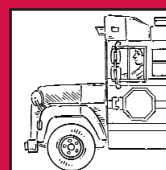
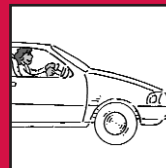


Road Safety Learning Resources for Schools

Aligned with
Manitoba's Health
Education/Physical
Education Curriculum



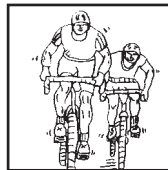
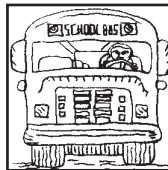
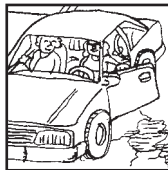
Grade 6

Manitoba
Education,
Training
and Youth



Manitoba
Public Insurance

Road Safety Resources for Schools



Grade Six



Acknowledgements

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

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

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

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

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

GRADE 6

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INTRODUCTION

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

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

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

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

In order to reduce the potential risks that our children face on the roads, they must be taught to appreciate their role, rights and responsibilities with respect to their safety on our roads and in other related situations. This resource is designed to help educators 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 SIX ROAD SAFETY SCOPE and SEQUENCE

LEGEND

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

	SAFETY General Student Learning Outcome (GLO) #3	Complementary GLOs
Content/ Curricular Connections	Specific Student Learning Outcomes (SLOs)	Personal and Social Management #4
<p>Knowledge: Strand A Physical Activity Risk Management</p> <p>3. Dress/Footwear</p>	<p><input type="checkbox"/> K.3.6.A.3 Recognize reasons (e.g. safety, personal hygiene, comfort, ease of movement) for appropriate dress for physical activities in different weather and environmental conditions (e.g. sunny, cold, windy, wet). Activity 3</p>	
<p>5. Alternative Pursuits (Science)</p> <p>a) Selected activities</p>	<p><input type="checkbox"/> K.3.6.A.5a Show an understanding of potential safety risks related to environments for selected alternative pursuits (e.g. cycling, in-line skating, snowmobiling, ATV riding). Activities 1, 2, 3</p>	
<p>b) Bicycle and water safety</p>	<p><input type="checkbox"/> K.3.6.A.5b Outline the emergency steps (e.g. stay clear of traffic, seek help, apply first aid) related to bicycle incidents or accidents. Activity 6</p>	

GRADE SIX ROAD SAFETY SCOPE and SEQUENCE

LEGEND

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

Complementary GLOs	
Personal and Social Management #4	
SLOs	
SAFETY General Student Learning Outcome (GLO) #3	
Specific Student Learning Outcomes (SLOs)	
<p>Content/ Curricular Connections</p> <p>Knowledge: Strand B Safety of Self and Others</p> <p>1. Community Safety Awareness (Social Studies)</p> <p>4. Community Supports and Services (Social Studies)</p> <p>Skills: Strand A Application of Safety Practices</p> <p>1. Physical Activity</p>	<p><input type="checkbox"/> K.3.6.B.1 Describe safe and unsafe situations at home, at school, and in the community while caring for self and others (i.e. playgrounds, babysitting, internet use, shaken baby syndrome). Activity 4</p> <p><input type="checkbox"/> K.3.6.B.4 Describe ways to seek help related to different types of accidents and/or dangerous situations (i.e. situations involving vehicles, bicycles, water, fire, choking, thin ice, violence, shaken baby syndrome, babysitting). Activity 6</p> <p><input type="checkbox"/> S.3.6.A.1 Follow set rules and routines for safe participation and use of equipment in selected specific physical activities (e.g. road safety). Activities 1, 5, 6, 7</p>
	<p>Knowledge: Strand A Personal Development</p> <p>3. Decision-Making/Problem-Solving Process (ELA and Science)</p> <p>a) Responsible social behaviours</p> <p><input type="checkbox"/> K.4.6.A.3 Describe how personal factors (e.g. emotions, time, previous experience, prior knowledge, personal goals, abilities, religion) and social factors (e.g. peers, friends, trends, society, culture, media, advertising) influence making responsible and health-enhancing decisions (e.g. participating in daily physical activity). Activity 5</p>

GRADE SIX ROAD SAFETY SCOPE and SEQUENCE

LEGEND

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

	Complementary GLOs	
Content/ Curricular Connections	SAFETY General Student Learning Outcome (GLO) #3	Personal and Social Management #4
	Specific Student Learning Outcomes (SLOs)	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.4.6.B.1a Identify the influences (e.g. family beliefs/values, role models, peers, advertising, television, movies) that help or hinder responsible, social decision-making (e.g. choosing friends, choosing activities, communicating with others).</p> <p>Activity 5</p> <p>2. Relationships (ELA)</p> <p>b) Developing relationships</p> <p><input type="checkbox"/> K.4.6.B.2b Identify the behaviours (e.g. showing respect, fulfilling a commitment, abstaining from put-downs, helping others who are experiencing difficulty, following directions, being encouraging) that are important for working cooperatively and collaboratively with others.</p> <p>Activity 5</p>	

GRADE SIX ROAD SAFETY SCOPE and SEQUENCE

LEGEND

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

	SAFETY General Student Learning Outcome (GLO) #3	Complementary GLOs
Content/ Curricular Connections	Specific Student Learning Outcomes (SLOs)	Personal and Social Management #4
<p>Skills: Strand A Application of Safety Practices</p> <p>1. Physical Activity (continued)</p>	<p>Skills: Strand A Acquisition of P and SM Skills</p> <p>2. Decision Making/Problem Solving (all subjects)</p> <p><input type="checkbox"/> S.4.6.A.2 Determine positive and negative consequences of possible solutions as part of the decision-making/problem-solving process for making healthy living choices.</p> <p>Activity 6</p>	<p>SLOs</p>

ACTIVITY 1 “Road Wise” Crossword Puzzle

Prescribed Learning Outcomes:

Safety SLOs:

- S.3.6.A.1** Follow set rules and routines for safe participation and use of equipment in selected specific physical activities (e.g. road safety).
- K.3.6.A.5a** Show an understanding of potential safety risks related to environments for selected alternative pursuits (e.g. cycling, in-line skating, 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:

- State road safety rules for selected activities/alternative pursuits (e.g. pedestrian, bicycle, in-line skating, skateboarding, scooter riding, all-terrain vehicle (ATV) riding, snowmobiling).
 - Identify potential road risks related for selected activities (alternative pursuits).
-

Suggestions for Instruction:

NOTE:

- 1) This activity may take 2 classes, depending on the length of the class.
 - 2) 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.
- Brainstorm the road safety rules outlined in Activity 1 Visuals A and B: *Road safety rules*.
 - Introduce Activity 1 Worksheet A: “Road wise” crossword puzzle and Activity 1 Worksheet B: “Road wise” crossword puzzle - Clues.
 - Ask students to work individually or in small groups.
 - Ask students to review the word list first by using a dictionary.
 - Ask each student to complete the crossword puzzle using the word list given.
 - Correct the crossword puzzle as a class using Activity 1 Worksheet C: “Road wise” crossword puzzle - Answer key.
-

Suggestions for Instruction:

- Ask students to provide the answers to specific clues selected from the crossword puzzle.
- Ask students to design a class “road wise” crossword puzzle with each student responsible for one clue sentence for the words in the word list.
- Choose one of the road safety categories (e.g. pedestrian safety) and write 5 important rules.

Cross-Curricular Connections:

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

Opportunities for Family/Community Involvement:

- Invite students to take the clues home and ask their families to fill in the missing words from the crossword puzzle clue sentences.
- Invite students in other same-grade classes to complete the class-designed crossword puzzle.

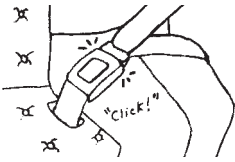
Road safety rules

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 the school patrols tell you it is safe.
7. Cross when it is safe.

Vehicle Passenger Safety Rule:



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

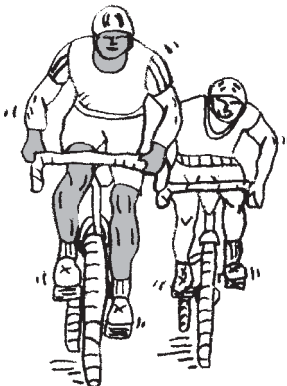
School Bus Safety Rules:



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.

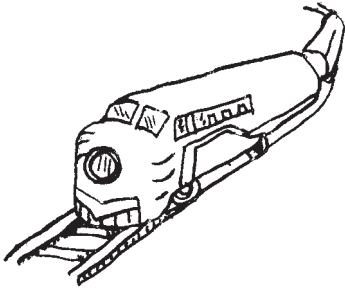
Bicycle Safety Rules:



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.

