

## Teacher notes

### Unit of work: Using visual and multimodal texts to promote rail safety

#### 1. Overview

The TrackSAFE Education high school resources are designed to help young people learn how to be safe, active, responsible citizens on and around the rail network.

Each unit of work takes a capabilities-based approach to rail safety. We assume that every student has resources within them that can be used to manage safe outcomes for themselves and others on and around the rail network.

The unit of work is designed to be integrated into existing school curriculum programs and provide differentiated materials that:

- identify prior knowledge, skills and/or attitudes;
- help bring in new ideas, relate these ideas and then extend these ideas in ways that make a difference for others; and
- provide feedback on learning through a student self-assessment and an assessment of learning.

A table has been provided at the back of this document to assist you with matching the lessons with the relevant Australian Curriculum content descriptions.



#### Teacher Alert

*Please be aware that this unit may involve the discussion of incidents on the rail network that cause serious injury or death. It is possible there will be students in your class with first-hand experience of such issues, and discretion is advised. It is recommended that students' individual circumstances are taken into account wherever possible.*

## 2. What's included in this unit of work (zip file)

1. Teacher notes
2. Lesson plans x 3
3. Resources
4. Assessments & evaluation
5. Information for parents & carers

1. **Teacher notes** with instructions and suggested learning pathways (this document).

2. **Lesson plans x 3** with differentiated activities for Years 7 & 8 English.

### Lesson 1: Bringing in ideas about visual and multimodal texts

- 1.1 Define terms
- 1.2 Describe a visual or multimodal text used to communicate a message

### Lesson 2: Connecting ideas about visual and multimodal texts

- 2.1 Compare texts used to promote rail safety
- 2.2 Analyse a visual or multimodal text used to promote rail safety

### Lesson 3: Extending ideas about visual and multimodal texts

- 3.1 Create an imaginative, informative and persuasive multimodal text
- 3.2 Justify a claim about the effectiveness of a visual or multimodal text

3. **Resources** which scaffold the learning or provide additional guidance to teachers.

- Media and Multimodal Resources
- Video and Poster Resources
- Question Prompts for Analysing Visual and Multimodal Texts
- Sample Poster (Visual Text) Analysis
- HookED Hexagon Template
- HookED DESCRIBE++ Map

We recommend encouraging students to visit the high school student section of our website [www.tracksafeeducation.com.au/students/high](http://www.tracksafeeducation.com.au/students/high), designed to assist students with research and provide further interaction with the rail safety messages. You will find a variety of Media and Multimodal Resources in the Media Library.

**4. Assessments & evaluation** to analyse how learning occurs, and for us to check that materials are suitable for students and schools.

PDF copies have been provided, and can be sent to us securely via our '[upload assessment records](#)' button. Alternatively all are available to submit directly online via the links below.

Completing and sharing the assessment(s) and evaluation with us is voluntary, so to thank you for your contribution to TrackSAFE Education just [register](#) and we'll send you participation certificates and giveaways for your students.

- [Student self-assessment](#) (Note: teacher will not see results if using online version)

This assessment is both an assessment for learning (formative assessment) and assessment of learning (summative assessment). It is designed to quickly determine students' level of rail safety knowledge and skills prior to; at the end of; and approximately one term after completing a TrackSAFE Education unit of work or lesson. It helps us to see how the lessons impact the students participating.

- [Assessment of learning](#)

This assessment is designed to quickly determine students' level of rail safety knowledge, skills and attitudes. It can be used as an assessment of learning (summative assessment) on completion of a TrackSAFE Education unit of work or lesson. You can complete the assessment based on your observations of the whole class.

- [Program evaluation](#)

Have your say! This 5 minute evaluation is designed to be completed at the end of delivering a whole TrackSAFE Education unit of work. It is voluntary, anonymous, and your participation is gratefully appreciated to help us continually improve our program.

