

RideSmart

Amusement Ride Safety

Overview

Task Context

This unit is designed to help teachers give students the knowledge and skills they need to address personal safety and prevent injury on amusement park rides. In the final subtask, students apply information and knowledge and write a storybook incorporating what they have learned in previous subtasks.

Prior Knowledge

Prior to beginning, students in Grades 4, 5, and 6 need to be able to

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

Subtask One: Let's Ride!

Description

Students brainstorm different vehicles they ride in/on to get from place to place.. Working in small groups, they record known safety rules that apply to rides in/on specific vehicles.

Expectations

Grade 4	Grade 5	Grade 6
<p>4p3 • use living skills to address personal safety and injury prevention;</p> <p>4e56 • contribute and work constructively in groups;</p> <p>4e66 • listen to others and stay on topic in group discussion;</p>	<p>5p3 • apply strategies to deal with threats to personal safety (e.g., in response to harassment) and to prevent injury (e.g., from physical assault);</p> <p>5e49 • contribute and work constructively in groups;</p> <p>5e61 • contribute ideas to help solve problems, and listen and respond constructively to the ideas of others when working in a group;</p>	<p>5p3 • use basic prevention and treatment skills (e.g., basic first aid) to help themselves and others;</p> <p>6e48 • ask and answer questions to obtain and clarify information;</p> <p>6e51 • contribute and work constructively in groups;</p>

Groupings

Students Working As Whole Class

Students Work in Small Groups

Notes to Teacher

Amusement ride 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
- masking tape to make blackboard grid described below (#1.)

Teaching / Learning Strategies

Brainstorming

Discussion

Teaching / Learning

1. Teachers use masking tape to mark off a nine square grid on the chalkboard. The word “Rides” appears in the center box. The other boxes are numbered 1-8.
2. Students brainstorm different things they ride on/in to get from place to place.
3. Students categorize as they brainstorm (e.g., truck, van, taxi, etc. would go in the same box as car). See sample grid below.

Sample Blackboard Grid

1. airplane jet	2. boat	3. escalator elevator
4. train subway streetcar	Rides	5. car SUV truck taxi van
6. bicycle motorcycle	7. ATV snowmobile	8. bus coach

4. Teachers divide the class into eight groups and assign each group a box number.
5. Students choose a recorder and a reporter.
6. Students discuss safety rules that apply to riding in/on the vehicles in the box assigned to them.
7. Recorders list rules on chart paper.

Sample Safety Rules

Car

- 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.

Bicycle

- wear a bike helmet every time you ride;
- keep the helmet on your head and done up properly
- 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.

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

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

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

Grade 4	Grade 5	Grade 6
4p3 • use living skills to address personal safety and injury prevention; 4e66 • listen to others and stay on topic in group discussion;	5p3 • apply strategies to deal with threats to personal safety (e.g., in response to harassment) and to prevent injury (e.g., from physical assault);	5p3 • use basic prevention and treatment skills (e.g., basic first aid) to help themselves and others; 6e48 • ask and answer questions to obtain and clarify information;

Groupings

Students Working As Whole Class

Teaching / Learning Strategies

Discussion

Review

Teaching / Learning

1. Students review the safety rules posted from Subtask One.
2. 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?

3. Teachers ask students to look over the posted safety rules and choose those they think would also apply to an amusement park ride.
4. Teachers call upon individual students to put a check beside a rule they think applies and give reasons for that choice.

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 restriction was in force? (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.

Subtask Three: Sharing the Message

Description

Students demonstrate learning by authoring and illustrating a storybook designed to inform others about amusement ride safety. Planning, using a story map, revising, and self-editing strategies are all part of the writing process.

Expectations

Grade 4	Grade 5	Grade 6
<p>4p3 • use living skills to address personal safety and injury prevention;</p> <p>4e66 • listen to others and stay on topic in group discussion;</p>	<p>5p3 • apply strategies to deal with threats to personal safety (e.g., in response to harassment) and to prevent injury (e.g., from physical assault);</p>	<p>5p3 • use basic prevention and treatment skills (e.g., basic first aid) to help themselves and others;</p> <p>6e48 • ask and answer questions to obtain and clarify information;</p>

Groupings

Students Working As Whole Class
Students Working in Pairs

Notes to Teacher

Each pair of students will require a copy of the following:

- Story Map
- Revising and Editing Checklist

Teaching / Learning Strategies

Discussion
Read Aloud
Story Mapping

Assessment Strategies

Self Assessment

Assessment Recording Devices

Checklist

Teaching/Learning

1. Students are told:

You are an author who has been hired by an Amusement Park company to write a story containing ride safety messages.

2. Teachers read a story to the class that delivers a message to the reader about safety. (There should be some available in the school library. e.g., *The Berenstain Bears: The Bike Lesson* ISBN # 0-394-80036-2; *The Berenstain Bears Learn About Strangers*, ISBN # 0-394-87334-3; *Franklin Rides a Bike*, ISBN # 0590693336; etc.).

Discuss what makes this story effective.

3. Teachers ask how the author has introduced the story. What is the complication or problem, and what is the resolution?

Sample Discussion Questions

- How did the author introduce the story.
- What is the problem?
- How is the problem resolved?
- How does the author introduce and give us information about the main characters
- Who is telling the story?
- Was the problem resolved in an acceptable way?
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4. Working with a partner, students retell the story to one another orally. On the board or chart paper, the teacher lists who, what, when, where, problem, resolution. The class fills in the chart together.

5. Teachers discuss features of text and the importance of pictures in a story book.

6. Teachers make a list of criteria for the students to refer to as they plan and write their stories.

Criteria should include:

- Who is the intended audience? (young children, peers, adults)
- Who is going to tell the story?
- Who will the characters be?
- What is the safety message you wish to convey?
- What type of story will you write? (play, fable, fairy tale)
- What illustrations will you include?
- Where and when will the story take place?

Other Items (each class should have a format students are familiar with to assist with spelling, grammar, revising, editing, etc.)

7. Together teachers and students could use the identified criteria to develop a rating scale or rubric for use in assessment of the final storybook.

8. Students work with a partner to brainstorm story ideas.

9. Teachers provide storybooks for students to look at as samples.

10. Working in pairs, students complete the Story Planning worksheet provided to draft their story.

11. Students use a revising and/or editing Checklist to revise and edit their stories. If a familiar format has not been established with students, a sample is provided.

12. Students read their finished stories to a small group of students within the school. Stories could then be donated to the school library.

Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions:

- A scribe might be used;
- a student could produce a picture book with an oral (rather than written) story;
- a student could complete only a first draft ;
- a student could use a computer.

Resources

Story Planning Worksheet

Revising and Editing Checklist

Story Map

Title	
Intended Audience	younger children ___ peers ___ adults ___
Characters	
Safety Message(s)	
Setting where? when?	
Problem	
Solution for the Problem	
Storyline beginning middle ending	

Revising and Editing Checklist (sample)

Put a check mark in appropriate column. An "N" check mark indicates areas that require further revision.

Criteria	Y	N
The title catches the interest of the reader.		
The beginning engages the reader and makes them want to read on.		
Events in the middle of the story connect with those at the beginning.		
The ending logically follows from the rest of the story.		
Safety message(s) conveyed is clear and accurate.		
The problem is evident.		
The problem is resolved by the end of story.		
Illustrations are colourful and appealing to the intended audience.		
Language used suits the intended audience.		
Sentences are varied.		
Spelling, grammar and punctuation are accurate.		