

ATV's & OFF-ROAD VEHICLES

Grade Level: 7-12

Time Required:

- Approximately 20-30 minutes (to cover PowerPoint presentation and have a discussion)
- 3 optional activity plans are provided – these are to be completed after the PowerPoint presentation and their times are listed in the activities
- Possible follow-up lessons are also provided and will take various amounts of time, depending on number chosen, grade level, and the importance placed upon each

Additional Resources, Materials, and Equipment Required:

Kit includes:

- PowerPoint presentation
- Lesson Plan
- Activity Plans
- Master handouts for students
- Equipment as per the Activity Plans

Main Objective: To increase student knowledge about ATVs and off-road vehicles and to engage students to educate others.

Learning Outcomes:

Students will:

- increase knowledge and understanding of the risks of using ATVs and off-road vehicles
- engage other students in a school-based activity using what they've learned
- gain an understanding of the seriousness of using ATVs and off-road vehicles, especially when under the age of 16
- gain an understanding of some of the possible consequences of using ATVs and off-road vehicles.
- look at all of the contributing factors to an ATV or off-road vehicle crash

Curriculum Connections (throughout entire module and includes possible follow-up lessons):

Grade 7

Subject Area	Outcomes	Specific Outcome
Health	Life Learning Choices - L-7.7	Determine and use knowledge and skills of the class to promote school and community health
Health	Life Learning Choices - L-7.8	Apply effective groups skills to design and implement a school-community health enhancement plan
Language Arts	2.1 Use strategies and cues - use prior knowledge	Select and focus relevant ideas from personal experiences and prior knowledge to understand new ideas and information
Language Arts	2.4 Create Original Text - elaborate on the expression of ideas	Create a variety of oral, print and other media texts to explore ideas related to particular topics or themes
Language Arts	3.4 Share and Review - share ideas and information	Communicate ideas and information in a variety of oral, print and other media texts, such as reports, autobiographies, brochures and video presentations
ICT	C1-3.6	Communicate in a persuasive and engaging manner, through appropriate forms, such as speeches, letters, reports and multimedia presentations, applying information technologies for content, audience and purpose
ICT	P3-3.2	Create multimedia presentations that incorporate meaningful graphics, audio, video and text gathered from remote sources

Grade 8

Subject Area	Outcomes	Specific Outcome
Health	Wellness Choices - W-8.1	Examine the relationship between choices and resulting consequences
Health	Wellness Choices - W-8.8	Identify potentially unsafe situations in the community, and begin to develop strategies to reduce risk
Health	Life Learning Choices	Relate personal knowledge and skills to potential opportunities for volunteering and providing service to others in the community
Language Arts	1.2 Clarify and Extend - extend understanding	Reconsider and revise initial understandings and responses in light of new ideas, information and feedback from others
Language Arts	2.4 Create Original Text - generate ideas	Create oral, print and other media texts related to issues encountered in texts and in own life
Language Arts	3.4 Share and Review - share ideas and information	Integrate appropriate visual, print and/or other media to inform and engage the audience
ICT	C1-3.6	Communicate in a persuasive and engaging manner, through appropriate forms, such as speeches, letters, reports and multimedia presentations, applying information technologies for content, audience and purpose
ICT	P3-3.2	Create multimedia presentations that incorporate meaningful graphics, audio, video and text gathered from remote sources

Grade 9

Subject Area	Outcomes	Specific Outcome
Health	Wellness Choices - W-9.1	Use knowledge of a healthy, active lifestyle to promote and encourage family/peer/community involvement
Health	Wellness Choices - W-9.8	Develop strategies to promote harm reduction/risk management
Health	Wellness Choices - W-9.9	Analyze and evaluate laws and policies that promote personal, community, and workplace safety
Language Arts	2.2 Respond to Texts - construct meaning from texts	Relate the themes, emotions and experiences portrayed in oral, print and other media texts to issues of personal interest or significance
Language Arts	3.4 Share and Review - share ideas and information	Integrate appropriate visual, print and/or other media to reinforce overall impression or point of view and engage the audience
ICT	C1-3.6	Communicate in a persuasive and engaging manner, through appropriate forms, such as speeches, letters, reports and multimedia presentations, applying information technologies for content, audience and purpose
ICT	P3-3.2	Create multimedia presentations that incorporate meaningful graphics, audio, video and text gathered from remote sources

High School

Subject Area	Outcomes	Specific Outcome
CALM	Personal Choices - P2	Evaluate choices and combinations of choices that can create barriers to achieving and maintaining health, and identify actions to improve health
CALM	Personal Choices - P6	Determine practices and behaviours that contribute to optimal physical well-being
CALM	Personal Choices - P4	Develop approaches/tactics for creative problem solving and decision making
Language Arts	4.1 Develop and present a variety of print and non-print texts	Assess text creation context; Consider and address form, structure, and medium; Develop content; Use production, publication, and presentation strategies and technologies consistent with context
ICT	Processes for Productivity	P4-4.2: Apply principles of graphic design to enhance meaning and audience appeal P4-4.3: Use integrated software effectively and efficiently to reproduce work that incorporates data, graphics and text
ICT	Communicating, Inquiring, Decision Making and Problem Solving	C7-4.3: Use appropriate presentation software to demonstrate personal understandings

<p style="text-align: center;">Activity Plan #1 (Optional): HIGH RISK LOW RISK</p>

Time Required: 15-20 minutes

Overview: Students will give a 'risk rating,' based on their personal beliefs, to 12 different ATV activities.