**5. Information for parents and carers** to involve them as part of a whole school approach to rail safety.

- Letter to parents and carers
- Photo/video/student work permission slip

Should you need any guidance with using any component of the unit of work or rail safety learning process, please email us at [info@tracksafeeducation.com.au](mailto:info@tracksafeeducation.com.au) for assistance. You can access our whole range of [resources](#) and read the [FAQs](#) at [tracksafeeducation.com.au](http://tracksafeeducation.com.au).

### 3. Suggested learning pathways

3 to 5+ hours of learning is recommended in order to challenge and extend student thinking and provide opportunities for student action. The guide below is provided to help you plan, and to choose a learning pathway and relevant lessons to suit you and your students. A checklist is provided: you can tick off each task as you go.

<b>Preparation</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read Teacher notes, review and select lessons, resources &amp; assessments.</li> <li><input type="checkbox"/> Schedule the lessons into your program over a number of days or weeks.</li> <li><input type="checkbox"/> Check prior knowledge, skills &amp; attitudes via the <a href="#">student self-assessment</a>.</li> <li><input type="checkbox"/> Book an incursion from one of our <a href="#">partner organisations</a> (optional). <i>(Note: Incursions are not available in all areas and are not related to this unit of work, so can be done at any time before, during or after this unit).</i></li> <li><input type="checkbox"/> Send home permission slips and letter to parents/carers.</li> </ul>		
<b>Suggested timeframe</b>	<b>5+ hour pathway (best)</b>	<b>4+ hour pathway (better)</b>	<b>3+ hour pathway (good)</b>
<b>1<sup>st</sup> hour</b>	Lesson 1.1	Lesson 1.2	Lesson 1.2
<b>2<sup>nd</sup> hour</b>	Lesson 1.2	Lesson 2.2	Lesson 3.1
<b>3<sup>rd</sup> hour</b>	Lesson 2.1	Lesson 3.1 or 3.2	
<b>4<sup>th</sup> hour</b>	Lesson 3.1 or 3.2		
<b>5<sup>th</sup> hour</b>			
<b>On completion</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Check change in knowledge, skills or attitudes via the <a href="#">student self-assessment</a>.</li> <li><input type="checkbox"/> Analyse change via the <a href="#">assessment of learning</a></li> <li><input type="checkbox"/> Use your usual assessment tool to assess within the English curriculum.</li> <li><input type="checkbox"/> Share your thoughts via the <a href="#">program evaluation</a>.</li> <li><input type="checkbox"/> Promote your school's involvement by <a href="#">uploading student work/photos/videos</a>.</li> </ul>		
<b>Follow up</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Check retention of knowledge, skills or attitudes via the <a href="#">student self-assessment</a> (schedule in your calendar for approximately one term after completion).</li> </ul>		

**Key:**

Lessons designed to <b>bring in</b> ideas	Lessons designed to <b>connect</b> ideas	Lessons designed to <b>extend</b> ideas
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#### **4. A note about safety education**

To be successful, school-based safety education needs to scaffold deep understanding. Experts recommend students should be exposed to safety lessons within their normal curriculum over a period of time. Traditional methods of teaching safety to students, such as industry or teacher-led presentations; one-off lessons; providing information or short videos in isolation; or using scare tactics are for the most part ineffective in that they do not affect young people's long-term attitudes and behaviours towards safety (Rafferty and Wundersitz, 2011; McKenna, 2010).

The design of this program is based on the most recent research and understanding on how students learn and the most effective pedagogies in safety related teaching and learning (Chamberlain and Hook 2013). For more information as well as a comprehensive reference list, see [‘why teach rail safety’](#).

#### **5. Promote your school's involvement**

To promote your school's involvement with TrackSAFE Education, and to help us to let other teachers know about our resources, you can send us photos and videos of your students doing our lessons, or even samples of their work. We can showcase your school and your students' achievements on our website, newsletter or social media.\*

Promoting your school's involvement is voluntary, so to thank you for your contribution to TrackSAFE Education we'll send you participation certificates and giveaways for your students: just register on our [feedback and giveaways](#) page.

