’t warranted) of avoidance/ refusal strategies when dealing with potentially dangerous situations and/or stressful social situations.	SLOs

ACTIVITY 1 Health Contributions

Prescribed Learning Outcomes:

Safety SLOs:

Complementary SLOs:

- K.2.7.A.1** Sort and classify physical activities/exercises (e.g. cycling, in-line skating, snowmobiling, skateboarding) that are best suited to developing each of the health-related fitness components (e.g. cardiovascular endurance, muscular endurance, muscular strength, flexibility, body composition).
- K.2.7.C.4** Identify personal factors and preferences for choosing physical activities (e.g. personal interests, influence of friends, appreciation of the outdoors, affiliation, competition, cooperation, fun) for fitness and health.
-

Activity Outcomes:

Students will be able to:

- Define the 4 health-related fitness components.
 - Classify physical activities based on their contributions to each health-related fitness component.
 - List factors that influence people's choices of physical activities.
-

Suggestions for Instruction:

NOTE: This activity may take 2-3 classes to complete if conducted as the first part of a Physical Education class in the gymnasium.

- Explain the relationship between road safety and physical activity (i.e. Many people are physically active and do their activities on or near the road. Therefore everyone needs to be “road wise” to reduce the risks of being injured while engaged in some type of physical activity.)
- Introduce the 4 health-related fitness components on the chalkboard.
- Brainstorm and discuss 4 of the 5 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); represented by a heart icon;
 - b) **muscular strength** - the ability of muscles to exert force (e.g. lifting weights); represented by an arm muscle icon;
 - c) **muscular endurance** - the ability to apply strength over a period of time (e.g. sit-ups); represented by a barbell;
 - d) **flexibility** - the ability to bend joints and stretch muscles through a full range of motion (e.g. sit-and-reach test); represented by an elastic band.)
- Discuss as a class whether physical activities such as hockey and basketball do or do not contribute to/benefit: a) cardiovascular endurance (yes), b) muscular endurance (yes), c) muscular strength (yes), and d) flexibility (yes).
 - Discuss the **F.I.T.T. principles** (i.e. frequency, intensity, type and time).
 - Introduce Activity 1 Worksheet: *Health Contributions* as an overhead.
 - Distribute the worksheet and have students individually complete it.

- Explain to students that they are to decide if the physical activities listed in question #2 do (yes) or do not (no) contribute to: a) cardiovascular endurance, b) muscular endurance, c) muscular strength, and d) flexibility.

- Have students individually complete the chart.

- Discuss student responses to question #2.

(Answers: Physical activities listed that do contribute to:

- a) cardiovascular endurance? (Answers: bicycling; in-line skating; skateboarding; jogging; walking)
- b) muscular endurance? (Answers: bicycling; in-line skating; skateboarding; jogging; walking)
- c) muscular strength? (Answers: bicycling; in-line skating; skateboarding; jogging; walking)
- d) flexibility? (Answers: bicycling; in-line skating; skateboarding; jogging; walking.)

- Discuss with the class how a person might increase the 4 health-related fitness components (question #3).

- Have students complete question #3.

- Discuss students responses to question #3.

(Answers:

- a) cardiovascular endurance? (Answer: **F.I.T.T. principles** - increase the **frequency** (e.g. from 2 x/week to 3-5 x/week); increase the **intensity** (e.g. raise your heart rate into your target zone), increase the duration of **time** spent doing certain activities (e.g. from 15 min/day to 30 min/day), and increase the **type** of activities (e.g. select those activities that contribute more to fitness components)
- b) muscular endurance? (Answer same as above)
- c) muscular strength? (Answer same as above)
- d) flexibility? (Answer same as above.)

- Discuss what factors influence your choices of physical activities (question #4).

(Possible answers:

- a) our personal interests and abilities;
- b) friends/peers involved in the selected activities;
- c) personal enjoyment;
- d) good at it/possess skills/abilities;
- e) belong to club/group/team;
- f) fun leisure time activity;
- g) like to be active;
- h) family interests;
- i) appreciate being outdoors;
- j) good for your health and fitness;
- k) family involvement and interest;
- l) community or cultural interests;
- m) advertising in the media;
- n) sports heroes;
- o) involved competitively/awards/successful.)

- Have students complete question #4 on the worksheet.
 - Ask the students what other benefits to health and fitness can be gained through these physical 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).
 - Discuss the importance of being “road wise” when engaged in these physical activities.
(Possible answers:
 - a) to reduce the risks of injuries and death;
 - b) to prevent traffic collisions;
 - c) to act responsibly.)
 - Ask students to estimate what percentage (%) of their day is spent benefiting these 4 health-related fitness components.
-

Suggestions for Assessment:

- Ask students to define the 4 health-related fitness components.
 - Ask students to give examples of physical activities that contribute to the 4 health-related fitness components.
 - Use the Teacher Road Safety Checklist to assess the students’ knowledge of physical activities that contribute to the 4 health-related fitness components. (See Assessment Tool.)
 - Ask students to give examples of factors that influence a person’s choice of physical activities.
 - Use the Teacher Road Safety Checklist to assess the students’ knowledge of factors that influence a person’s choice of physical 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)
-

Opportunities for Family/Community Involvement:

- Invite students to have their families select their favourite physical activities and discuss which health-related components benefit by these activities.
- Invite students to share information from their worksheets with their families.


Health contributions

Name: _____

Instructions: Complete the worksheet.

1. Define each of these terms:

A. F.I.T.T. Principles - _____





B. Cardiovascular endurance  - _____

C. Muscular strength  - _____

D. Muscular endurance  - _____

E. Flexibility  - _____

2. For each physical activity, place a check (✓) below the health-related fitness components that **benefit**.

PHYSICAL ACTIVITIES	HEALTH CONTRIBUTIONS			
	CARDIOVASCULAR ENDURANCE 	MUSCULAR STRENGTH 	MUSCULAR ENDURANCE 	FLEXIBILITY 
<i>Bicycling</i>				
<i>In-line Skating</i>				
<i>Skateboarding</i>				
<i>Jogging</i>				
<i>Walking</i>				
<i>All-terrain vehicle riding</i> <small>(e.g. quad, dirt bike)</small>				
<i>Snowmobiling</i>				

3. How might a person increase:

A. cardiovascular endurance? _____

B. muscular strength? _____

C. muscular endurance? _____

D. flexibility? _____

4. What factors influence your choices of physical activities?

ACTIVITY 2 Road-User Survey

Prescribed Learning Outcomes:

Safety SLOs:

- K.3.7.A.5a** Show an understanding of potential safety risks related to environments for selected alternative pursuits (e.g. cycling, in-line skating, skateboarding, 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:

- List the types of road users.
 - Identify potential risks facing different types of road users.
 - Classify road risks as behaviours or conditions.
 - Explain that every road user contributes to safety on the roads.
-

Suggestions for Instruction:

NOTE:

- 1) This activity may take 2 classes depending on the length of the class.
 - 2) The teacher may wish to use the visual that is **most relevant** to the community.
 - 3) The teacher may white out from the Activity 2 Worksheet those risk conditions that do NOT apply to the community before photocopying.
- Explain to students the 5 types of road users: 1) pedestrian; 2) cyclist; 3) passenger; 4) driver of off-road vehicle (i.e. all-terrain vehicle, snowmobile); 5) other (i.e. in-line skater, skateboarder, scooter rider).
 - Explain to students that all road users face potential risks when on or near the road.
 - Introduce either Activity 2 Visual A or B: *Road risks* as an overhead.
 - Ask students to identify the road risks for all types of road users in the visual.
 - Explain to students that the road risks can be classified as either **risk behaviours (e.g. actions), or conditions (e.g. circumstances) of the environment such as road surface (wet, slippery, gravel, icy) or weather (fog, cold, rain)**.
 - Discuss the relevant visual with the class.

Answers: **B** represents a risk behaviour. **C** represents a risk condition.

