

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 7 and 8 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 7	Grade 8
7e51 • contribute and work constructively in groups;	8e50 • contribute and work constructively in groups;
7e64 • listen and respond constructively to alternative ideas or viewpoints	8e62 • contribute collaboratively in group situations by asking questions and building on the ideas of others;
7e65 • express ideas and opinions confidently but without trying to dominate discussion;	8p14 • analyse situations (e.g., hitchhiking, gang violence, violence in relationships) that are potentially dangerous to personal safety;

Groupings

Students Working As Whole Class

Students Work in Small Groups

Teaching / Learning Strategies

Brainstorming

Discussion

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

Teaching / Learning

1. Teachers divide the class into groups of five. Each group chooses a recorder and a reporter.
2. Teachers ask each group to develop a Web with the word “Rides” in the center.
3. Each group brainstorms different things they ride on/in to get from place to place.
4. Students categorize as they brainstorm (e.g., truck, van, taxi, etc. would go on the same line as car). *See sample Web below.*
5. Teachers ask each group to discuss safety rules that apply to each type of ride.
6. Groups are instructed to record 4 or 5 generic safety rules that apply when riding

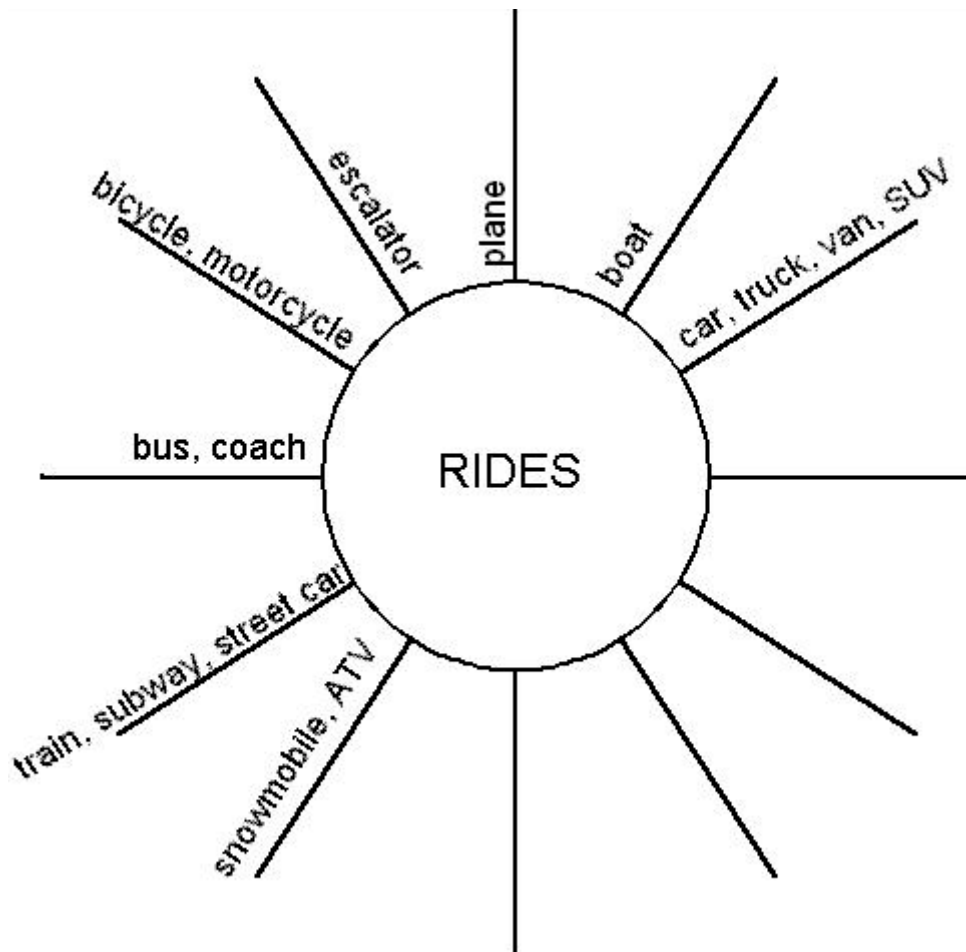
Sample generic safety rules include:

- wear the gear (seatbelt, helmet, PFD, etc.).
 - keep the safety gear on throughout the entire ride.
 - stay in your seat when the ride is moving..
 - keep you body (head, hands, arms, etc.) inside the ride.
 - Stay on the ride until it comes to a complete stop.
7. Reporters post the chart paper and share the rules recorded.
 8. Teachers provide opportunity for discussion and comparison of generic rules.

Resources

Sample Web

Sample Web



Subtask Two: Amusement Park Rides

Description

Students review the generic 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 7	Grade 8
7e64 • listen and respond constructively to alternative ideas or viewpoints	8e62 • contribute collaboratively in group situations by asking questions and building on the ideas of others;
7e65 • express ideas and opinions confidently but without trying to dominate discussion;	8p14 • analyse situations (e.g., hitchhiking, gang violence, violence in relationships) that are potentially dangerous to personal safety;

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?

