

# Ride Safety

## Overview

### Task Context

This unit is designed to help teachers give students the knowledge they need to address personal safety and prevent injury on amusement park rides.

### Prior Knowledge

Prior to beginning, students in Grades 2 and 3 need to be able to:

1. work in groups and independently;
2. apply the rules of working with others
3. contribute ideas appropriate to the topic and listen to the ideas of others.

## Subtask One: Let's Ride!

### Description

Students brainstorm different modes of transportation. Working in small groups, they record known safety rules that apply to rides in/on specific vehicles.

### Expectations

Grade 2	Grade 3
2e51 • apply the rules of participating in a conversation and working with others;	3e51 • listen to discussions and ask questions to clarify meaning;
2e60 • participate in group discussions, demonstrating a sense of when to speak, when to listen, and how much to say;	3e54 • apply the rules for working with others
2p3 • outline safety rules and safe practices;	3e63 • contribute ideas appropriate to the topic in group discussion and listen to the ideas of others;
2p11 • identify safety rules to be followed in the home, school, and community (e.g., electrical safety, schoolyard rules, bus safety);	3p3 • list safety procedures and practices in the home, school, and community
	3p10 • explain relevant safety procedures (e.g., fire drills, railway-crossing and crosswalk procedures);

## Groupings

Students Working As Whole Class

Students Work in Small Groups

## Notes to Teacher

Ontario has some of the toughest safety standards for rides in North America. Serious incidents as a result of mechanical problems are extremely rare. However, riders have a responsibility to ensure their own safety. Following the rules and common sense offer the best protection.

The following materials will be required:

- chart paper
- markers
- one copy of the Ride Icon Cards (cut into individual cards)

## Teaching / Learning Strategies

Brainstorming

Discussion

## Teaching / Learning

1. Teachers divide the class into five groups.
2. Teachers give each group a Ride Icon Card (provided).
3. Students choose a recorder and a reporter.
4. Students discuss safety rules that apply to riding in the vehicle illustrated.
5. Recorders list rules on chart paper.

### *Sample Safety Rules*

#### Cars

- wear a seatbelt;
- ride in the back seat;
- use a car seat or booster seat if needed;
- keep head, hands and arms inside the vehicle.

#### Bicycles

- wear a bike helmet every time you ride;
- walk your bike across an intersection;
- make sure your bike has a bell or horn and reflective tape.

#### Bus

- stay in your seat when the bus is moving;
- don't distract the bus driver;
- keep head, hands, and arms inside the bus;
- stay in your seat until the bus comes to a complete stop.






6. Reporters post the chart paper and share the rules recorded there.

7. Teachers provide opportunities for additional rules to be added by the class where appropriate.

## **Resources**

Ride Icon Cards

### Ride Icon Cards

 A side-view illustration of a green SUV.	 A colorful cartoon illustration of a yellow school bus on a road, with a sun, trees, and people in the background.	 A cartoon illustration of a red kayak with a person inside, floating on blue water.
 A cartoon illustration of a person wearing a blue shirt and black shorts riding a red bicycle.	 A photograph of a silver metal escalator with white steps, viewed from a low angle looking up.	

## **Subtask Two: Amusement Park Rides**

### **Description**

Students review the safety rules established in Subtask One. Through discussion, they decide which of these rules would also be applicable when riding on amusement park rides. Prior experiences with such rides add additional rules.

### **Expectations**

<b>Grade 2</b>	<b>Grade 3</b>
2e60 • participate in group discussions, demonstrating a sense of when to speak, when to listen, and how much to say;	3e51 • listen to discussions and ask questions to clarify meaning;
2p3 • outline safety rules and safe practices;	3e63 • contribute ideas appropriate to the topic in group discussion and listen to the ideas of others;
2p11 • identify safety rules to be followed in the home, school, and community (e.g., electrical safety, schoolyard rules, bus safety);	3p3 • list safety procedures and practices in the home, school, and community
	3p10 • explain relevant safety procedures (e.g., fire drills, railway-crossing and crosswalk procedures);

### **Groupings**

Students Working As Whole Class

Students Working Individually

### **Teaching / Learning Strategies**

Discussion

Review

### **Teaching / Learning**

1. Teachers ask students to think about a time when they rode on an amusement park ride.

Sample Discussion Questions

*Where did they go on the ride?* (e.g., Canada's Wonderland, a carnival, fair, etc.)

*What rides did they go on?*

*What rides didn't they go on? Why?*

2. Teachers and students review the posted safety rules and decide which rules might also apply to an amusement park ride.
3. Teachers put a check beside rules students select.
4. Teachers call upon individual students to explain how the rule applies in the new situation (i.e., on an amusement ride).

**Rules that apply to Amusement Park Safety** should be similar to the following:

- Keep your body (hands, arms, legs, long hair, etc). inside the ride at all times.
  - Wear the gear provided (e.g., seat belt, shoulder harness, lap bar, chain, etc.).
  - Never release the equipment at any time during the ride.
  - Stay in your seat until the ride comes to a complete stop.
5. Teachers lead a discussion about amusement park rules posted at some rides.

#### Sample Discussion Questions

*Where there any rides that the park operators would not allow you or younger siblings to ride? If so, what rides were these?*

*What was the restriction? (Discussion should include the fact that some rides have height, weight, age restrictions.)*

*Why do you think the operators have that rule? (Height restrictions, for example, may be necessary for some rides because safety restraints on these rides are not adequate for children of a certain height.)*

The following rule should be added:

- Observe age, height and weight restrictions posted.
6. Students record one amusement park safety rule and illustrate it.
  7. Teachers arrange to have their illustrations on display in a public space within the school. This allows messages to be communicated and presented beyond the classroom.