Visual A:

- a) ATV riders are not wearing helmets - **B**;
- b) ATV riders carrying passengers - **B**;
- c) ATV rider is riding beside the train tracks - **B**;
- d) car turning onto gravel road - **C**;
- e) large rocks - **C**;

- f) gravel road - **C**;
- g) low hanging tree branches - **C**;
- h) cyclists are not wearing helmets - **B**;
- i) cyclists are riding side-by-side - **B**;
- j) gravel shoulder of road - **C**;
- k) potholes on road - **C**;
- l) approaching pickup truck - **C**;
- m) pedestrian walking on road - **B** from pedestrian's viewpoint and **C** from cyclist's viewpoint;
- n) pedestrian walking on wrong side of road - **B** from pedestrian's viewpoint and **C** from cyclist's viewpoint;
- o) pedestrian listening to a CD player - **B**;
- p) 2 teens walking single file on the shoulder of the road **facing traffic - B (but a positive behaviour)**.

Visual B:

- a) cyclists are not wearing helmets - **B**;
- b) cyclist is riding double with passenger - **B** from cyclist's viewpoint and **C** from pedestrians' viewpoint;
- c) cyclist is riding on the sidewalk - **B** from cyclist's viewpoint and **C** from pedestrians' viewpoint;
- d) 2 pedestrians walking on sidewalk - **C**;
- e) person riding a scooter on sidewalk - **C** from the pedestrians' viewpoint;
- f) 2 cyclists wearing helmets, riding single file on the correct side of the road - **C** from the driver's viewpoint;
- g) car backing out from school parking stall - **C**;
- h) parked cars on school lots - **C**;
- i) 2 in-line skaters skating side-by-side - **B** from skaters' viewpoint and **C** from driver's viewpoint;
- j) in-line skaters are not wearing protective gear/helmets - **B**;
- k) in-line skaters are listening to CD players - **B**;
- l) broken glass in school parking lots - **C**;
- m) skateboarders are not wearing protective gear/helmets - **B**;
- n) skateboarders skating on front steps of school and in school parking lot - **B**;
- o) one skateboarder is skating on the road - **B** from skater's viewpoint and **C** from driver's viewpoint;
- p) one teen riding scooter on the road - **B** from scooter rider's viewpoint and **C** from driver's viewpoint;
- q) approaching traffic (car and truck) - **C**;
- r) drain grate - **C**;
- s) driver of truck not wearing seat belt - **B**.

- State that: **Risky behaviours and/or risky conditions = traffic collisions.**
- Introduce Activity 2 Worksheet: *Road-user survey*.
- Have students individually complete the survey.
- Once students complete the worksheet, discuss the results as a class.

- Ask students to indicate with a show of hands how many are a specific type of road user (e.g. pedestrian, cyclist, passenger, driver of off-road vehicle, other).
- Divide students into small groups.
- Ask each group to discuss:
 - a) the specific road risks each student faces on a road s/he usually travels (question #2);
 - b) each road user's potential for a traffic collision (question #3);
 - c) how each sees her/himself as a road user (question #4).
- As a class discuss the following questions:
 - a) Do you think most traffic collisions are caused by the way road users behave or by risk conditions?
 - b) What can we do to keep safe when on or near the road?

HINT: Encourage students to refer to traffic safety rules.

NOTE: Teachers may refer to Activity 2 Visuals C and D: *Road safety rules* as a reference.
- State that:

“Individuals can decide how to behave (e.g. whether to follow traffic safety rules, how to dress when engaged in activities around the road), but they have less control over conditions (e.g. weather, road surfaces). We must be more careful in the behaviours we choose when the risk conditions on the road are great.”
- Prepare a “Dos and Don'ts Road Risk” poster and/or invite local RCMP to discuss the most common road risks in the community.

Suggestions for Assessment:

- Ask students to name the types of road users and which road user type describes his/her most frequent use of the road on a daily basis.
- Give students a list of road risks common to their community, and have them classify these as either risk behaviours or risk conditions.
- Ask students to explain why every road user contributes to safety on the roads.
- Use the Teacher Road Safety Checklist to assess the students' knowledge of potential road risk behaviours and conditions for different types of road users, and why every road user contributes to safety on the roads. (See Assessment Tool.)

Cross-Curricular Connections:

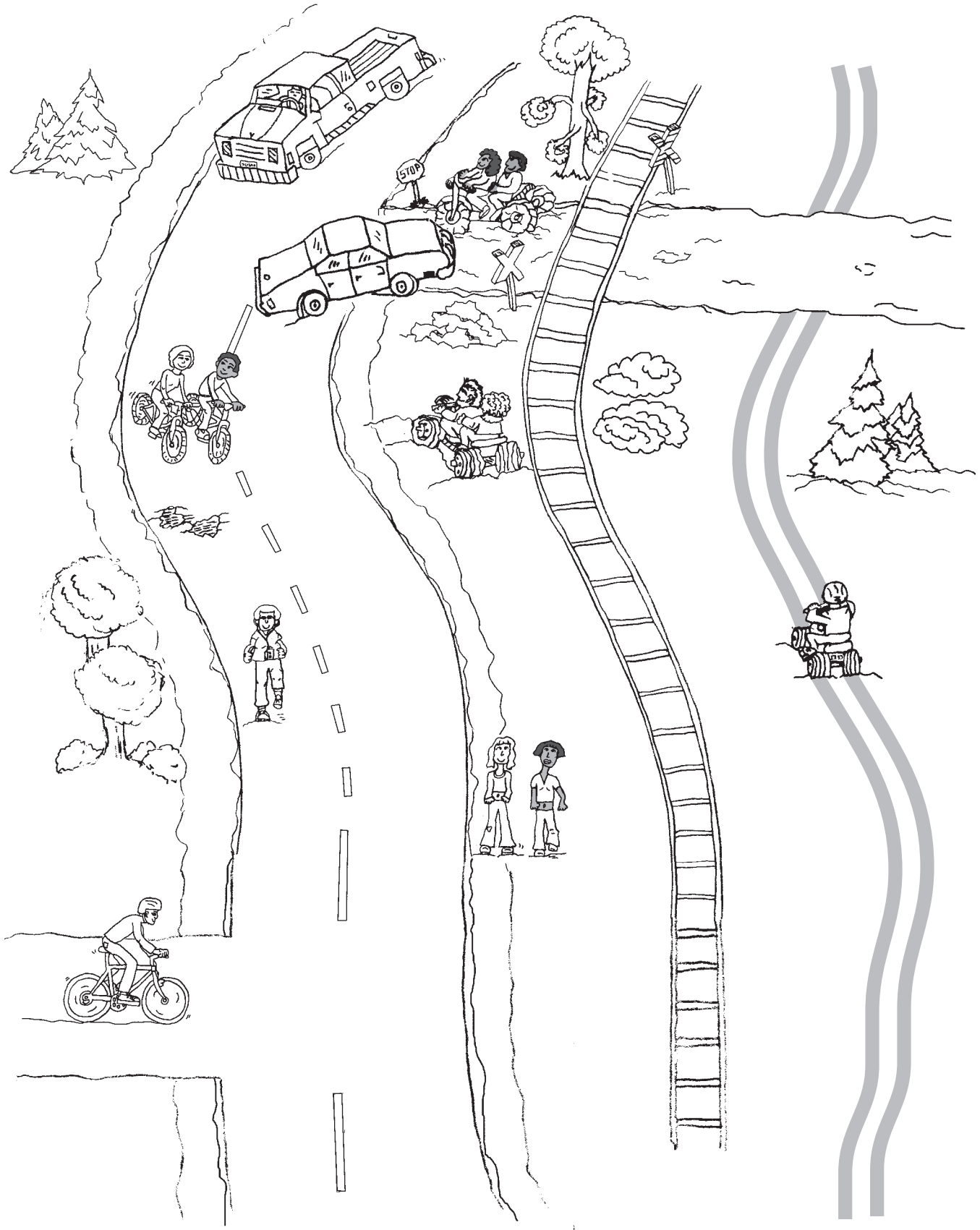
- English Language Arts (enhance the clarity and artistry of communication; celebrate and build community; manage ideas and information)

Opportunities for Family/Community Involvement:

- Invite students to have a family member complete the *Road-user survey* and discuss.
- Invite students to share information from their worksheets with their families.