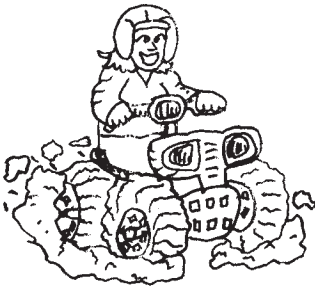
Road safety rules

Railway Safety Rules:



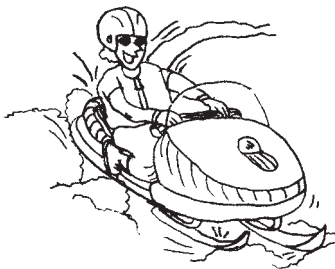
1. Obey all warning signs.
2. Any time is train time. (Be careful at any time of day or night.)
3. Stop before the train tracks.
4. Look both ways for a train.
5. Listen for a train whistle.
6. If a train is coming, wait until it passes.
7. When safe to do so, cross quickly and watch where you walk so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

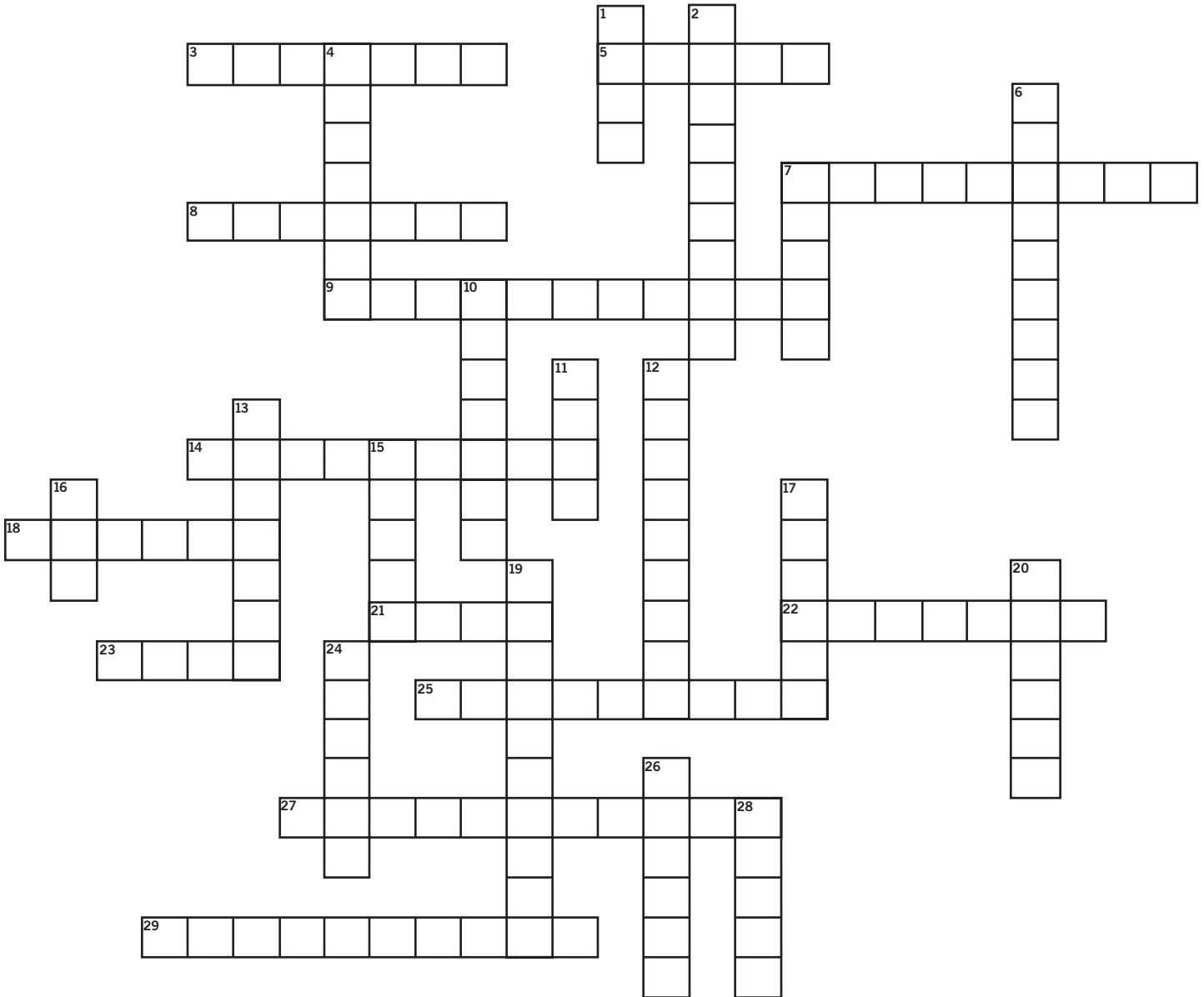


1. Obey traffic rules.
2. Wear a helmet.
3. Wear other protective gear.
4. Stay off the road.
5. Skate/ride in daylight.
6. Skate/ride on dry surfaces free from holes, bumps, rocks and loose gravel.
7. Avoid motor vehicle and pedestrian traffic.

"Road wise" crossword puzzle

Name: _____

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



- | | | | | | |
|------------------|-------------|-----------|-----------|------------|-------------|
| Word List | collision | community | condition | cross | crosswalk |
| | danger | decisions | dry | friends | gravel |
| | handrails | helmets | listen | maintained | obey |
| | pedestrians | pushing | railway | reflective | risk |
| | rocks | safe | safety | skill | snowmobiles |
| | stop | traffic | turns | warning | winter |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

"Road wise" crossword puzzle - Clues

Name: _____

Across

- 3. _____ on a school bus can lead to an injury.
- 5. Always shoulder check before making _____.
- 7. School patrols are an example of a _____ helper.
- 8. People who want you to disobey traffic rules are not your real _____.
- 9. _____ and all-terrain vehicles are called off-road vehicles.
- 14. _____ are to be used to get on and off the school bus.
- 18. Loose _____ may result in a bicycle injury.
- 21. Joggers should cross the road where it is _____.
- 22. In-line skaters should avoid motor vehicle and pedestrian _____.
- 23. _____ traffic rules.
- 25. Carelessness can result in a traffic _____.
- 27. _____ should cross at intersections and crosswalks.
- 29. Keep your bike well-_____.

