

Scary Rides

Focus Questions

Discuss the BTN High story as a class and record the main points of discussion. Students will then respond to the following:

1. Describe how you feel when you go on a thrill ride.
2. In your opinion, what makes a good ride?
3. What biological response occurs when a person detects danger?
4. What are the two almond shaped clusters in our brain called?
5. Which two hormones does our body release when danger is detected?
6. What happens to the body when the hormones are released?
7. Explain the possible advantages of feeling fear.
8. How do you think rides will change in the future?

Activities

- **Brain Function During A Ride:** Create a basic diagram of a brain with an explanation of how the brain reacts to fear. Be sure to label the following and its role:
 - *The Amygdala*
 - *The Hypothalamus*
 - *The Prefrontal Cortex*
 - *The Vestibular Nuclei / Brainstem*
 - *The Nucleus Accumbens*
- **Design your own ride:** In small groups, brainstorm and design a blueprint for a ride. Consider what it would look like including its size and colours, what demographic is it aimed at, and what safety features it would include.
- **Research a ride in the world:** Write an information brochure about it, explaining to your intended audience about its purpose, height, speed etc.
- **List the advantages and disadvantages of the 'fight or flight' response.** Create a 2-column chart listing advantages and disadvantages then write a short paragraph (150-200 words) explaining your overall view: is this response still useful today.

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KEY LEARNING

Students will learn about how our brains process fear.

CURRICULUM

[Mental health and wellbeing](#) – Year 9

[Science](#) - Year 7

[Media Arts](#) – Years 9 and 10

Examples:

[Science, Year 7 \(v9.0\)](#)

[Science, Year 10 \(v9.0\)](#)

[Media Arts - Years 9 and 10 \(v9.0\)](#)