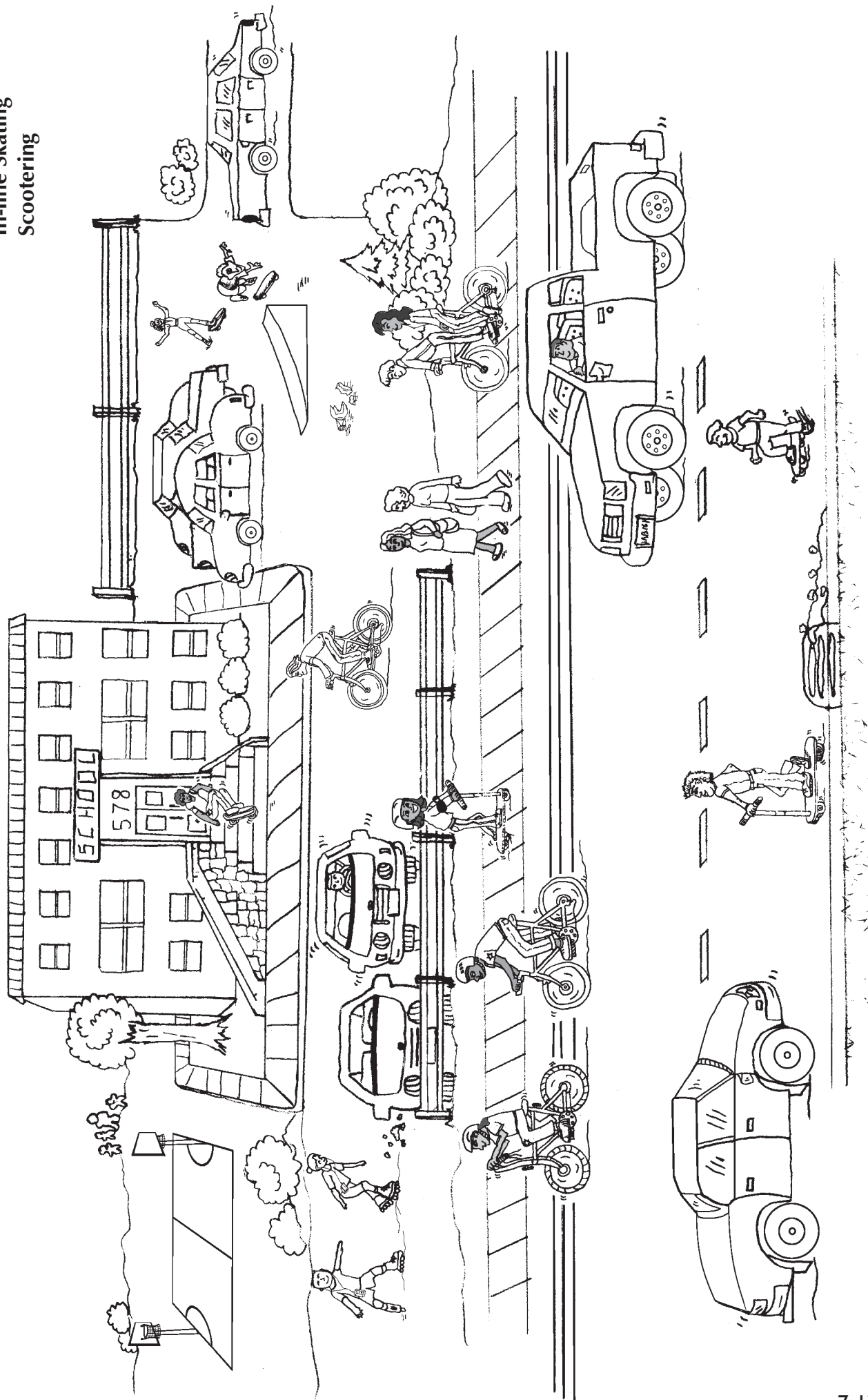
Road risks

Activity 2 Visual A
Walking/Jogging
ATV Riding
Cycling



Road risks

- Activity 2 Visual B
- Cycling
- Walking/jogging
- Skating
- In-line Skating
- Scootering



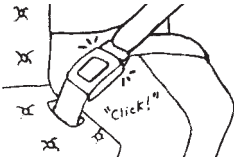
Road safety rules

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!

School Bus Safety Rules:



1. Wait 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.

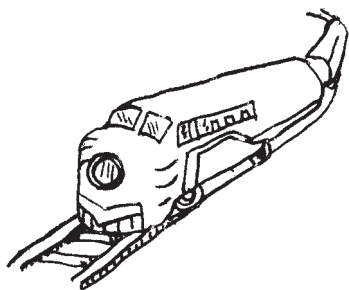
Bicycle Safety Rules:



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

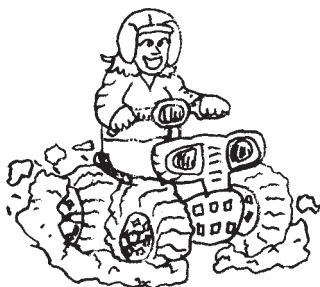
Road safety rules

Railway Safety Rules:



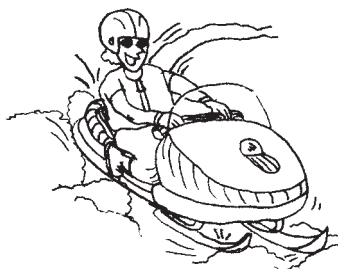
1. Obey all warning signs.
2. Any time is train time. (Be careful at any time of day or night.)
3. Stop before the train tracks.
4. Look both ways for a train.
5. Listen for a train whistle.
6. If a train is coming, wait until it passes.
7. When safe to do so, cross quickly and watch where you walk so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

Road-user survey

Name: _____

Instructions: Complete this survey.

1. Which of the following describes your most frequent use of a road on a daily basis?
(Check (✓) only one.)

- pedestrian (walk, jog)
- cyclist (bicycle)
- passenger (motor vehicle - car, bus, truck)
- driver of off-road vehicle (i.e. ATV, snowmobile)
- other (in-line skater, skateboarder, scooter rider)

2. Name a specific road you usually use. _____
Identify the risks that occur on this road. (Check (✓) as many as apply.)

RISK CONDITIONS (Circumstances in environment)	RISK BEHAVIOURS (ACTIONS) Do you:
<input type="checkbox"/> 2-way traffic <input type="checkbox"/> posted speed limit greater than 50 KPH <input type="checkbox"/> potholes, bumps <input type="checkbox"/> gravel surface <input type="checkbox"/> gravel or no shoulder <input type="checkbox"/> unlit roads/streets <input type="checkbox"/> winding, curving road <input type="checkbox"/> controlled intersection (traffic lights/signs) <input type="checkbox"/> uncontrolled intersection (NO traffic lights/signs) <input type="checkbox"/> parked cars <input type="checkbox"/> railway crossing <input type="checkbox"/> high volume of traffic <input type="checkbox"/> bus stop(s) <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> not wear a seat belt? <input type="checkbox"/> not wear a helmet? <input type="checkbox"/> not wear other protective gear? <input type="checkbox"/> travel at an unsafe speed? <input type="checkbox"/> disobey traffic signs? <input type="checkbox"/> not signal to turn? <input type="checkbox"/> change lanes improperly? <input type="checkbox"/> ride double (bike or ATV)? <input type="checkbox"/> follow too closely? <input type="checkbox"/> not shoulder check? <input type="checkbox"/> not pay attention (e.g. listen to CD player, talk on cell phone)? <input type="checkbox"/> lack experience? <input type="checkbox"/> lack skills? <input type="checkbox"/> show poor judgement of distance? <input type="checkbox"/> distract other road users? <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____

3. What is **your chance** for a traffic collision based on your responses to question #2?
 low risk moderate risk high risk

4. How do you see yourself as a road user? (Check (✓) only one.) State why.
 very careless _____
 careless _____
 careful _____
 very careful _____

ACTIVITY 3 What are the Traffic Collision Facts? _____

Prescribed Learning Outcomes:

Safety SLOs:

- K.3.7.A.5a** Show an understanding of potential safety risks related to environments for selected alternative pursuits (e.g. cycling, in-line skating, skateboarding, snowmobiling, ATV riding).