Click on our secure [‘upload student work’](#) button to send us your files. You can even send them to us a whole class at a time - just create a .zip file before uploading.

You can provide student work in any of the following file types:

- Document (.pdf or .doc) e.g. scanned creative writing task; scanned hand drawn poster/booklet; report; letter
- Image (.jpg or .gif) e.g. photos of students holding up their work; photo taken by a student; photo of art piece or drama action shot
- Video clip (.mov or .mp4) e.g. student produced movie; video of students acting a drama piece
- Audio clip (.wmv or .mp3) e.g. recording of song; speech; reading task

Remember to include your school name and each student's first name in the file name so we can attribute their work to them or write a caption.

*\*Please note: It is your responsibility to ensure you have parental consent to capture and share images of your students and their work. We have provided a permission slip to assist you with seeking parental consent. No records or liability will be held by TrackSAFE.*

## 6. Australian Curriculum: English F-10 Content Descriptions

Strand and sub-strand	Content descriptions	Elaborations and links to lessons
<b>Language:</b> Language for interaction	Year 7: Understand how language is used to evaluate texts and how evaluations about text can be substantiated by reference to text and other sources ( <a href="#">ACELA1782</a> )	Building a knowledge base about words of evaluation of visual and multimodal texts about rail safety. <b>(Lessons 1.1, 1.2)</b>
	Year 8: Understand how rhetorical devices are used to persuade and how different layers of meaning are developed through the use of metaphor, irony and parody ( <a href="#">ACELA1542</a> )	N/A
<b>Language:</b> Expressing and developing ideas	Year 7: Analyse how point of view is generated in visual texts by means of choices, for example, gaze, angle and social distance ( <a href="#">ACELA1764</a> )	Comparing how different visual and multimodal texts use visual elements to communicate the same message about rail safety. <b>(Lesson 2.1)</b>
	Year 8: Investigate how visual and multimodal texts allude to or draw on other texts or images to enhance and layer meaning ( <a href="#">ACELA1548</a> )	Analysing the relationship between visual elements and text in non-fiction rail safety visual texts. <b>(Lesson 2.2)</b>
<b>Literacy:</b> Interacting with others	Year 7: Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to promote a point of view or enable a new way of seeing ( <a href="#">ACELY1720</a> )	Delivering a presentation about the creation of a multimodal text that expresses views and values about rail safety education. <b>(Lesson 3.2)</b>
	Year 8: Plan, rehearse and deliver presentations, selecting and sequencing appropriate content, including multimodal elements, to reflect a diversity of viewpoints ( <a href="#">ACELY1731</a> )	Delivering a presentation about the creation of a multimodal text that expresses diverse views and values about rail safety education. <b>(Lesson 3.2)</b>

Strand and sub-strand	Content descriptions	Elaborations and links to lessons
<b>Literacy:</b> Interpreting, analysing and evaluating	Year 7: Compare the text structures and language features of multimodal texts, explaining how they combine to influence audiences ( <a href="#">ACELY1724</a> )	Comparing the text structures and language features of multimodal rail safety texts, explaining how they combine to influence audiences. <b>(Lesson 2.1)</b>
	Year 8: Explore and explain the ways authors combine different modes and media in creating texts, and the impact of these choices on the viewer/listener ( <a href="#">ACELY1735</a> )	N/A
<b>Literacy:</b> Creating texts	Year 7: Plan, draft and publish imaginative, informative and persuasive texts selecting aspects of subject matter and particular language, visual and audio features to convey information and ideas ( <a href="#">ACELY1725</a> )	Preparing a presentation combining print, visual and audio elements to explore and interpret ideas, drawing on knowledge and research about rail safety. <b>(Lesson 3.1)</b>
	Year 8: Create imaginative, informative and persuasive texts that raise issues, report events, and advance opinions, using deliberate language and textual choices, and including digital elements as appropriate ( <a href="#">ACELY1736</a> )	Creating a persuasive text to raise an issue and advance an opinion about the rail safety of young people in the local community. <b>(Lesson 3.1)</b>

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