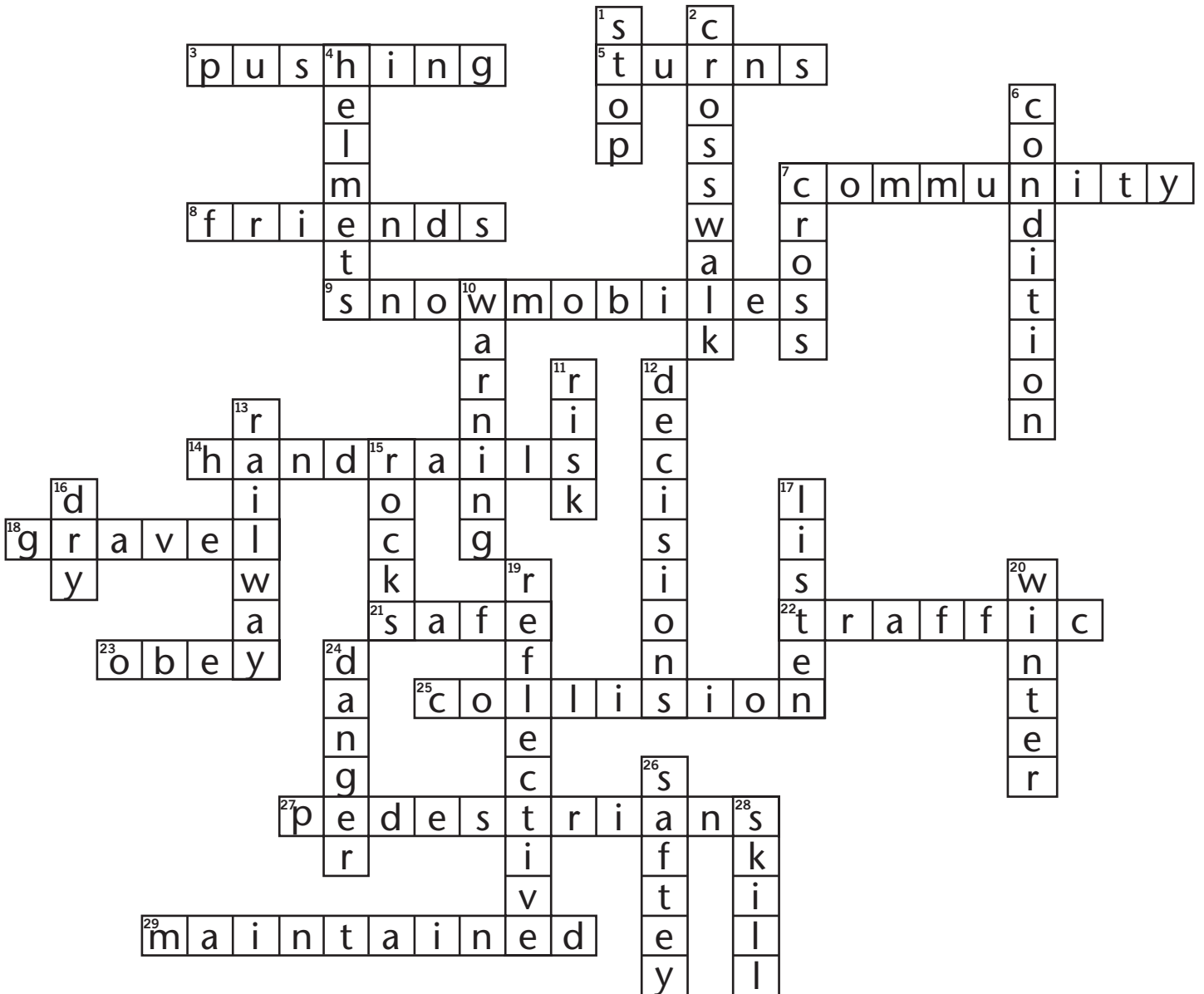
Down

- 1. _____, look, and (17) _____ for road traffic.
- 2. Walk your bike across a pedestrian _____.
- 4. _____ should be worn level and fit snugly.
- 6. Ice is a hazardous road _____.
- 7. Only _____ at a crosswalk when it is safe.
- 10. Obey all railway _____ signs.
- 11. Parked cars can be a road _____.
- 12. Poor _____ can lead to collisions.
- 13. Stay off _____ property.
- 16. Ride a skateboard or scooter on _____ surfaces free from holes and (15) _____.
- 19. Wear _____ gear to be seen.
- 20. Snow banks are a _____ road risk.
- 24. Avoid the school bus _____ zone.
- 26. Dress for _____ when you ride.
- 28. Ride within your _____ level.

Word List	collision	community	condition	cross	crosswalk
	danger	decisions	dry	friends	gravel
	handrails	helmets	listen	maintained	obey
	pedestrians	pushing	railway	reflective	risk
	rocks	safe	safety	skill	snowmobiles
	stop	traffic	turns	warning	winter

"Road wise" crossword puzzle - Answer Key

Name: _____



- | Word List | | | | | |
|-------------|-----------|-----------|------------|-------------|--|
| collision | community | condition | cross | crosswalk | |
| danger | decisions | dry | friends | gravel | |
| handrails | helmets | listen | maintained | obey | |
| pedestrians | pushing | railway | reflective | risk | |
| rocks | safe | safety | skill | snowmobiles | |
| stop | traffic | turns | warning | winter | |

ACTIVITY 2 Road Risks

Prescribed Learning Outcomes:

Safety SLOs:

- K.3.6.A.5a** Show an understanding of potential safety risks related to environments for selected alternative pursuits (e.g. cycling, in-line skating, snowmobiling, ATV riding).

Complementary SLOs:

Activity Outcomes:

Students will be able to:

- Identify potential road risks for selected activities (alternative pursuits).
 - Classify road risks as behaviours or conditions.
-

Suggestions for Instruction:

NOTE: The teacher may wish to use the visual that is **most relevant** to the community.

- Introduce Activity 2 Visual A: *Road risks* as an overhead.
- Ask students to identify all potential road risks on this overhead visual.
- List the students' responses on the chalkboard.

(Answers:

- a) child chasing ball onto the road;
 - b) dog on the road;
 - c) cyclist riding wrong way down the street;
 - d) rocks and leaves on the road (wet leaves are like ice);
 - e) drain grate;
 - f) broken bottle on the road;
 - g) jogger listening to CD player while crossing the road;
 - h) door opening on parked car;
 - i) potholes;
 - j) 2 teenagers riding side-by-side;
 - k) teen cyclists are not wearing helmets.)
- Explain that some road risks involve human behaviours (actions) and some risks are conditions (circumstances) of the environment (e.g. road surface - wet, slippery, gravel, icy; weather - fog, cold, rain).
 - Examine the list of road risks on the chalkboard and ask students to decide which are behaviours and which are conditions.

- Place a **B** beside those road risks that are human behaviours and a **C** beside those road risks that are conditions.

(Answers:

- child chasing ball onto the road - **B**;
- dog on the road - **C**;
- cyclist riding wrong way down the street - **B**;
- rocks and wet leaves on the road (wet leaves are like ice) - **C**;
- drain grate - **C**;
- broken bottle on the road - **C**;
- jogger listening to CD player while crossing the road - **B**;
- door opening on parked car - **B** from the driver's viewpoint and **C** from the cyclists' viewpoint;
- teen riding scooter on road and also not wearing a helmet - **B**;
- pothole - **C**;
- 2 teenagers riding side-by-side - **B**;
- teen cyclists are not wearing helmets - **B**.)

NOTE: Teachers may refer to Activity 1 Visuals A and B: *Road safety rules* as a reference.

- Introduce Activity 2 Visual B: *Road risks* as an overhead.
- Ask students to identify all potential road risks on this overhead visual.
- List the students' responses on the chalkboard.

(Answers:

- tractor on highway;
- 2 teens riding bikes side by side on highway, and not wearing helmets;
- car on highway;
- 2 cows by side of the road;
- a raccoon by the side of the road;
- teenager fishing off bridge;
- school bus on highway;
- dog on the road;
- potholes in the highway;
- 3 teens walking side by side on the highway;
- man walking on shoulder of road **facing traffic**.)

Place a **B** beside those road risks that are human behaviours and a **C** beside those road risks that are conditions.

(Answers:

- a) tractor on highway - **C**;
- b) 2 teens riding bikes side by side on highway, and not wearing helmets - **B**;
- c) car on highway - **C**;
- d) 2 cows by side of road - **C**;
- e) a raccoon by the side of the road - **C**;
- f) teenager fishing off bridge - **B**;
- g) school bus on highway - **C**;
- h) dog on the road - **C**;
- i) potholes in the highway - **C**;
- j) 3 teens walking side by side on the highway - **B**;
- l) man walking on shoulder of road **facing traffic** - **B (but a positive behaviour)**.)

- Summarize the activity as follows:

Risky behaviours and/or risky conditions = traffic collisions

Suggestions for Assessment:

- Ask students to name some potential road risks for selected activities (alternative pursuits).
 - Ask students to name 2 road risk behaviours and 2 road risk conditions.
 - Use the Teacher Road Safety Checklist to assess the students' knowledge of potential road risks. (See Assessment Tool.)
-

Cross-Curricular Connections:

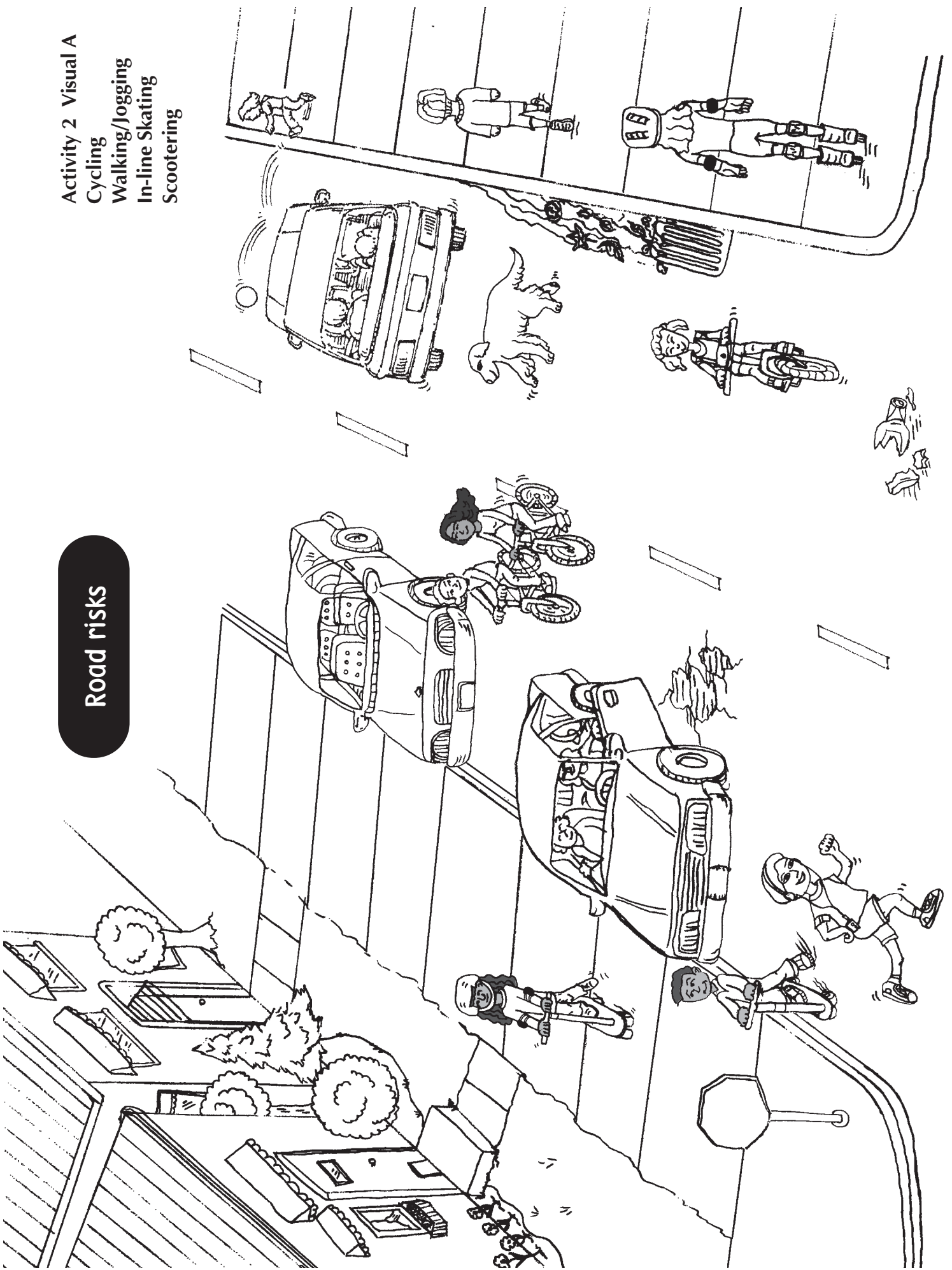
- English Language Arts (enhance the clarity and artistry of communication; celebrate and build community)
 - Science (diversity of living things)
-