Complementary SLOs:

Activity Outcomes:

Students will be able to:

- Identify potential risks facing different types of road users.
 - Interpret Manitoba traffic collisions statistics and the related risks for different road users.
-

Suggestions for Instruction:

NOTE:

- 1) This activity may take 2-3 classes, depending on the length of the class.
 - 2) This activity should ideally be completed during the unit on Statistics and Probability. Prior knowledge of data management/statistics and probability is necessary.
 - 3) Students may use a calculator or computer calculator.
- Explain to students that this activity examines potential risks faced by Manitoba road users.
 - Ask students the following questions:

Do you know...

- a) how many Manitobans were killed in traffic collisions in 1999?
(Answer: 113)
- b) how many Manitobans were injured in traffic collisions in 1999?
(Answer: 9,697)
- c) what percentage of these traffic injuries were to children/youth aged 0-19 years?
(Answer: 1,933 out of 9,697 = 20%)
- d) on what day of the week do traffic injuries most often happen?
(Answer: Friday and next is Saturday)

NOTE: Source: Manitoba Transportation and Government Services. Traffic Collision Statistics Report 1999.

- Introduce Activity 3 Worksheets A1-D1: *1999 Manitoba traffic collisions statistics* as overheads.
- Complete the first question on Activity 3 Worksheets A1-D1 as a class.
- Ask students to complete the worksheet individually or in pairs.
- Once students have completed the worksheets, correct and discuss it as a class.
- Follow the same procedure for the next 3 worksheets.

NOTE: Refer to Activity 3 Worksheets A2-D2: *1999 Manitoba traffic collisions statistics - Answer key*.

Suggestions for Assessment:

- Ask students to identify potential risks facing different types of road users.
 - Correct the worksheets as a class using Activity 3 Worksheets A2-D2: *1999 Manitoba traffic collisions statistics - Answer key*.
 - Use the Teacher Road Safety Checklist to assess the students' knowledge/interpretation of Manitoba traffic collision statistics and related risks for different road users. (See Assessment Tool.)
-

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 share information from their worksheets with their families.

1999 Manitoba traffic collisions statistics

Name: _____

Instructions: Complete the worksheet.

BY PEDESTRIAN ACTION AND INJURY TYPE

Pedestrian Action	Injury Type		Total	%
	Fatal	Injured		
At Intersection, crossing with right-of-way	2	75		
At Intersection, crossing without right-of-way	1	32		
At Intersection, crossing, no traffic control	0	9		
Between Intersections, crossing roadway	2	55		
Walking along roadway with traffic	1	4		
Walking along roadway against traffic	1	5		
On Sidewalk/Median/Safety Zone	0	12		
Walking on roadway (travelled portion)	3	15		
From behind Vehicle/Object on roadside	2	10		
Running into roadway	1	38		
Pushing/Working on vehicle	0	6		
Getting on/off another vehicle	1	0		
Playing on roadway	2	3		
Working on roadway	0	1		
Lying on roadway	1	1		
Unknown	4	237		
Other	0	1		
Total	21	504	525	100.0

Source: Manitoba Transportation and Government Services. *Traffic Collisions Statistics Report 1999*. page 58.

QUESTIONS:

1. Calculate the injury type total for each pedestrian action.
2. Calculate the injury type percentage for each pedestrian action.
3. Why do you think so many pedestrians were injured at intersections?

4. Design a percentage question based on the table and provide the answer.

Example: What percentage of all Manitoba pedestrians were injured while running into the roadway? $\frac{38}{504} \times 100\% =$ 7.5 %

1999 Manitoba traffic collisions statistics - Answer key

Name: _____

Instructions: Complete the worksheet.

BY PEDESTRIAN ACTION AND INJURY TYPE

Pedestrian Action	Injury Type		Total	%
	Fatal	Injured		
At Intersection, crossing with right-of-way	2	75	77	14.7
At Intersection, crossing without right-of-way	1	32	33	6.3
At Intersection, crossing, no traffic control	0	9	9	1.7
Between Intersections, crossing roadway	2	55	57	10.9
Walking along roadway with traffic	1	4	5	1.0
Walking along roadway against traffic	1	5	6	1.1
On Sidewalk/Median/Safety Zone	0	12	12	2.3
Walking on roadway (travelled portion)	3	15	18	3.4
From behind Vehicle/Object on roadside	2	10	12	2.3
Running into roadway	1	38	39	7.4
Pushing/Working on vehicle	0	6	6	1.1
Getting on/off another vehicle	1	0	1	0.2
Playing on roadway	2	3	5	1.0
Working on roadway	0	1	1	0.2
Lying on roadway	1	1	2	0.3
Unknown	4	237	241	45.9
Other	0	1	1	0.2
Total	21	504	525	100.0

Source: Manitoba Transportation and Government Services. *Traffic Collisions Statistics Report 1999*. page 58.

QUESTIONS:

1. Calculate the injury type total for each pedestrian action. (See above.)
2. Calculate the injury type percentage for each pedestrian action. (See above.)
3. Why do you think so many pedestrians were injured at intersections?

People assume intersections are safer and they may be less road wise.

Intersections are usually busier with higher traffic and pedestrian volume.

4. Design a percentage question based on the table and provide the answer.

Example: What percentage of all Manitoba pedestrians were injured while running into the roadway? $\frac{38}{504} \times 100\% =$ 7.5 %

1999 Manitoba traffic collisions statistics

Name: _____

Instructions: Complete the worksheet.

OFF-ROAD VEHICLE COLLISIONS DRIVER INVOLVEMENT BY DRIVER ACTION AND COLLISION OUTCOME

Driver Action	Collision Outcome			Total	%
	Fatal	Injury	*Property Damage		
Drive Properly ¹	3	25	17		
Follow Too Closely	0	2	0		
Drive Too Fast For Conditions	1	14	0		
Unsafe Operating Speed	0	6	0		
Pass Improperly	0	1	0		
Fail to Yield	0	1	1		
Disobey Traffic Control	1	3	0		
Drive Wrong Way	0	2	0		
Back Unsafely	0	1	0		
Careless Driving	2	1	2		
Lost Control/Drive off Roadway	0	11	2		
Take Avoiding Action	1	1	1		
Driver Inexperience	0	7	1		
Not Stated	1	22	9		
Total	9	97	33	139	100.0

¹No apparent improper driving action.

* **Property damage collision:** A motor vehicle collision in which damage to vehicle and/or property was \$1,000.00 or more, and which did not result in death or injury.

Source: Manitoba Transportation and Government Services. *Traffic Collisions Statistics Report 1999*, page 108.

QUESTIONS:

- Calculate the collision outcome totals.
- Calculate the collision outcome percentages.
- What percentage of all those injured off-road drivers were injured as a result of driving too fast for conditions? %
- Why do you think off-road drivers might have been injured when they were driving properly?

5. Design a percentage question based on the table and provide the answer.

Example: What percentage of all Manitoba off-road drivers were injured as a result of lost control/drive off roadway? $\frac{11}{97} \times 100\% =$ 11.3 %

1999 Manitoba traffic collisions statistics - Answer key

Name: _____

Instructions: Complete the worksheet.

OFF-ROAD VEHICLE COLLISIONS DRIVER INVOLVEMENT BY DRIVER ACTION AND COLLISION OUTCOME

Driver Action	Collision Outcome			Total	%
	Fatal	Injury	*Property Damage		
Drive Properly ¹	3	25	17	45	32.4
Follow Too Closely	0	2	0	2	1.4
Drive Too Fast For Conditions	1	14	0	15	10.8
Unsafe Operating Speed	0	6	0	6	4.3
Pass Improperly	0	1	0	1	0.7
Fail to Yield	0	1	1	2	1.4
Disobey Traffic Control	1	3	0	4	2.9
Drive Wrong Way	0	2	0	2	1.4
Back Unsafely	0	1	0	1	0.7
Careless Driving	2	1	2	5	3.6
Lost Control/Drive off Roadway	0	11	2	13	9.4
Take Avoiding Action	1	1	1	3	2.2
Driver Inexperience	0	7	1	8	5.8
Not Stated	1	22	9	32	23.0
Total	9	97	33	139	100.0

¹No apparent improper driving action.