Additional Materials and Equipment Required:

- "High Risk" and "Low Risk" signs

Activity Instructions:

1. Have 2 students hold signs at each end of a space ("High Risk" and "Low Risk").
2. Have the rest of the class stand and move along the continuum of risk that they perceive for each situation:
 - Riding an ATV on the highway
 - You and your friend riding on a one-seater ATV
 - Riding without a helmet
 - Riding on a designated riding trail
 - Riding a quad that is too big or powerful
 - Riding up a steep hill
 - Pulling a friend on a sled/wagon behind your ATV
 - Racing an ATV on a racetrack
 - Loading a 50 lb. hay bale on the back of your ATV
 - Going riding without telling anyone
 - Taking your 4 year old cousin for a ride
 - Seeing how fast your ATV can go
3. With each situation have the students discuss why they feel that particular situation has that level of risk associated with it.

Variations:

- Consider doing this during a whole school activity.
- Students can show the level of risk on their fingers (1-10).

Debrief: Explain that the following reduces the risk:

- No child/youth under 16 years of age should operate or ride an ATV
- Wear an approved helmet with face and eye protection
- Drive sober – alcohol, drugs, and ATVs don't mix
- Refuse to carry or be a passenger on an ATV built for one person
- Take an ATV operator training course

<p style="text-align: center;">Activity Plan #2 (Optional): DECISION MAKING AND ATVs</p>

Time Required: 40-45 minutes

Overview: Students will break down an ATV incident into all the different moments where a different decision could have been made

Additional Materials and Equipment Required (materials located in resource folder):

- Decision making matrix (blank)
- Print out of 2 different ATV scenarios
- An example of a completed matrix to assist you with filling in each section

Activity Instructions:

1. Read the first ATV scenario aloud to students.
2. Break the story down into all the different times another decision could have been made. Examples of risks or moments could include:
 - Stay home instead of taking the ATV anyways
 - Choose another mode of transportation
 - Wear a helmet and other appropriate gear
 - Stay off the road with the ATV
 - Made sure to check if there were vehicles coming
 - Was speed a factor?
 - Riding in unfamiliar terrain
 - Riding alone
 - Riding without parental supervision
 - No ATV training/inexperience
3. With each risk or moment identified, list the possible results/outcomes/consequences that could occur. Help students identify both positive and negative consequences to each column of decisions. Fill out the decision making matrix together.
4. Have students break out into groups of two or three.
5. Give the students a second scenario and have them read it.
6. Have the groups complete a decision making matrix for this scenario.
7. Have each group share their matrices with the rest of the class and explain their rationale at each level.

Variations:

- Give each group a different story to break down. Stories can be found at www.atvsafetynet.org/stories.php
- Post the matrices, along with the stories, on a bulletin board that explains the activity so that others can see that these types of ATV incidents are avoidable and preventable.

Debrief: Did this activity change your ideas of ATV use? Why or why not?

<p style="text-align: center;">Activity Plan #3 (Optional): THEIR STORY SPEAKS TO ME</p>

Time Required: 1.5-2.5 hours

Overview: Students will choose a real-life story of an ATV incident/crash that resonates with them. They'll use the story to provide one main lesson on ATV safety. It can be done through a poster, skit, PSA, voice announcements, brochure, or other ideas that may be brainstormed.

Additional Materials and Equipment Required:

- Online access to "Concerned Families for ATV Safety" website:
www.atvsafetynet.org/stories.php
- Poster paper

Activity Instructions:

1. Show students the "Concerned Families for ATV Safety" website and explain that each person's picture is a story of someone who died or was seriously injured on an ATV.
2. Have the students take time to read through some of the stories. Find one story that resonates with them. Each student should choose a different story.
3. Print out their story.
4. Have the students get into groups of three or four. Read their stories to the group and explain why they chose that story and why it resonated with them.
5. Have each student create a poster about ATV safety. The poster should include one overarching message that can be learned from the story they chose. Be sure to include the story on the poster (i.e. glued on).
6. Display the posters around the school for others to see, read, and learn.

Variations:

- Allow students to portray their message in different ways other than the poster, including: skits, PSAs, videos, voice announcements, brochures, or other ideas that may be brainstormed. Have the students present their projects to the class or even the whole school.
- Place the posters in community areas.

Debrief: Did this activity change the way you feel about ATV use? Why or why not? What will you do differently?

POSSIBLE FOLLOW-UP LESSONS AND ACTIVITIES

Below are some ideas on how to further extend the ATV and Off-road module.

- Have students create a poster campaign that promotes awareness of the consequences of improper ATV use. Take this campaign out into the community to educate others.
- Have a group of students present one (or more) of the activities at a school wide or community event.
- Before starting the module, invite a guest speaker who has been adversely affected by improper ATV use and have them tell their story. Have students share how it affected them.
- Using information from Alberta Centre for Injury Control & Research, (http://www.acicr.ca/Upload/ATV_Messages_Stakeholders_May2010.pdf), create a trivia game where students work together in groups to find the correct answer. When the group has found their answer, one person from the group races to the front and hits a button (ie. Staples “Easy Button”) to share their answer. Consider having them prove their answer by reading right from the source. Variations: (1) have students go to different classes throughout the school and run the same activity for other students; (2) use this game as part of a school wide event.
- Body Sketches/Outlines:
 - Have students lay down on a sidewalk or other concrete area outside the school. Using chalk, draw an outline of their body. Write statistics, useful information, safety tips, or words of wisdom about proper ATV use in each body’s outline.

Note: Provide or create an outline or performance rubric for each of the follow-up lessons based on the amount of time you wish to spend on it, as well as the grade level. This can be created with the class so they can help decide the criteria of an effective end product or it can simply be handed out to students and explained.