Opportunities for Family/Community Involvement:

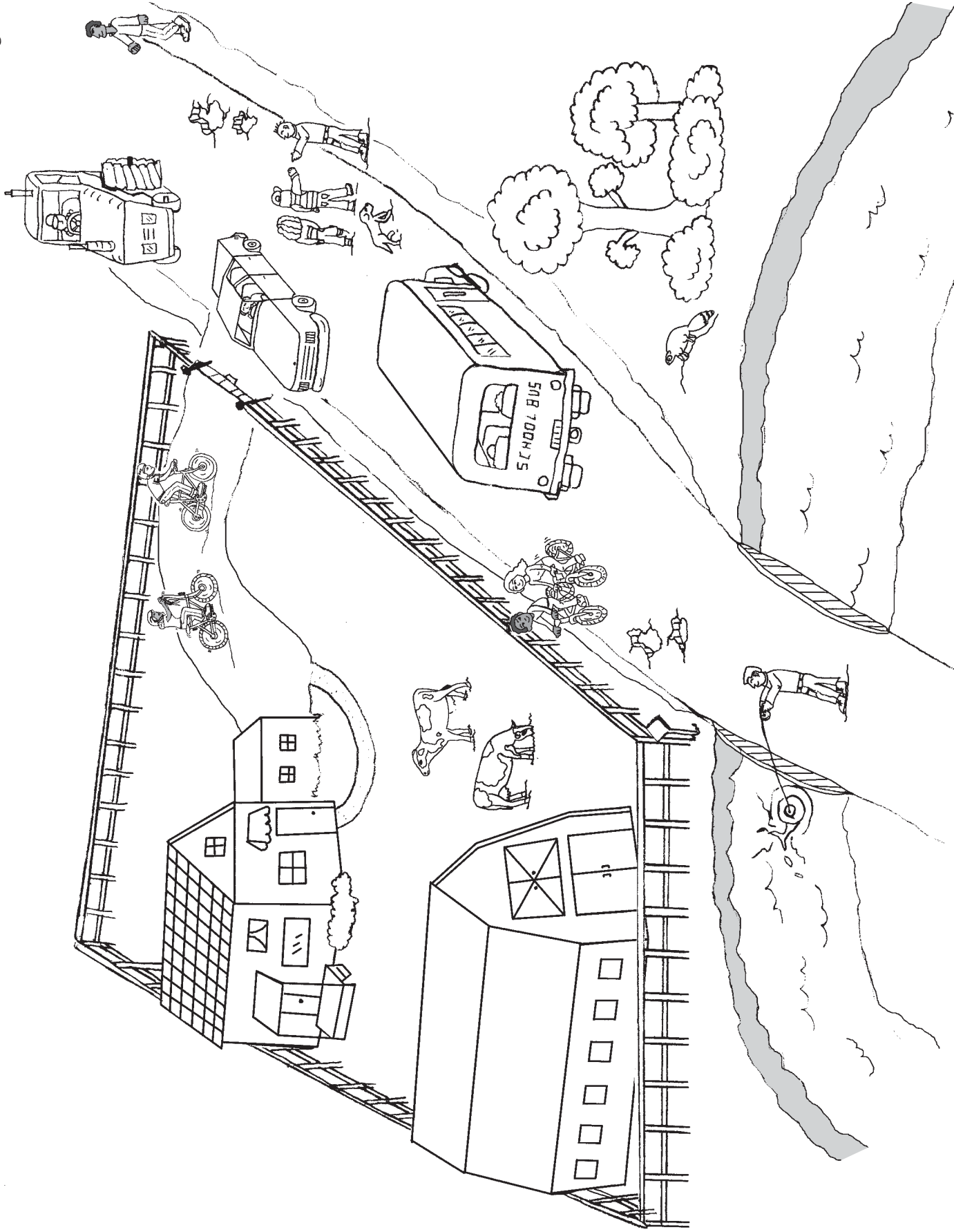
- Invite students to discuss potential road risks for selected activities with their families.
- Invite students to discuss potential road risks for selected activities with students in younger grades.

Activity 2 Visual A
Cycling
Walking/Jogging
In-line Skating
Scootering

Road risks



Road risks



ACTIVITY 3 Road Risks: Behaviours versus Conditions ---

Prescribed Learning Outcomes:

Safety SLOs:

- K.3.6.A.5a** Show an understanding of potential safety risks related to environments for selected alternative pursuits (e.g. cycling, in-line skating, snowmobiling, ATV riding).
- K.3.6.A.3** Recognize reasons (e.g. safety, personal hygiene, comfort, ease of movement) for appropriate dress for physical activities in different weather and environmental conditions (e.g. sunny, cold, windy, wet).

Complementary SLOs:

Activity Outcomes:

Students will be able to:

- Identify potential road risks for selected activities (alternative pursuits).
 - Classify road risks as behaviours or conditions.
 - Name reasons for dressing appropriately for physical activities in different weather and environmental conditions.
 - State how clothing styles may be potential road risks.
-

Suggestions for Instruction:

- Photocopy 4 copies of Activity 3 Visuals A and B: *Risk behaviours and risk conditions*.
- Divide the class into small groups of 4-5 students.
- List on the chalkboard the activities (alternative pursuits) that may be selected:
 - cycling
 - all-terrain vehicle (ATV) riding
 - in-line skating/riding a scooter
 - skateboarding
 - walking/jogging
- Assign a selected activity (e.g. cycling, skateboarding) to each group.
- State that “**risky behaviours and/or risky conditions = traffic collisions**”.
- Introduce Activity 3 Visuals A and B: *Risk behaviours and risk conditions*.

NOTE:

- 1) Visual A deals with risks around cycling, walking/jogging and ATV riding. Visual B deals with cycling, walking/jogging, skateboarding and in-line skating, and scootering.
 - 2) Cycling and walk/jogging groups may choose Visual A or B.
 - 3) Explain to students that in both visuals the road risks need to be examined from the viewpoints of a cyclist and a pedestrian.
- Introduce Activity 3 Worksheet: *Risk behaviours and risk conditions* as overheads.
 - Ask students in their small groups to locate potential road risks seen in their assigned visuals.

- Classify the road risks as either risk behaviours or risk conditions and record in the appropriate column of the Activity 3 Worksheet.
- Instruct each student to record this information on the worksheet.

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

Visual A:

- ATV riders are not wearing helmets - **B**;
- ATV riders carrying passengers - **B**;
- ATV rider is riding beside the train tracks - **B**;
- car turning onto gravel road - **C**;
- large rocks - **C**;
- gravel road - **C**;
- low hanging tree branches - **C**;
- cyclists are not wearing helmets - **B**;
- cyclists are riding side-by-side - **B**;
- gravel shoulder of road - **C**;
- potholes on road - **C**;
- approaching pickup truck - **C**;
- pedestrian walking on road - **B** from pedestrian's viewpoint and **C** from cyclist's viewpoint;
- pedestrian walking on wrong side of road - **B** from pedestrian's viewpoint and **C** from cyclist's viewpoint;
- pedestrian listening to a CD player - **B**;
- 2 teens walking single file on the shoulder of the road **facing traffic** - **B (but a positive behaviour)**.