* **Property damage collision:** A motor vehicle collision in which damage to vehicle and/or property was \$1,000.00 or more, and which did not result in death or injury.

Source: Manitoba Transportation and Government Services. *Traffic Collisions Statistics Report 1999*, page 108.

QUESTIONS:

- Calculate the collision outcome totals. (See above.)
- Calculate the collision outcome percentages. (See above.)
- What percentage of all those injured off-road drivers were injured as a result of driving too fast for conditions? $\frac{14}{97} \times 100\% = \boxed{14.4\%}$
- Why do you think off-road drivers might have been injured when they were driving properly?

There may have been dangerous road conditions,
_____ and/or other dangerous off-road vehicle drivers.

- Design a percentage question based on the table and provide the answer.

Example: What percentage of all Manitoba off-road drivers were injured as a result of lost control/drive off roadway? $\frac{11}{97} \times 100\% = \boxed{11.3\%}$

1999 Manitoba traffic collisions statistics

Name: _____

Instructions: Complete the worksheet.

BY COLLISION TYPE AND URBAN / RURAL LOCATION

Collision Type	Location			
	Urban	Rural	Provincial	%
	Total	Total	Total	
Pedestrian	484	24	508	
Motor Vehicle	18,933	1,409	20,342	
Train	9	9	18	
Motorcycle	92	15	107	
Bicycle	274	16	290	
Animal	170	2,739	2,909	
Fixed Object (e.g. electric pole)	1,760	310	2,070	
Other Object (e.g. Construction equipment on road)	66	75	141	
Overturned	21	143	164	
Ran Off Roadway	243	1,675	1,918	
Other Non Collision (e.g. fire, hailstorm)	50	150	200	
Total	22,102	6,565	28,667	100.0

* **Property damage collision:** A motor vehicle collision in which damage to vehicle and/or property was \$1,000.00 or more, and which did not result in death or injury.

Source: Manitoba Transportation and Government Services. *Traffic Collisions Statistics Report 1999*. page 28.

QUESTIONS:

1. Calculate the collision type percentages.

2. A) What percentage of all **rural** traffic collisions involved motor vehicles?

 %

B) What percentage of all **rural** traffic collisions involved animals?

 %

3. A) What percentage of all **urban** traffic collisions involved motor vehicles?

 %

B) What percentage of all **urban** traffic collisions involved animals?

 %

4. Why do you think there were more rural than urban traffic collision fatalities in Manitoba?

1999 Manitoba traffic collisions statistics - Answer key

Name: _____

Instructions: Complete the worksheet.

BY COLLISION TYPE AND URBAN / RURAL LOCATION

Collision Type	Location			
	Urban	Rural	Provincial	%
	Total	Total	Total	
Pedestrian	484	24	508	1.8
Motor Vehicle	18,933	1,409	20,342	71.0
Train	9	9	18	0.1
Motorcycle	92	15	107	0.4
Bicycle	274	16	290	1.0
Animal	170	2,739	2,909	10.0
Fixed Object (e.g. electric pole)	1,760	310	2,070	7.2
Other Object (e.g. Construction equipment on road)	66	75	141	0.5
Overtaken	21	143	164	0.6
Ran Off Roadway	243	1,675	1,918	6.7
Other Non Collision (e.g. fire, hailstorm)	50	150	200	0.7
Total	22,102	6,565	28,667	100.0

* **Property damage collision:** A motor vehicle collision in which damage to vehicle and/or property was \$1,000.00 or more, and which did not result in death or injury.

Source: Manitoba Transportation and Government Services. *Traffic Collisions Statistics Report 1999*. page 28.

QUESTIONS:

1. Calculate the collision type percentages.

2. A) What percentage of all **rural** traffic collisions involved motor vehicles?

$$\frac{933}{6,565} \times 100\% = \boxed{14.2\%}$$

B) What percentage of all **rural** traffic collisions involved animals?

$$\frac{2739}{6,565} \times 100\% = \boxed{41.7\%}$$

3. A) What percentage of all **urban** traffic collisions involved motor vehicles?

$$\frac{18,933}{22,102} \times 100\% = \boxed{85.7\%}$$

B) What percentage of all **urban** traffic collisions involved animals?

$$\frac{170}{22,102} \times 100\% = \boxed{0.8\%}$$

4. Why do you think there were more rural than urban traffic collision fatalities in Manitoba?

Motor vehicles on rural highways travel at greater speeds.

1999 Manitoba traffic collisions statistics

Name: _____

Instructions: Complete the worksheet.

TOTAL COLLISION VICTIMS INJURED BY ROAD-USER CLASS AND AGE GROUP

Road-user Class	Age Group										Total	%
	0-4	5-14	15-19	20-24	25-34	35-44	45-54	55-64	65>	NS ¹		
Driver	3	21	658	674	1,084	1,095	843	417	375	833	6,003	
Passenger	97	379	536	296	361	275	217	151	206	300	2,818	
Pedestrian	15	97	33	31	33	56	43	29	41	126	504	
Bicyclist	3	62	20	18	36	34	9	5	3	83	273	
Motorcyclist ²	0	0	8	15	22	13	20	4	0	13	95	
Unspecified	0	0	1	2	0	0	0	0	0	1	4	
Total											9,697	100.0

1. NS means not stated.

2. Includes passengers.

Source: Manitoba Transportation and Government Services. *Traffic Collisions Statistics Report 1999*. page 44.

QUESTIONS:

1. For each age group, calculate the total of collision victims injured.
2. For each road-user class, calculate the percentage of all collision victims injured.
3. Bicyclists 5-14 years of age accounted for what percentage of Manitoba bicyclists who were injured? %
4. Pedestrians aged 0-19 years accounted for what percentage of all pedestrians injured in Manitoba? %
5. Why do you think the 5-14 years age group experienced the highest number of pedestrian injuries in Manitoba? HINT: Refer back to Activity Worksheet: 2 *Road-user survey*.

6. Design a percentage question based on the table and provide the answer.

Example: Motor vehicle drivers accounted for what percentage of all injured road users?

$$\frac{6003}{9697} \times 100\% = \boxed{61.9\%}$$

1999 Manitoba traffic collisions statistics - Answer key

Name: _____

Instructions: Complete the worksheet.

TOTAL COLLISION VICTIMS INJURED BY ROAD-USER CLASS AND AGE GROUP

Road-user Class	Age Group										Total	%
	0-4	5-14	15-19	20-24	25-34	35-44	45-54	55-64	65>	NS ¹		
Driver	3	21	658	674	1,084	1,095	843	417	375	833	6,003	61.9
Passenger	97	379	536	296	361	275	217	151	206	300	2,818	29.1
Pedestrian	15	97	33	31	33	56	43	29	41	126	504	5.2
Bicyclist	3	62	20	18	36	34	9	5	3	83	273	2.8
Motorcyclist ²	0	0	8	15	22	13	20	4	0	13	95	1.0
Unspecified	0	0	1	2	0	0	0	0	0	1	4	-.
Total	118	559	1,256	1,036	1,536	1,473	1,132	606	625	1,356	9,697	100.0

1. NS means not stated.

2. Includes passengers.

Source: Manitoba Transportation and Government Services. *Traffic Collisions Statistics Report 1999*, page 44.

QUESTIONS:

- For each age group, calculate the total of collision victims injured. (See above.)
- For each road-user class, calculate the percentage of all collision victims injured. (See above.)

3. Bicyclists 5-14 years of age accounted for what percentage of Manitoba bicyclists who were injured? $\frac{62}{273} \times 100\% = \boxed{22.7\%}$

4. Pedestrians aged 0-19 years accounted for what percentage of all pedestrians injured in Manitoba? $\frac{15+97+33}{504} \times 100\% = \boxed{28.8\%}$

5. Why do you think the 5-14 years age group experienced the highest number of pedestrian injuries in Manitoba? HINT: Refer back to Activity Worksheet: 2 Road-user survey.

There are more of this age group who are pedestrians.