Which of the generic safety rules would apply?

3. Teachers call upon individual students to explain how selected rules apply to amusement rides.

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

- Keep your hands, arms, legs, long hair, etc. inside the ride at all times.
- Always use safety equipment provided (e.g., seat belt, shoulder harness, lap bar, chain, etc.).
- Remain in the ride until it comes to a complete stop.

4. 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 safety rule should be added:

- Observe age, height and weight restrictions posted.

5. Teachers discuss the importance of using the safety equipment provided throughout the entire ride.

The following safety rule should be added

- Never release the equipment at any time during the ride.

Subtask Three: Sharing the Message

Description

Turning information into messages of prevention develops student awareness and understanding. Making and displaying posters helps pass messages of prevention to younger students within the school.

Expectations

Grade 7	Grade 8
<p>7a35 • produce two- and three-dimensional works of art that communicate a variety of ideas (thoughts, feelings, experiences) for specific purposes and to specific audiences, using appropriate art forms;</p> <p>7a46 • produce two- and three-dimensional works of art (i.e., works involving media and techniques used in drawing, painting, sculpting, printmaking) that communicate a range of thoughts, feelings, and experiences for specific purposes and to specific audiences (e.g., create a mask from “found” materials to celebrate the coming of spring);</p>	<p>8a25 • produce two- and three-dimensional works of art that communicate a variety of ideas (thoughts, feelings, experiences) for specific purposes and to specific audiences, using a variety of art forms</p> <p>8a35 • produce two- and three-dimensional works of art (i.e., works involving media and techniques used in drawing, painting, sculpting, printmaking) that communicate a range of thoughts, feelings, and experiences for specific purposes and to specific audiences (e.g., create an illustration for a children’s book, using pen and ink and watercolour washes);</p>

Groupings

Students Working Individually
Students Working As Whole Class

Teaching / Learning Strategies

Review

Notes to Teacher

Sample posters will be needed.
Each student will require a copy of the Checklist for Poster provided.

Assessment

Students complete a Poster Plan. Teachers assess what has been recorded to check for understanding before beginning the posters.
Guidelines for poster development are listed in Teaching/Learning Part One #4.

Students assess their own poster, using the criteria.
Teachers may also assess posters using same criteria.

Assessment Strategies

Checklist
Self Assessment
Anecdotal Record

Assessment Recording Device

Checklist

Teaching / Learning

Part One: Establishing Criteria

1. Review the Amusement Ride Safety Rules.
2. Students are informed that they have been hired by an Amusement Park company (e.g., Canada's Wonderland) to create posters outlining safe riding rules for young children.
3. Students and teacher discuss the qualities/characteristics of an effective poster while examining several exemplary posters.

The following ideas are provided as a sample of possible criteria for an effective poster.

Selling Point: A successful poster has information that is clear and convincing.

Simplicity: Keep it easy to look at, which means few visual elements as opposed to many.

Unity: This binds the poster together. A border or background colour conveys unity.

Balance: For a poster to have balance, the elements on one side must not overpower those on the other.

Consider size, colour, and shape of the different elements of the poster.

Element of Surprise: Many posters deliver their message by using a larger-than-life clasp, a slanted view of objects, or whatever it takes to get the viewer's attention.

Workmanship: This is the quality of painting or colouring technique, lettering, and other items that make the poster complete.

Audience Appeal: For whom is the poster intended? The message and the words used should appeal to the intended audience.

4. The poster criteria are recorded on chart paper or chalkboard for future reference.

Part Two: Designing Posters

1. Students choose an amusement ride safety rule and use it to make a poster plan.

Encourage creativity.

2. Teachers ask students to choose messages they feel are especially important and to highlight these in their posters

3. Teachers circulate to assess what has been recorded to check for understanding before beginning the posters.

Part Three: Creating Posters

1. The teacher and students prepare for the poster-making art class. Materials (paper, paint, newspapers, brushes, cans of water, paper towels, etc.) are made available/accessible to the class.
2. Students complete their posters.
3. Students complete a self-assessment of their poster, using the criteria identified (Part One #4). A sample checklist is provided or one may be established with student input. The teacher may also wish to include written comments and feedback using the same form.
4. All posters are displayed throughout the room. Students who wish to share their posters may present them to their classmates.
5. Teachers arrange to have the posters on display in a public space within the school. This allows messages to be communicated and presented to younger students.

Adaptations

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

The teacher may use a buddy to help read, give extra time to complete work, and use magazine pictures instead of drawing.

Resources

Checklist for Poster

Checklist for Poster

Give a checkmark if you feel that you have met the criteria.
Provide comments to explain your checkmarks.

Student's name: _____

Criteria	Y	N	Comments
Good Use of Time: Did I use my time well?			
Poster Techniques: Did I use several effective poster techniques?			
Appropriate: Did I communicate an appropriate message via my poster?			
Creative/Original: Did I use original, creative ideas?			
Communication of Ideas: Did I target a specific Audience appropriately?			