Visual B:

- cyclists are not wearing helmets - **B**;
- cyclist is riding double with passenger - **B** from cyclist's viewpoint and **C** from pedestrians' viewpoint;
- cyclist is riding on the sidewalk - **B** from cyclist's viewpoint and **C** from pedestrians' viewpoint;
- 2 pedestrians walking on sidewalk - **C**;
- person riding a scooter on sidewalk - **C** from the pedestrians' viewpoint;
- 2 cyclists wearing helmets, riding single file on the correct side of the road - **C** from the driver's viewpoint;
- car backing out from school parking stall - **C**;
- parked cars on school lots - **C**;
- 2 in-line skaters skating side-by-side - **B** from skaters' viewpoint and **C** from driver's viewpoint;
- in-line skaters are not wearing protective gear/helmets - **B**;
- in-line skaters are listening to CD players - **B**;
- broken glass in school parking lots - **C**;
- skateboarders are not wearing protective gear/helmets - **B**;
- skateboarders skating on front steps of school and in school parking lot - **B**;
- 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**.

NOTE: Teachers may refer to Activity I Visuals A and B: *Road safety rules* as a reference.

- Ask each group to present their road risk behaviours and conditions.
- 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).

- Ask students how the wearing of new clothing styles may be a road risk behaviour. (Example: baggy loose jeans may catch in sporting equipment)
- Discuss reasons for dressing appropriately for physical activities in different weather and environmental conditions.

Possible answers:

- a) safety;
- b) comfort;
- c) ease of movement;
- d) stay warm/cool depending on the weather;
- e) reflective clothing to be seen by traffic.
- Ask students how changes in the weather may create road risks (e.g. roads become slippery - **C**, leaves become slippery when wet - **C**, heavier clothing worn for colder weather may limit vision and restrict movement - **B**).
- 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.”

Suggestions for Assessment:

- Ask students to classify some potential road risks as either behaviours or conditions for their selected activities (alternative pursuits).
- Use the Teacher Road Safety Checklist to assess the students' knowledge of potential road risk behaviours and conditions. (See Assessment Tool.)

Cross-Curricular Connections:

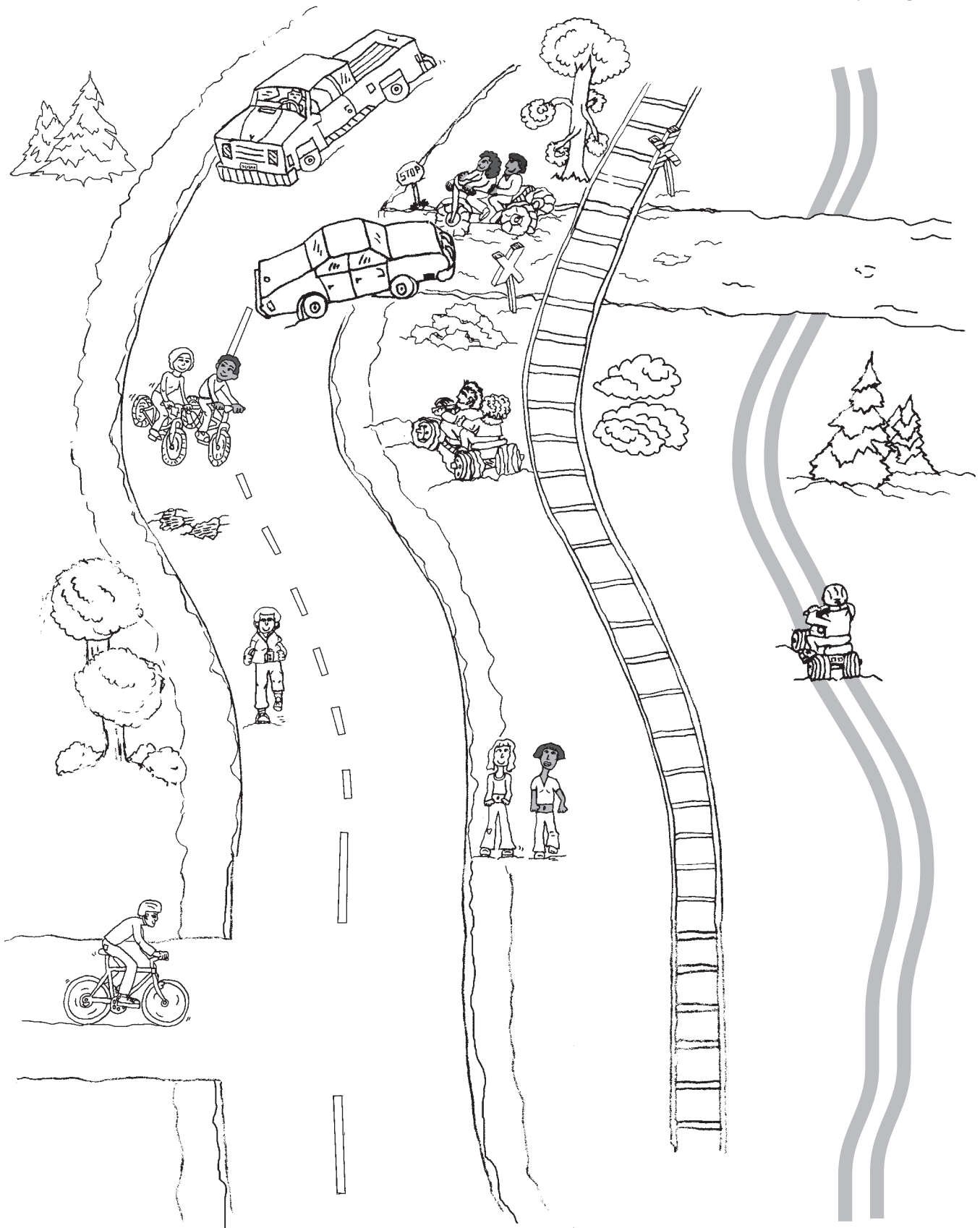
- English Language Arts (enhance the clarity and artistry of communication; celebrate and build community)
- Science (diversity of living things)
- Social Studies (people and places in the world)

Opportunities for Family/Community Involvement:

- Invite students to share information from their worksheets with their families.
- Invite the local RCMP/band constable/police officer to discuss road safety in the community.

Risk behaviours and risk conditions

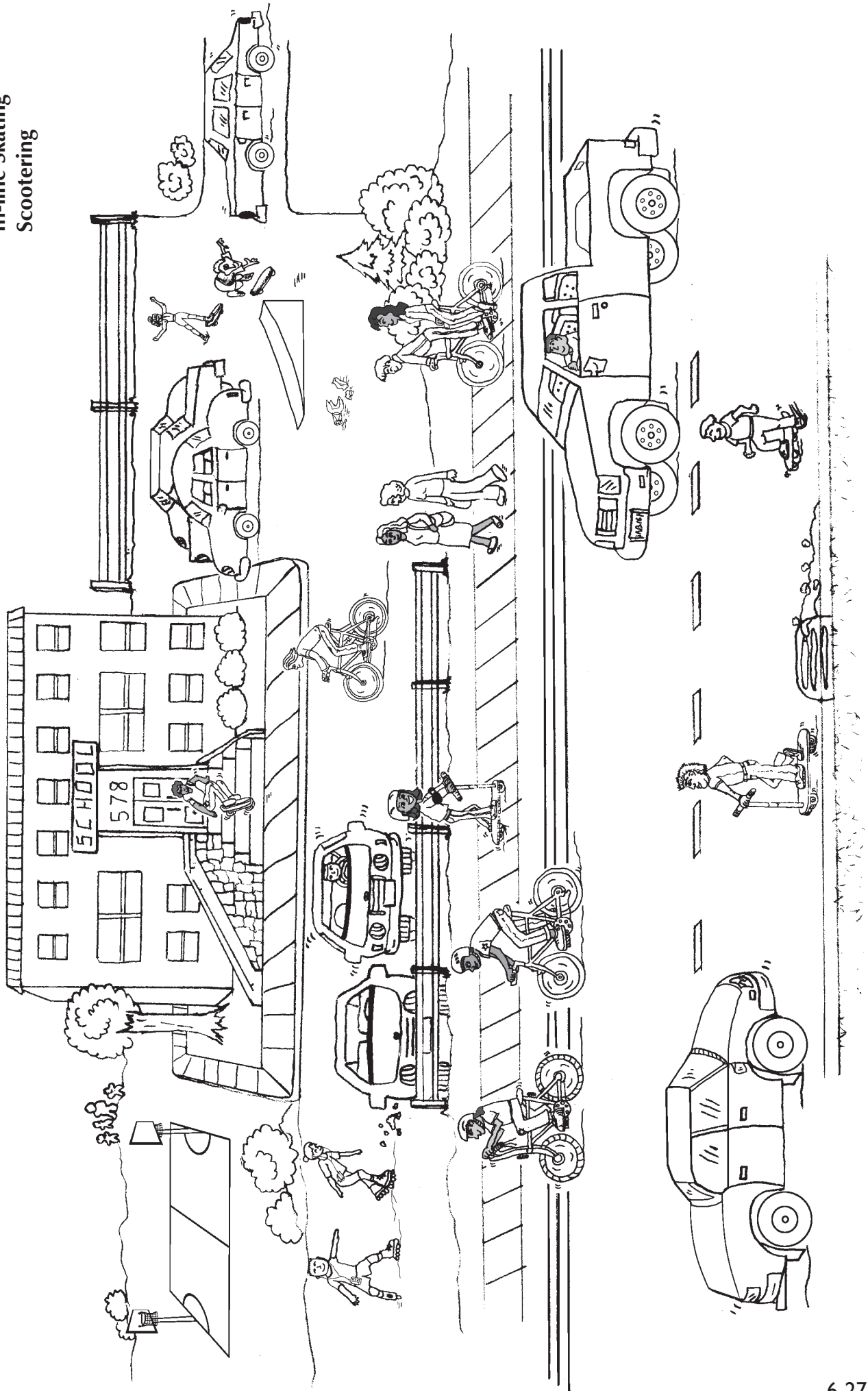
Activity 3 Visual A
Walking/Jogging
ATV Riding
Cycling