This age group takes the most risks.

6. Design a percentage question based on the table and provide the answer.

Example: Motor vehicle drivers accounted for what percentage of all injured road users? $\frac{6003}{9697} \times 100\% = \boxed{61.9\%}$

ACTIVITY 4 “Road Wise” Skills and Responsibilities ---

Prescribed Learning Outcomes:

Safety SLOs:

- S.3.7.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:

- Describe the “road wise” skills and responsibilities of different types of road users.
-

Suggestions for Instruction:

- Explain to students that “road wise” skills and responsibilities of different types of road users will be examined.
- Brainstorm as a class what is meant by a skill.
(Answer: A skill is an ability learned through knowledge and practice.)
- Write on the chalkboard the 3 types of skills needed by road users:
 - 1) Physical skills;
 - 2) Judgement skills;
 - 3) Social road skills.
- Explain that:
Road safety training often focuses on physical skills such as crossing a road safely or riding a bike. However, to help us interact safely with the road environment and try to prevent road collisions, we need to learn to use judgement skills and social road skills.
- Brainstorm examples of these 3 “road wise” skills and record on chalkboard:
 - 1) **Physical skills** - ability to: move around easily, turn the head to see, use arms and legs to operate the vehicle controls, see and hear, muscular strength, flexibility
 - 2) **Judgement skills** - ability to: anticipate, recognize risks, estimate speed, estimate distance, react
 - 3) **Social road skills** - ability to: be patient, be considerate, not get angry, obey the traffic rules, think how your reactions affect others
- Ask students to identify the specific physical, judgement and social road skills used when a cyclist approaches a busy intersection.

(Possible answers:

Physical skills: ability to balance, to watch and listen for traffic, and muscular strength to pedal

Judgement skills: ability to identify road risks, estimate speed and distance, and react to road traffic

Social road skills: ability to obey traffic rules, be patience and courteous)

- Ask students the percentage that each of these skills contributes to being a competent cyclist. (e.g. Physical skills - 40%, Judgement skills- 30%, Social road skills - 30%. It is recommended that this data be displayed on a pie graph. Answers may vary.)

NOTE: The contribution of each skill will be different for each type of road user, the ability of the rider, the road conditions and the risk behaviours.

- Divide the class into small groups.
- Assign each group a specific road-user type (e.g. pedestrian, cyclist, passenger, driver of off-road vehicle, skater (in-line and skateboard) and scooter rider).
- Introduce Activity 4 Worksheet A: “Road wise” skills.
- Distribute one worksheet to every student and one extra worksheet to every group.
- Have each student individually complete Activity 4 Worksheet A.
- Then have each group discuss the worksheet and complete one group worksheet (group consensus on the worksheet).
- Discuss as a class the following questions:
 - a) Which of the 3 types of skills do you think is the most important? Why?
 - b) Does each type of road user need all 3 types of skills?
- Brainstorm as a class what is meant by a responsibility. (Answer: A responsibility is a duty or obligation.)
- Introduce Activity 4 Worksheet B: “Road wise” responsibilities.
- Distribute one worksheet to every student and one extra worksheet to every group.
- Have each student individually complete Activity 4 Worksheet B.
- Then have each group discuss the worksheet and complete one group worksheet (group consensus on the worksheet).
- Correct using Activity 4 Worksheet C: “Road wise” responsibilities - Answer key.
- Discuss each group’s responses.

Suggestions for Assessment:

- Ask students to describe the “road wise” skills and responsibilities of different types of road users.
- Correct the second worksheet as a class using Activity 4 Worksheet C: “Road wise” responsibilities - Answer key.
- Use the Teacher Road Safety Checklist to assess the students’ knowledge of “road wise” skills and responsibilities of different types of road users. (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; celebrate and build community)

Opportunities for Family/Community Involvement:

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

“Road wise” skills

Name: _____

Instructions: List the specific skills needed.

Type of Road User: _____

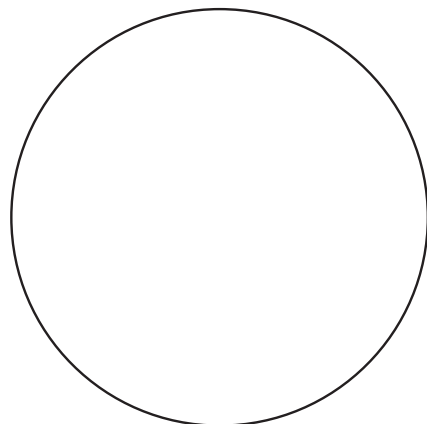
PHYSICAL SKILLS:

JUDGEMENT SKILLS:

SOCIAL ROAD SKILLS:

Instructions: Divide the bottom circle into 3 sections, based on the importance of each type of skill to road safety.

Importance of 3 Types of Skills



“Road wise” responsibilities

Name: _____

Instructions: Match the road users and responsibilities.
Print the road user number in the box that lists the responsibility.
(A box may have more than 1 number.)

1.
PEDESTRIAN

2.
BIKE RIDER

3.
SCOOTER
RIDER

4.
PASSENGER

5.
SKATER

6.
OFF-ROAD
DRIVER

Fasten seat belts

Exit on side nearest curb / roadside

Obey traffic rules

Wear a helmet

Wear protective gear

Avoid distracting other road users

Ride in safe places

Learn to accurately estimate speed
and distance

Be patient and considerate

“Road wise” responsibilities - Answer Key

Name: _____

Instructions: Match the road users and responsibilities.
Print the road user number in the box that lists the responsibility.
(A box may have more than 1 number.)

1.
PEDESTRIAN

2.
BIKE RIDER

3.
SCOOTER
RIDER

4.
PASSENGER

5.
SKATER

6.
OFF-ROAD
DRIVER

Fasten seat belts
4,6

Exit on side nearest curb / roadside
4

Obey traffic rules
1,2,3,4,5,6

Wear a helmet
2,3,5,6

Wear protective gear
2,3,5,6

Avoid distracting other road users
1,2,3,4,5,6

Ride in safe places
1,2,3,4,5,6

Learn to accurately estimate speed
and distance
1,2,3,5,6

Be patient and considerate
1,2,3,4,5,6

ACTIVITY 5 Our Reactions

Prescribed Learning Outcomes:

Safety SLOs:

- S.3.7.A.1** Follow set rules and routines for safe participation and use of equipment in selected specific physical activities (e.g. road safety).
- K.3.7.A.5a** Show an understanding of potential safety risks related to environments for selected alternative pursuits (e.g. cycling, in-line skating, skateboarding, snowmobiling, ATV riding).
- K.3.7.A.3** Justify reasons (e.g. ease of movement, personal hygiene, prevention of injury, sunburn, frostbite, hyperthermia and hypothermia) for appropriate dress for selected physical activities.

Complementary SLOs:

Activity Outcomes:

Students will be able to:

- Explore people's perceptions and beliefs about road safety issues.
 - Explain that every road user contributes to safety on the roads.
 - Explain how clothing affects road safety.
-

Suggestions for Instruction:

- Photocopy 6 sets of Activity 5 Worksheet: *Road safety instant reaction cards* and cut out.
NOTE: The teacher may add another road safety issue to the blank reaction card provided.
- Explain to students that this activity explores people's perceptions and beliefs about road safety issues.
- Divide the class into 6 small groups.
- Distribute one set of reaction cards to each group.
- Explain that these reaction cards focus on a variety of road safety issues.
- Read the following instructions:
"For each reaction card, you are to discuss how the topic affects road safety. One person takes the top card and reads it aloud. The reader has to give an **instant** reaction to what is written on the card as it affects road safety. The topic is then opened up to the group to say what they think about it. After each group member has finished, the student who read the card has the right to add comments. When no one has anything more to say about the topic, another group member selects a new instant reaction card. If anyone cannot think of something to say s/he may pass by saying "I am not sure. What do you think?"
- Demonstrate the discussion around a reaction card (e.g. How does clothing affect road safety?).
- Once the groups have discussed the reaction cards, ask the class the following questions:
 - a) Did any of you change your instant reaction as a result of your group's discussion? Why?
 - b) Is it okay to change your mind?
 - c) Was it easy to make the link between the reaction topic and road safety?
 - d) Why is road safety everyone's responsibility?
 - e) How can you contribute to making the roads safer?

