

Anticipation Guide

Before	Statements	After	Personal Thoughts
Agree/Disagree	Biking is the most popular outdoor activity among Canadians.	Agree/Disagree	
Agree/Disagree	Bikes have the right of way before pedestrians.	Agree/Disagree	
Agree/Disagree	Most bike, inline skating, and skateboard injuries occur close to home.	Agree/Disagree	
Agree/Disagree	A bike helmet lasts a child until they are a teenager.	Agree/Disagree	
Agree/Disagree	Helmets are the most effective gear to reduce head injuries and deaths while cycling.	Agree/Disagree	
Agree/Disagree	While inline skating, you do not need to follow traffic signals/rules.	Agree/Disagree	
Agree/Disagree	Bicyclists use hand signals to communicate their direction when moving with other vehicles.	Agree/Disagree	
Agree/Disagree	While riding your bike in a group, it's safer to ride side by side than in single file.	Agree/Disagree	
Agree/Disagree	57% of skateboard injuries happen to riders under the age of 14	Agree/Disagree	
Agree/Disagree	Females are more likely to be involved in bicycle-related deaths.	Agree/Disagree	

Anticipation Guide Responses



Statements	Answers
Biking is the most popular outdoor activity among Canadians.	Varies according to students personal thoughts.
Bikes have the right of way before pedestrians.	False. Pedestrians have the right of way.
Most bike, inline skating, and skateboard injuries occur close to home.	True
A bike helmet lasts a child until they are a teenager.	False. Helmets should be replaced every 3 to 5 years, or after they have been dropped or had any hard impacts.
Helmets are the most effective gear to reduce head injuries and deaths while cycling.	True. A helmet decreases head injuries by about 85% and brain injury by 88%.
While inline skating, you do not need to follow traffic signals/ rules.	False
Bicyclists use hand signals to communicate their direction when moving with other vehicles.	True.
While riding your bike in a group, it's safer to ride side by side than in single file.	False. Cyclists should ride single file.
57% of skateboard injuries happen to riders under the age of 14	True.
Females are more likely to be involved in bicycle-related deaths	False. Males account for 82 percent of bicycle-related deaths and 70 percent of nonfatal injuries among children.

Agree, Disagree Signs

**Agree/
True**

Agree, Disagee Signs

**Disagree/
False**

Decision Making Model: Teacher Example

Steps to Follow	Explanation of Each Step	Example Decision Making Situation
<p>Step 1</p>	<p>Identify the problem</p> <ul style="list-style-type: none"> • What's going on? • Is there a problem? • How am I feeling? 	<p>Sandip is riding his bike home from school with his friends. Sandip's parents insist that he wear his helmet, but none of his friends are wearing any protective gear. While he's putting on his helmet, Sandip's friends laugh and call him names.</p>
<p>Step 2</p>	<p>List options/choices giving pros and cons for each</p> <ul style="list-style-type: none"> • What are the consequences for each choice? • Workable? • Is the choice safe? Fair? • How do I feel about the choices? • How will people feel about the choice/solution? 	<ol style="list-style-type: none"> 1. Sandip can continue to wear his helmet. 2. Sandip can ride without his helmet. 3. Sandip can call his friends mean names. 4. Sandip can wear his helmet and ride home on his own.
<p>Step 3</p>	<p>Evaluate all options/choices</p> <ul style="list-style-type: none"> • Which option/choice do I think is the best one to follow? 	<ol style="list-style-type: none"> 1. Sandip would be called names but would be safe. 2. Sandip would fit in with his friends but is not riding safely. 3. Sandip would upset his friends and likely isolate himself. 4. Sandip would be lonely for the ride home but would be protected.
<p>Step 4</p>	<p>Make a decision</p>	<p>Sandip decided to continue to wear his helmet and ride home with his friends.</p>
<p>Step 5</p>	<p>Act - Follow through</p>	<p>Sandip decided to continue to wear his helmet and ride home on decision with his friends. He told his friends why wearing a helmet is important and talked about all the cool colours and decisions available. Sandip's friends stopped making fun of him and accepted him in his helmet. Sandip's friends wore their helmets to school the following day.</p>

Decision Making Model: Teacher Example

Steps to Follow	Explanation of Each Step	Example Decision Making Situation
<p>Step 6</p>	<p>Reflect on the decision</p> <ul style="list-style-type: none"> • What happened? • What did I learn? • What would I do next time? 	<p>When Sandip's friends made fun of him, he was upset. He knew that his parents valued wearing a helmet and that it was for his own safety. He knew that if he was caught not wearing his helmet he would not be allowed to ride his bike. Sandip decided to continue to wear his helmet and ride home with his friends. He told his friends why wearing a helmet is important and talked about all the cool colours and decisions available. Sandip's friends stopped making fun of him and accepted him in his helmet. Sandip's friends wore their helmets to school the following day. Sandip was happy to see his friends joining him in wearing helmets and realised that they had felt bullied by some of their friends until Sandip had the courage to stand up to the friend.</p>

Decision Making Model

Steps to Follow	Explanation of Each Step	Decision Making Situation
Step 1	Identify the problem <ul style="list-style-type: none"> • What's going on? • Is there a problem? • How am I feeling? 	
Step 2	List options/choices giving Pros and cons for each <ul style="list-style-type: none"> • What are the consequences for each choice? • Workable? • Is the choice safe? Fair? • How do I feel about the choices? • How will people feel about the choice/solution? 	
Step 3	Evaluate all options/choices <ul style="list-style-type: none"> • Which option/choice do I think is the best one to follow? 	
Step 4	Make a decision	
Step 5	Act - Follow through	
Step 6	Reflect on the decision <ul style="list-style-type: none"> • What happened? • What did I learn? • What would I do next time? 	