Activity 3 Visual B

- Cycling
- Walking/jogging
- Skateboarding
- In-line Skating
- Scotering

Risk behaviours and risk conditions



Risk behaviours and risk conditions

Name: _____

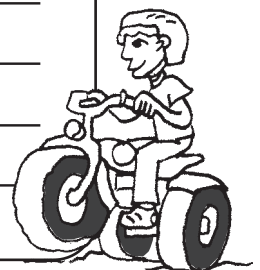
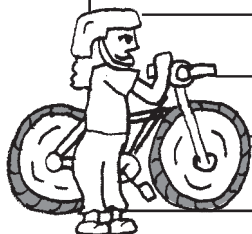
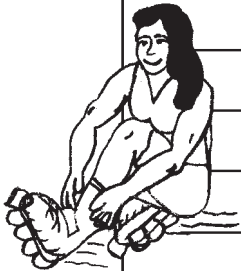
Instructions: Complete the worksheet.

Physical Activity:

Risks:

BEHAVIOURS

CONDITIONS



ACTIVITY 4 Safe and Unsafe Road Situations

Prescribed Learning Outcomes:

Safety SLOs:

- K.3.6.B.1** Describe safe and unsafe (road) situations at home, at school, and in the community while caring for self and others (i.e. playgrounds, babysitting).

Complementary SLOs:

Activity Outcomes:

Students will be able to:

- Name safe and unsafe road situations at home/school/community.
-

Suggestions for Instruction:

- Introduce Activity 4 Worksheet: *Safe and unsafe road situations* as an overhead.
 - Discuss as a class safe and unsafe road situations around the **school** for the **4** seasons of the year.
(Examples:
Summer - safe - playing in the playground, **unsafe** - in-line skating on the road while listening to CD player;
Winter - safe - snowmobiling on designated trails, **unsafe** - playing on snow banks beside the road.)
 - Have each student select a season.
 - Ask each student to record safe and unsafe road situations around the **school** on the worksheet.
 - Instruct students to complete the rest of the worksheet with their families.
 - Record safe and unsafe road situations around his/her **home/community** for the selected season.
 - Once the worksheets are completed and returned, discuss the responses in small groups.
 - Ask students to select another season and complete Activity 4 Worksheet: *Safe and unsafe road situations*.
-

Suggestions for Assessment:

- Ask students to describe some safe and unsafe road situations in either home/school/community.
 - Use the second completed worksheet as an assessment tool.
 - Use the Teacher Road Safety Checklist to assess the students' knowledge of safe and unsafe road situations. (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 (diversity of living things)

Opportunities for Family/Community Involvement:

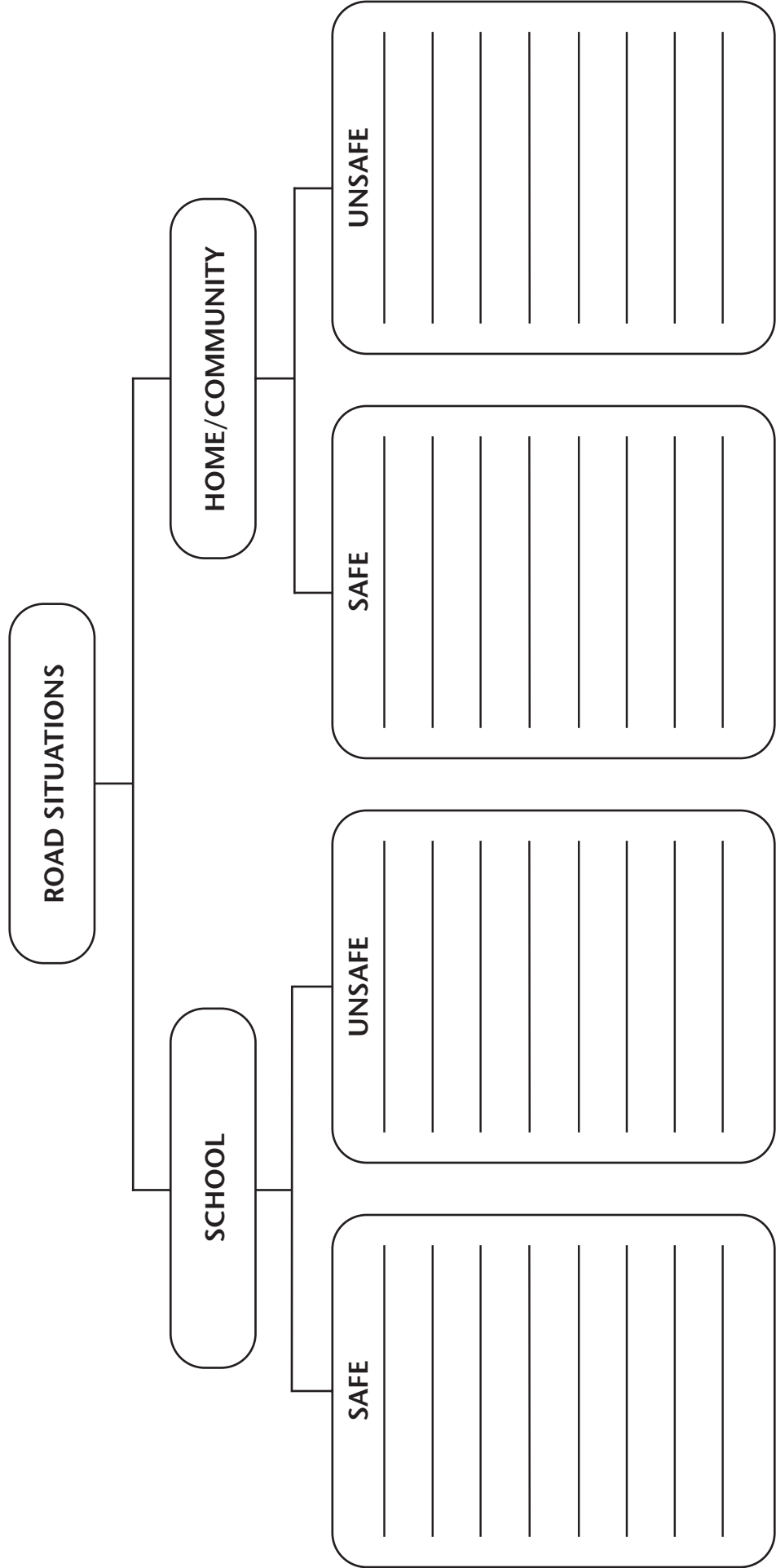
- Invite students to complete the worksheet with their families.

Name: _____

Safe and unsafe road situations

Instructions: Describe safe and unsafe road situations in your school/home/community for a specific season of the year.

Season: _____



ACTIVITY 5 Influences on Decisions

Prescribed Learning Outcomes:

Safety SLOs:

- S.3.6.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.4.6.A.3** Describe how personal factors (e.g. emotions, time, previous experience, prior knowledge, personal goals, abilities, religion) and social factors (e.g. peers, friends, trends, society, culture, media, advertising) influence making responsible and health-enhancing decisions (e.g. participating in daily physical activity).
- K.4.6.B.1a** Identify the influences (e.g. family beliefs/values, role models, peers, advertising, television, movies) that help or hinder responsible, social decision making (e.g. choosing friends, choosing activities, communicating with others).
- K.4.6.B.2b** Identify the behaviours (e.g. showing respect, fulfilling a commitment, abstaining from put-downs, helping others who are experiencing difficulty, following directions, being encouraging) that are important for working cooperatively and collaboratively with others.