Suggestions for Assessment:

- Ask students to describe their perceptions and beliefs about road safety issues.
 - Ask students to explain why every road user contributes to safety on the roads.
 - Use the Teacher Road Safety Checklist to assess the students' knowledge of how clothing affects road safety. (See Assessment Tool.)
 - Use the Teacher Road Safety Checklist to assess the students' perceptions and beliefs about road safety issues. (See Assessment Tool.)
 - Use the Teacher Road Safety Checklist to assess the students' understanding of how every road user contributes to safety on the roads. (See Assessment Tool.)
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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; celebrate and build community)
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Opportunities for Family/Community Involvement:

- Invite students to discuss these road safety reaction topics with their families.
- Invite a band constable/RCMP/police to school to discuss road safety issues.

Road safety instant reaction cards

<p>How does MAKING ROAD DECISIONS affect road safety?</p>	<p>How does PERSONAL RESPONSIBILITY for following road rules affect road safety?</p>
<p>How does WEATHER affect road safety?</p>	<p>How does CLOTHING affect road safety?</p>
<p>How does _____ affect road safety?</p>	<p>How do RCMP/BAND CONSTABLE/POLICE affect road safety?</p>
<p>How does PEER PRESSURE affect road safety?</p>	<p>How do PARENTS affect road safety?</p>
<p>How does ROAD DESIGN (e.g. winter roads) affect road safety?</p>	<p>How does BIKE DESIGN (e.g. mountain bike, standard bike) affect road safety?</p>

ACTIVITY 6 “Road Wise” Decisions

Prescribed Learning Outcomes:

Safety SLOs:

- S.3.7.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.4.7.A.3** Explain the benefits of using the decision-making/problem-solving process for making responsible and health-enhancing personal decisions (e.g. prevents impulsive and/or negative decisions, contributes to long-term health benefits).
- K.4.7.B.4** Describe appropriate use (e.g. saying “no” to negative peer pressure, differentiating between situations where assertiveness is/isn’t warranted) of avoidance/refusal strategies when dealing with potentially dangerous situations and/or stressful social situations.

Activity Outcomes:

Students will be able to:

- State the consequences of responsible decision making in given scenarios.
 - Apply road safety rules and responsible decision making as a road user in different scenarios.
 - Describe the appropriate use of avoidance/refusal strategies when faced with potentially dangerous social situations.
-

Suggestions for Instruction:

NOTE:

- 1) This activity may take 2 classes, depending on the length of the class.
 - 2) Refer students to the road safety rules provided in Activity 2.
- Photocopy Activity 6 Worksheets A and B: *Road scenarios* and cut out scenarios.
 - What are some ways you might handle negative pressure?
(Possible Answers: go along with person(s); get mad and tell person(s) off; walk away; ask other people’s opinions; say “no”; consider your own values and beliefs; be honest; stand up for what you think is right/responsible)
 - Explain to students that they are going to practice making decisions as a road user in different scenarios.
 - Display Activity 6 Visual: *Making a decision*.
 - Discuss the steps in the decision-making process using the traffic light analogy.
 - Red: Stop and define the problem/task.
 - Yellow: Look at your choices/options and the consequences. Make a decision.
 - Green: Design an action plan. Do it. Evaluate it.
 - Divide students into 4 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 for the road user (you)?
- 2) What are all the choices and the possible consequences?
HINT: Encourage students to apply road safety rules.
- 3) What would you say and do?
- 4) Is this a responsible, “road wise” decision?

- Distribute one scenario from Activity 6 Worksheets A and B: *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 around the 4 discussion questions.
- Ask groups to justify their decisions.
- Ask students: “What are the advantages of thinking before you act?”
(Possible Answers: you have a better idea of all the possible consequences (positive and negative); this may lead to more responsible decisions; likely to make healthier choices)
- Have students either locate newspaper articles on physical activities and road risks OR write their own road scenarios, and discuss as a class.

Suggestions for Assessment:

- Observe students’ responses during group discussions.
- Ask students what they would do as a road user in different scenarios.
- Use the Teacher Road Safety Checklist to assess if students’ knowledge of the consequences of responsible decision making in given scenarios. (See Assessment Tool.)
- 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 appropriate use of avoidance/refusal strategies in handling situations. (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.

Making a decision

**Stop
and
define the
problem/task**

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

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

Road scenarios

#1 You are visiting your friend's place and it is late. You are about to leave for home when your friend's sister offers to drive you home in her car. You know her sister just returned from drinking at a party.

- 1) What is the problem for the road user (you)?
- 2) What are all the choices and the possible consequences?
- 3) What would you say and do?
- 4) Is this a responsible, "road wise" decision?

#2 Your friends are heading to a house party. They are travelling there on their snowmobiles. Everyone has a ride but you. Your best friend's brother offers you a ride.

- 1) What is the problem for the road user (you)?
- 2) What are all the choices and the possible consequences?
- 3) What would you say and do?
- 4) Is this a responsible, "road wise" decision?

Some scenarios modified from: Scottish Road Safety Campaign - Keeping Safe Keeping Healthy.

Road scenarios

#3 You and a friend have been to a concert and are on your way to catch a bus home. The bus is already waiting at the stop. Your friend runs part way into the road and waits for traffic to stop and let her cross. Your friend turns and tells you to hurry. There is a pedestrian crosswalk 20 metres ahead.

- 1) What is the problem for the road user (you)?
- 2) What are all the choices and the possible consequences?
- 3) What would you say and do?
- 4) Is this a responsible, "road wise" decision?

#4 You and your 18-year-old uncle are out snowmobiling. Your uncle suggests riding across the lake to visit some older teens. There is a new sign on the lake indicating thin ice. Your uncle says that it's been cold this week and the lake should be frozen.

- 1) What is the problem for the road user (you)?
- 2) What are all the choices and the possible consequences?
- 3) What would you say and do?
- 4) Is this a responsible, "road wise" decision?

Some scenarios modified from: Scottish Road Safety Campaign - Keeping Safe Keeping Healthy.

ACTIVITY 7 Seeking Help

Prescribed Learning Outcomes:

Safety SLOs:

- K.3.7.B.4** Describe ways to seek help related to different types of accidents and/or dangerous situations (i.e. situations involving vehicles, bicycles, thin ice).

Complementary SLOs:

- K.4.7.A.3** Explain the benefits of using the decision-making/problem-solving process for making responsible and health-enhancing personal decisions (e.g. prevents impulsive and/or negative decisions, contributes to long-term health benefits).
- K.2.7.C.4** Identify personal factors and preferences for choosing physical activities (e.g. personal interests, influence of friends, appreciation of the outdoors, affiliation, competition, cooperation, fun) for fitness and health.
-

Activity Outcomes:

Students will be able to:

- State ways to seek help in given road scenarios (e.g. mishap or collision).
 - Apply road safety rules and responsible decision making as a road user in different scenarios.
-

Suggestions for Instruction:

- Photocopy Activity 7 Worksheets A and B: *Seeking help scenarios* and cut out scenarios.
- Ask students to describe what they would do in emergency and non-emergency road situations.
- Present the following specific examples of road scenarios and discuss as a class:
 - 1) What would you do if you witnessed a truck hit a pedestrian, and the pedestrian is lying on the road and not moving? (emergency)
 - 2) What would you do if you and your family are riding in the car and swerve to avoid hitting a deer, and end up in the ditch? (non-emergency)
- Ask the class the following questions. Record their responses on the chalkboard and discuss.

Questions:

- A) How would you decide whether to telephone an emergency or non-emergency number for a road mishap or collision? Give examples.
(Answer: It depends on the seriousness of the injuries. Emergency examples: unconscious, major bleeding, choking, unable to walk or move. Non-emergency examples: minor cuts/abrasions, bruising, scrapes, able to move/walk.)

- B) How do you seek help in an emergency situation?