Bike, Blade, and Board Scenarios

Scenario 1

You and your friends are inline skating on the sidewalk, close to your home. While riding fast, one of your friends trips on the curb and falls. Her knee is cut and bleeding and her hands are scraped. She says she's okay.

Scenario 2

You and your family enjoy inline skating and always stay on the sidewalk and paved paths. While riding with your friends, they want to meet up with another group of kids from your class. In order to do that you must cross a busy road, something you don't feel comfortable doing, but must do if you want to hang with your friends.

Scenario 3

You and your friends are riding your bikes home from school. By the time you get home, it is starting to get dark outside. The front light on your bike isn't working and you do not have reflectors. You tell one of your friends, but she says it doesn't matter because she has one and you are only half a kilometer to your house. Your friends tell you they've cycled home in the dark many times, and that you'll be fine.

Scenario 4

You and your friends go to a bike park after school to practice some tricks. Your parents insist that you wear your helmet and knee pads, but none of your friends are wearing any protective gear. While you're putting on your helmet, your friends laugh and tell you to hide it in a bush and leave it behind.

Scenario 5

You and your friends are skateboarding after school in your school yard. You try a move but land twisting your ankle. It is scratched and sore to move.

Scenario 6

You and your friends are going to a friend's house to watch a movie. Your friends want to ride their bikes. However, your mom has asked you to stay off your bike until she can fix the brakes. You really want to see the movie, and your friends assure you that you will be home before your parents return.

Exit Slips



Exit Slips

Student Name:

1. How does what you learned today connect to your life?

2. For tomorrow, list three important things to remember about road safety.



Exit Slips

Student Name:

1. How does what you learned today connect to your life?

2. For tomorrow, list three important things to remember about road safety.

Rules for Role Play and Rules for the Audience

Rules for Role Plays

Create the conflict situation based on the following:

- The main character is in a conflict situation.
- The audience must be able to observe two different perspectives of the conflict, feelings and values.
- Introduce the time, place and characters involved.
- Few, if any, props should be used.
- Keep the role play brief (two to three minutes).
- No physical contact during the role play.
- If a group member doesn't feel comfortable acting in the role play, that person can do more work during the preparation for the role play.

Rules for the Audience

- Respect and value every person's involvement in each role play (no judging, criticizing).
- Suggestions can be offered by classmates not involved in the role play if requested by those performing.
- Listen and do not interrupt.
- Focus on the positive aspects of the role play.
- Focus on the role play, not a person, when giving feedback.
- Focus on one role play to gather information to complete the decision-making model chart.

Assessment Role Play Checklist

Group Members Names:

Group Work Groups members:	Few	Some	Most	All
Participate				
Listen to each other and wait their turn to speak				
Get along				
Maintain focus to complete task				

Knowledge Groups members:	Few	Some	Most	All
Understand concepts (for example, scenarios, decision-making steps)				
Share knowledge, opinions and perspectives				
Ask questions				
Summarize information in written and/or pictorial form				

Presentation/Role Play Groups members:	Few	Some	Most	All
Use effective communication (tone, volume, expression, facing audience, eye contact, gestures)				
Contribute to presentation / role-play				
Follows guidelines for presentations / role-plays				
Demonstrates knowledge in presentation / role- play				

Comments by teacher:

Peer Assessment Role Play Checklist

Group Members Names:

Group Work Groups members:	Few	Some	Most	All
Participate				
Listen to each other and wait their turn to speak				
Get along				
Maintain focus to complete task				

Knowledge Groups members:	Few	Some	Most	All
Understand concepts (for example, scenarios, decision-making steps)				
Share knowledge, opinions and perspectives				
Ask questions				
Summarize information in written and/or pictorial form				

Presentation/Role Play Groups members:	Few	Some	Most	All
Use effective communication (tone, volume, expression, facing audience, eye contact, gestures)				
Contribute to presentation / role-play				
Follows guidelines for presentations / role-plays				
Demonstrates knowledge in presentation / role- play				

Comments by teacher:

Safety Performance / Product Achievement Chart

Visual Arts Knowledge/ Skills Category	level 1	level 2	level 3	level 4
Performance/ Creative Work	<ul style="list-style-type: none"> • Applies few of the skills, concepts, and techniques taught. • Performs and creates only in limited and incomplete ways. 	<ul style="list-style-type: none"> • Applies some of the skills, concepts, and techniques taught. • Occasionally performs and creates in complete ways. 	<ul style="list-style-type: none"> • Applies most of the skills, concepts, and techniques taught. • Usually performs and creates in complete ways. 	<ul style="list-style-type: none"> • Applies all (or almost all) of the skills, concepts, and techniques taught. • Consistently performs and creates in well developed ways.
Communication	<ul style="list-style-type: none"> • Rarely communicates with clarity and precision. • Rarely uses appropriate symbols and terminology. • Communicates only in limited and incomplete ways. 	<ul style="list-style-type: none"> • Sometimes communicates with clarity and precision. • Sometimes uses appropriate symbols and terminology . • Occasionally communicates in complete ways. 	<ul style="list-style-type: none"> • Usually communicates with clarity and precision. • Usually uses appropriate symbols and terminology. • Usually communicates in complete ways. 	<ul style="list-style-type: none"> • Consistently communicates with clarity and precision. • Consistently uses appropriate symbols and terminology. • Consistently communicates in well-developed ways.