Activity Outcomes:

Students will be able to:

- State traffic safety rules for selected activities (alternative pursuits).
- State the importance of being responsible.
- Identify influences (i.e. personal and social factors) that help or hinder responsible social decision making about road safety.
- List behaviours important for working with others.

Suggestions for Instruction:

NOTE: This activity may take 2-3 classes, depending on the length of the class.

- Photocopy Activity 5 Worksheet C: *Road scenarios* and cut out the scenarios.
- Introduce Activity 5 Worksheet A: *Influences on our decisions*.
- 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 a adult;
- b) sense of personal achievement;
- c) gain respect of others;
- d) actively participate in one's own life.

3) What factors influence the decisions you make about how to act, what to wear and which activities to do?

(Possible answers:

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

4) Give examples of how friends influence choices you make.

(Possible answers:

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

5) How might factors such as friends or TV positively or negatively affect the decisions you make?

(Possible answers:

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

- 6) Why might teenagers take risks such as not wearing a helmet and protective gear to in-line skate or skateboard, or why they might 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 Activity 5 Worksheet A: *Influences on our decisions*.
- Present as an overhead Activity 5 Worksheet B: *Road scenario*.
- Discuss as a class the scenario and what factors influenced the person's decision.

Answer to Scenario:

- his friend John (peer pressure); Bill's belief that John is usually right; Bill's attitude toward himself (e.g. not to appear overly concerned); John's belief that nothing will happen.
- Divide the class into 3 groups.
- Distribute one scenario from Activity 5 Worksheet C: *Road scenarios* to each group.
- Remind students about important behaviours to practise when working in their small groups (e.g. show respect, listen to others, no put-downs, follow directions, be encouraging).
- Ask students to identify the factors that influence the person's decision in the scenario.
- Ask each group to present its scenario and name the factors influencing the person's decision.

Answer to Scenarios:

- Amber's friends saying they really need her (peer pressure); her ability as a pitcher; her desire/goal to pitch against this team; her belief that she'll be back before her parents come home.
- trends; friends not wearing protective gear (peer pressure); what Ian enjoys doing; Ian's attitude (look cool)
- Dale's respect for her family's values; her attitude toward herself; positive role models
- Discuss as a class ways to handle these types of situations.
- 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 and discuss as a class ways to handle these situations.

Suggestions for Assessment:

- Ask students to state factors influencing people's decisions about road safety and the importance of being "road wise" and responsible.
 - Give students one road scenario from Activity 5 Worksheet C: *Road scenarios* and pose 2 questions - 1) What factors influenced the person's decision? 2) What are some ways to handle this type of situation?
 - Use the Teacher Road Safety Checklist to assess students' knowledge about factors that influence responsible decision making. (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)
 - Physical Education/Health Education (personal and social management)
 - Social Studies (people and places in the world)
-

Opportunities for Family/Community Involvement:

- Invite students to discuss with their families the factors that influence people's decisions about road safety.

Influences on our decisions

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. What factors influence the decisions you make about how to act, what to wear and which activities to do?

4. Give examples of how friends influence the choices you make.

5. How might factors such as friends or TV positively or negatively affect the decisions you make?

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

Road scenario

Instructions: Read the scenario and identify the factors that influence the person's decision.

Bill and John ride their bikes to a friend's place. By the time they leave for home, it is dark outside. Bill knows the battery on his front bike light is not working and he does not have reflectors on his bike. He tells John, but John says it doesn't matter because he has a bike light and they only have 1 kilometre to cycle home. John says he has cycled home in the dark lots of times and it'll be okay. Bill thinks John is usually right. Bill does not want to appear overly concerned, so he goes along with John.

What factors influenced Bill's decision?

Road scenarios

Instructions: Read the scenario and identify the factors that influence the person's/persons' decision.

- #1** Amber was told by her Dad to stay off her bike until he could fix the brakes. Amber's friends are cycling over to the park to play baseball against a team from another town. Amber is a great pitcher and her friends say they really need her to pitch if they are to win. Amber has heard a lot about this team and wants to pitch against them. Her friends tell her she will be back before her parents come home. Amber decides to cycle to the park on her bike with her friends.

What factors influenced Amber's decision?

- #2** Ian loves to skateboard. His friends ask him to go to the local school and practice some moves. Ian's parents insist he wear a helmet and elbow pads when he's skating. None of his friends are wearing any protective gear. Ian goes to put on his helmet and his friends tell him to leave the helmet and instead to bring his CD player. Ian skates with the group while listening to his music.

What factors influenced Ian's decision?

- #3** Dale's girlfriends ask her to go in-line skating with them. Dale's family in-line skates. They always skate on the sidewalks and paved paths in the park. Dale's family told her to stay on the paved sidewalks and park paths. Dale's friends are excited about meeting a group of boys who are in-line skating on the street. The girls tell Dale they must skate on the busy street if they are going to get a chance to talk with the guys. Dale decides to skate on the sidewalk just to be safe.

What factors influenced Dale's decision?

ACTIVITY 6 Seeking Help

Prescribed Learning Outcomes:

Safety SLOs:

- K.3.6.B.4** Describe ways to seek help related to different types of accidents and/or dangerous situations (i.e. situations involving vehicles, bicycles, water, thin ice).
- K.3.6.A.5b** Outline the emergency steps (e.g. stay clear of traffic, seek help, apply first aid) related to bicycle incidents or accidents.
- S.3.6.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:

- S.4.6.A.2** Determine positive and negative consequences of possible solutions as part of the decision-making/problem-solving process for making healthy living choices.
-

Activity Outcomes:

Students will be able to:

- State ways to seek help in given road scenarios (e.g. mishap or collision).
 - State the consequences of their decision making in given scenarios.
 - Make responsible decisions that reflect road safety rules.
-

Suggestions for Instruction:

- Photocopy Activity 6 Worksheet: *Seeking help scenarios* and cut out the road scenarios.
- 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 number (e.g. 911/local emergency number) or a non-emergency number (e.g. family member, friend’s number) for a road mishap or collision?”

(Answer: It depends on the seriousness of the injuries.)

- B) “Under what circumstances would you use an emergency telephone number for a road mishap or collision?”

(Answer: If someone is unconscious, major bleeding, choking, unable to walk or move.)

- C) “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, Awasis, natural resources officer, parent, elder, teacher) 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.)

D) “Under what circumstances would you use a non-emergency telephone number for a road mishap or collision?”

(Answer: If someone has a minor cut, some bruising or scrapes, is in an uncomfortable situation (e.g. bike broke down far from home).)

E) “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.)

- 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 the class into 3 groups.
- Distribute one scenario from Activity 6 Worksheet: *Seeking help scenarios* to each group.

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

- 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?

NOTE: Encourage students to refer to Activity 6 Visual: *Making a decision*. Explain that for the scenarios the class will focus on **the top 2 components (i.e. the red and yellow lights)** of the visual.

HINT: Encourage students to apply the procedures for seeking help in either an emergency or non-emergency situation.

- Answers to scenarios: #1 emergency; #2 non-emergency; #3 emergency.
- Ask each group to present its scenario and responses to the questions.
- Discuss as a class other non-emergency road situations and what to do.

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)
 - Social Studies (people and places in the world)
-

Opportunities for Family/Community Involvement:

- Invite students to discuss ways of seeking help in these and other road scenarios with their families.

NOTE:

- 1) A Winnipeg reference is "Who Do You Call?" Safety Tool Box, Winnipeg Committee for Safety and the Winnipeg Development Agreement, January, 2001. **Available from the Winnipeg Police Community Services.**
- 2) Another reference is the local telephone directory.

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 are walking down the street and you see a truck hit a cyclist. The truck driver is trying to talk to the cyclist. The cyclist is lying unresponsive, eyes closed, on the road.
- 1) What is the problem? How serious is it?**
 - 2) What are your choices in seeking help and the possible consequences?**
 - 3) What would you do?**
- #2** You and your friends are in-line skating on the sidewalk. One of your friends falls. Her knee is bleeding a bit and her elbow is scraped. She says she is okay.
- 1) What is the problem? How serious is it?**
 - 2) What are your choices in seeking help and the possible consequences?**
 - 3) What would you do?**
- #3** You and your friends are skateboarding on the school parking lot in the evening. You try a move and land on your elbow. It is bleeding a lot and is swollen.
- 1) What is the problem? How serious is it?**
 - 2) What are your choices in seeking help and the possible consequences?**
 - 3) What would you do?**

ACTIVITY 7 “Road Wise” Math

Prescribed Learning Outcomes:

Safety SLOs:

- S.3.6.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:

- Translate math facts into a safety message.
-

Suggestions for Instruction:

NOTE: Select **either** Activity 7 Worksheet A **or** B: “Road wise” math.