(Possible answers:

- Do NOT put yourself in danger. Calmly determine the best way to help someone.
- If more than one person is available to help, one person stays with the injured party, the other person goes for help.
- Get help from a community safety helper (e.g. police officer, RCMP, band constable, parent, elder, teacher, natural resource officer) or trusting adult.

- Dial the emergency phone number and state your name, the specific location and describe the problem.

NOTE: Do NOT hang up until the other party tells you to do so.

- Do NOT move the injured person, except to remove him/her from danger.
- Know your first aid limits and do not attempt something you cannot do efficiently or confidently.
- Keep the injured person calm.
- Stay with the injured person until medical care arrives.)

C) “How do you seek help in a non-emergency situation?”

(Possible answers:

- Get help from a community safety helper or trusting adult.
- If required, dial the non-emergency phone number (e.g. family number, friend’s number), and state what happened.)

- Review the steps to follow in both an emergency and non-emergency road situation using the overhead Activity 7 Visual A: *How to seek help*.
- Display Activity 7 Visual B: *Making a decision* and review the steps in the decision-making process.
- Divide the class into 6 small groups.
- Distribute one scenario from Activity 7 Worksheets A and B: *Seeking help scenarios* to each group.
- 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? How serious is it (i.e. emergency or non-emergency)?
 - 2) What are your choices in seeking help and the possible consequences?
 - 3) What would you do?
- Answers to scenarios: #1 non-emergency; #2 emergency; #3 emergency; #4 non-emergency; #5 emergency; #6 emergency.
 - Ask each group to present its scenario and responses to the questions.
 - Discuss as a class.
 - Invite students to share stories of emergency and non-emergency road situations and have the class respond.

Suggestions for Assessment:

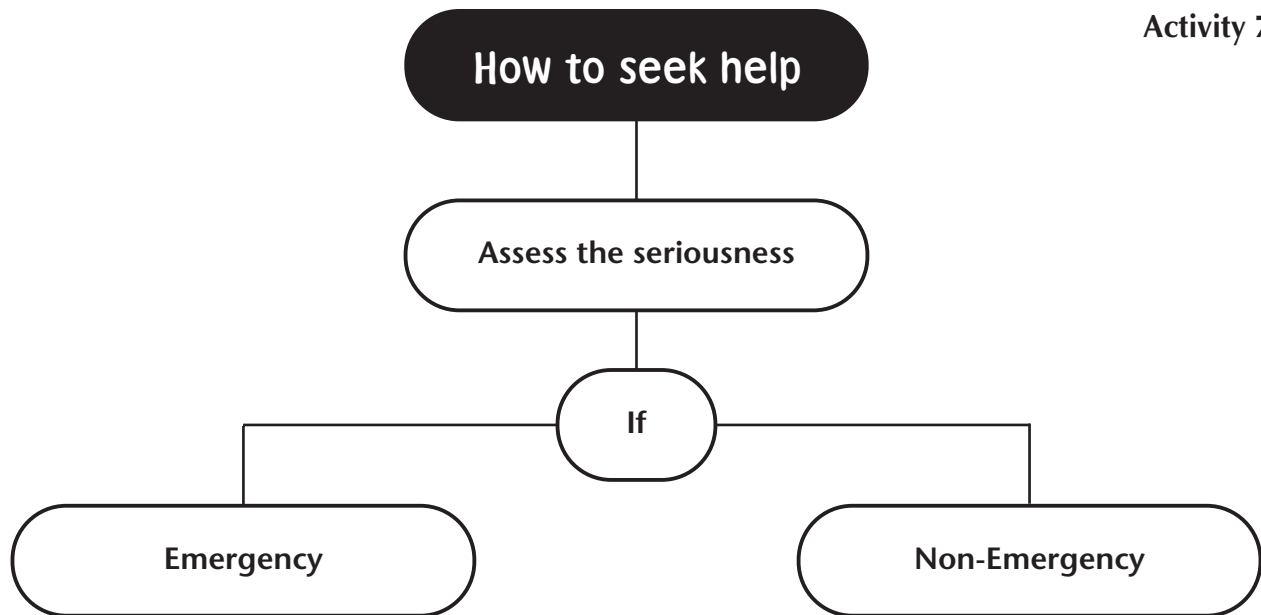
- Observe students’ responses during the group discussions.
- Give students road scenarios and ask how they would seek help.
- Use the Teacher Road Safety Checklist to assess the students’ knowledge of how to make responsible decisions, the possible consequences, and ways to seek help in given road scenarios. (See Assessment Tool.)

Cross-Curricular Connections:

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

Opportunities for Family/Community Involvement:

- Invite students to discuss ways of seeking help in these and other road scenarios with their families.
- Invite a first responder (e.g. ambulance attendant, RCMP officer, police, band constable) to class to discuss how to seek help in different road situations.



- #1 Do NOT put yourself in danger.
- #2 One person stays with the injured, one goes for help.
- #3 Seek a safety helper or trusting adult.
- #4 Dial emergency phone number and state:
 - a) name,
 - b) specific location,
 - c) problem.
- #5 Do NOT move injured person unless she/he is in danger.
- #6 Know your first aid limits.
- #7 Keep injured person calm.
- #8 Stay until medical care arrives.

- #1 Seek a safety helper or trusting adult.
- #2 Dial non-emergency phone number and state what happened.

Making a decision

**Stop
and
define the
problem/task**

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

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

Seeking help scenarios

#1 You and your friends see a truck collide with a car at an intersection. The truck driver gets out of his vehicle unhurt. The driver of the car has some observable cuts but is not bleeding. The truck driver begins to exchange information with the car driver.

- 1) **What is the problem? How serious is it?**
(i.e. emergency or non-emergency)
- 2) **What are your choices in seeking help and the possible consequences?**
- 3) **What would you do?**

#2 You are riding down a road and you see a van hit a cyclist. The driver of the van does not stop. The cyclist is lying very still, face down in the ditch beside the road.

- 1) **What is the problem? How serious is it?**
(i.e. emergency or non-emergency)
- 2) **What are your choices in seeking help and the possible consequences?**
- 3) **What would you do?**

#3 You are cycling with friends. One of your friends turns onto a side road and is hit by a car. Your friend says she cannot move her left leg which is bent at an unnatural angle.

- 1) **What is the problem? How serious is it?**
(i.e. emergency or non-emergency)
- 2) **What are your choices in seeking help and the possible consequences?**
- 3) **What would you do?**

Some scenarios modified from: Scottish Road Safety Campaign - Keeping Safe Keeping Healthy.

Seeking help scenarios

#4 You and your friend are cycling down a street with many parked cars on it. Suddenly a driver of a parked car opens his door and knocks your friend off his bike. Your friend says he is okay. His elbow and leg are bleeding.

- 1) **What is the problem? How serious is it?**
(i.e. emergency or non-emergency)
- 2) **What are your choices in seeking help and the possible consequences?**
- 3) **What would you do?**

#5 You and friends are snowmobiling in the country beside a lake. One of your friends rides onto part of the lake and his snowmobile falls through the thin ice. He is thrown onto the ice.

- 1) **What is the problem? How serious is it?**
(i.e. emergency or non-emergency)
- 2) **What are your choices in seeking help and the possible consequences?**
- 3) **What would you do?**

#6 You and your family are travelling in a truck down a winter road. It is night and very cold. The truck hits an ice patch and ends up in the bush. The family does not have a winter survival kit in the truck.

- 1) **What is the problem? How serious is it?**
(i.e. emergency or non-emergency)
- 2) **What are your choices in seeking help and the possible consequences?**
- 3) **What would you do?**

Some scenarios modified from: Scottish Road Safety Campaign - Keeping Safe Keeping Healthy.

ASSESSMENT TOOL

TEACHER ROAD SAFETY CHECKLIST

Grade 7

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	defines 4 health-related fitness components Activity 1	classifies physical activities based on contributions to 4 fitness components Activity 1	lists factors influencing people's choices of physical activities Activity 1	lists the types of road users Activity 2	identifies potential risks facing different types of road users Activities 2 and 3	classifies road risks as behaviours or conditions Activity 2	explains that every road user contributes to safety on the roads Activities 2 and 5	interprets Manitoba traffic collision statistics and related risks for different road users Activity 3