- Introduce the selected Activity 7 worksheet.
 - Ask students to complete the worksheet.
 - Mark the worksheet as a class using Activity 7 Worksheet C: “Road wise” math - Answer keys.
 - Discuss the “road wise” message.
 - Have students individually or in small groups design a **simple** math worksheet with a “road wise” message.
-

Suggestions for Assessment:

- Correct the selected Activity 7 Worksheet.
- Since this is the end of the Grade 6 resources, the teacher may wish to ask students to design a title page for this unit that illustrates the importance of the road safety content.

NOTE: Teachers may design an assessment rubric to reflect the unit outcome using suggested criteria such as: reflects an understanding of content, depicts a clear “road wise” message, detailed illustration, and creative.

Cross-Curricular Connections:

- Mathematics (numbers)
 - English Language Arts (manage ideas and information; celebrate and build community)
-

Opportunities for Family/Community Involvement:

- Invite students to share the worksheets with their families and discuss the “road wise” message.

"Road wise" math

Name: _____

Instructions: Solve the problems. To find the "road wise" message, fill in each blank with a letter that matches each product from the key.

KEY:

$\begin{array}{r} E = 440 \\ \times 185 \\ \hline \end{array}$	$\begin{array}{r} H = 371 \\ \times 195 \\ \hline \end{array}$	$\begin{array}{r} L = 300 \\ \times 200 \\ \hline \end{array}$	$\begin{array}{r} O = 284 \\ \times 331 \\ \hline \end{array}$	$\begin{array}{r} B = 853 \\ \times 93 \\ \hline \end{array}$
--	--	--	--	---

$\begin{array}{r} R = 356 \\ \times 240 \\ \hline \end{array}$	$\begin{array}{r} S = 202 \\ \times 346 \\ \hline \end{array}$	$\begin{array}{r} T = 345 \\ \times 195 \\ \hline \end{array}$	$\begin{array}{r} U = 440 \\ \times 218 \\ \hline \end{array}$	$\begin{array}{r} Y = 973 \\ \times 89 \\ \hline \end{array}$
--	--	--	--	---

"ROAD WISE" MESSAGE:

$\begin{array}{r} \hline \\ \hline \end{array}$ 60,000	$\begin{array}{r} \hline \\ \hline \end{array}$ 81,400	$\begin{array}{r} \hline \\ \hline \end{array}$ 67,275	$\begin{array}{r} \hline \\ \hline \end{array}$ 67,275	$\begin{array}{r} \hline \\ \hline \end{array}$ 72,345	$\begin{array}{r} \hline \\ \hline \end{array}$ 81,400
$\begin{array}{r} \hline \\ \hline \end{array}$ 85,440	$\begin{array}{r} \hline \\ \hline \end{array}$ 95,920	$\begin{array}{r} \hline \\ \hline \end{array}$ 60,000	$\begin{array}{r} \hline \\ \hline \end{array}$ 81,400	$\begin{array}{r} \hline \\ \hline \end{array}$ 69,892	
$\begin{array}{r} \hline \\ \hline \end{array}$ 79,329	$\begin{array}{r} \hline \\ \hline \end{array}$ 81,400	$\begin{array}{r} \hline \\ \hline \end{array}$ 86,597	$\begin{array}{r} \hline \\ \hline \end{array}$ 94,004	$\begin{array}{r} \hline \\ \hline \end{array}$ 95,920	$\begin{array}{r} \hline \\ \hline \end{array}$ 85,440
$\begin{array}{r} \hline \\ \hline \end{array}$ 67,275	$\begin{array}{r} \hline \\ \hline \end{array}$ 94,004	$\begin{array}{r} \hline \\ \hline \end{array}$ 94,004	$\begin{array}{r} \hline \\ \hline \end{array}$ 60,000	$\begin{array}{r} \hline \\ \hline \end{array}$ 69,892	$\begin{array}{r} \hline \\ \hline \end{array}$!

"Road wise" math

Name: _____

Instructions: Solve the problems. To find the "road wise" message, fill in each blank with a letter that matches each product from the key.

KEY:

$$\begin{array}{r} E = 35,427 \\ + 45,973 \\ \hline \end{array}$$

$$\begin{array}{r} H = 81,670 \\ - 9,325 \\ \hline \end{array}$$

$$\begin{array}{r} L = 26,544 \\ + 33,456 \\ \hline \end{array}$$

$$\begin{array}{r} O = 35,577 \\ + 58,427 \\ \hline \end{array}$$

$$\begin{array}{r} B = 90,000 \\ - 10,671 \\ \hline \end{array}$$

$$\begin{array}{r} R = 45,862 \\ + 39,578 \\ \hline \end{array}$$

$$\begin{array}{r} S = 82,431 \\ - 12,539 \\ \hline \end{array}$$

$$\begin{array}{r} T = 28,436 \\ + 38,839 \\ \hline \end{array}$$

$$\begin{array}{r} U = 111,000 \\ - 15,080 \\ \hline \end{array}$$

$$\begin{array}{r} Y = 67,999 \\ + 18,598 \\ \hline \end{array}$$

"ROAD WISE" MESSAGE:

60,000	81,400	67,275		67,275	72,345	81,400
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85,440	95,920	60,000	81,400	69,892		
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79,329	81,400		86,597	94,004	95,920	85,440
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67,275	94,004	94,004	60,000	69,892	!	
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Name: _____

Instructions: Solve the problems. To find the "road wise" message, fill in each blank with a letter that matches each product from the key.

KEY TO WORKSHEET A:

$\begin{array}{r} E = 440 \\ \times 185 \\ \hline 81,400 \end{array}$	$\begin{array}{r} H = 371 \\ \times 195 \\ \hline 72,345 \end{array}$	$\begin{array}{r} L = 300 \\ \times 200 \\ \hline 60,000 \end{array}$	$\begin{array}{r} O = 284 \\ \times 331 \\ \hline 94,004 \end{array}$	$\begin{array}{r} B = 853 \\ \times 93 \\ \hline 79,329 \end{array}$
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$\begin{array}{r} R = 356 \\ \times 240 \\ \hline 85,440 \end{array}$	$\begin{array}{r} S = 202 \\ \times 346 \\ \hline 69,892 \end{array}$	$\begin{array}{r} T = 345 \\ \times 195 \\ \hline 67,275 \end{array}$	$\begin{array}{r} U = 440 \\ \times 218 \\ \hline 95,920 \end{array}$	$\begin{array}{r} Y = 973 \\ \times 89 \\ \hline 86,597 \end{array}$
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KEY TO WORKSHEET B:

$\begin{array}{r} E = 35,427 \\ + 45,973 \\ \hline 81,400 \end{array}$	$\begin{array}{r} H = 81,670 \\ - 9,325 \\ \hline 72,345 \end{array}$	$\begin{array}{r} L = 26,544 \\ + 33,456 \\ \hline 60,000 \end{array}$	$\begin{array}{r} O = 35,577 \\ + 58,427 \\ \hline 94,004 \end{array}$
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$\begin{array}{r} B = 90,000 \\ - 10,671 \\ \hline 79,329 \end{array}$	$\begin{array}{r} R = 45,862 \\ + 39,578 \\ \hline 85,440 \end{array}$	$\begin{array}{r} S = 82,431 \\ - 12,539 \\ \hline 69,892 \end{array}$	$\begin{array}{r} T = 28,436 \\ + 38,839 \\ \hline 67,275 \end{array}$
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$\begin{array}{r} U = 111,000 \\ - 15,080 \\ \hline 95,920 \end{array}$	$\begin{array}{r} Y = 67,999 \\ + 18,598 \\ \hline 86,597 \end{array}$
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"ROAD WISE" MESSAGE:

$\frac{L}{60,000}$	$\frac{E}{81,400}$	$\frac{T}{67,275}$	$\frac{T}{67,275}$	$\frac{H}{72,345}$	$\frac{E}{81,400}$
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$\frac{R}{85,440}$	$\frac{U}{95,920}$	$\frac{L}{60,000}$	$\frac{E}{81,400}$	$\frac{S}{69,892}$
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$\frac{B}{79,329}$	$\frac{E}{81,400}$	$\frac{Y}{86,597}$	$\frac{O}{94,004}$	$\frac{U}{95,920}$	$\frac{R}{85,440}$
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$\frac{T}{67,275}$	$\frac{O}{94,004}$	$\frac{O}{94,004}$	$\frac{L}{60,000}$	$\frac{S}{69,892}$!
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ASSESSMENT TOOL

