

Teacher Notes

English Teaching and Learning

This unit of work is a three lesson sequence designed using the Australian Curriculum: English Foundation to Year 10. It aims to develop students' understanding and usage of subject specific vocabulary associated with TrackSAFE actions and to develop effectiveness with a range of spelling strategies.

Students will develop and practise skills in producing and editing procedures and providing feedback to others so they can improve their writing in this text type. The students will create a safety slogan for a target audience of their choice, exploring vocabulary selection and rhyme.

It is intended that these lessons are used in the writing block of English teaching. It is recommended that teachers incorporate where possible reading materials that will support the use of TrackSAFE vocabulary through choice of appropriate shared and guided reading texts in their reading blocks.

Teachers of students with disability should adjust the following learning sequence and/or use appropriate learning activities included in other year levels' sequences to ensure that the learning is meaningful for their students' individual needs, strengths and interests. Further information is available in *Student Diversity and the Australian Curriculum Advice for principals, schools and teachers*. <http://www.australiancurriculum.edu.au/StudentDiversity/Students-with-disability>

School proximity to trains and tracks, and student experiences will be varied. The TrackSAFE Education photos and video provided on our [student site](#) will allow teachers to extend and enrich lessons where a visual cue is needed. A glossary of terms has been provided. Teachers should be aware that infrastructure can vary across Australia, so a variety of images are available. The basic elements are consistent with the exception of platform line colour in South Australia. South Australian teachers should refer to the 'white line' whenever 'yellow line' is mentioned.

Teachers can use The Arts unit of work on its own, or following the English unit of work. These are dynamic lessons designed to draw out students' creativity once they have sufficient TrackSAFE vocabulary. This will be particularly valuable when catering for the different student learning styles within each classroom.

In some activities, students may be required to source information and images from internet searches. It is important to remind them of their obligations with regard to copyright and where they can source copyright free materials eg Creative Commons <http://creativecommons.org.au/>.

Assessment – English

Lessons have been designed for teachers to be able to assess their students' achievement standards using the Australian Curriculum: English Foundation to Year 10. Opportunities for assessment of learning throughout the week's lessons will assist teachers in reporting progress and achievement of students.

Australian Curriculum: English F-10 Applicable Content Descriptors

Year 3

Language: *Language for interaction*

- Examine how evaluative language can be varied to be more or less forceful ([ACELA1477](#))

Language: *Text structure and organisation*

- Understand how different types of texts vary in use of language choices, depending on their purpose and context (for example, tense and types of sentences) ([ACELA1478](#))

Language: *Expressing and developing ideas*

- Understand that verbs represent different processes, for example doing, thinking, saying, and relating and that these processes are anchored in time through tense ([ACELA1482](#))
- Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs ([ACELA1484](#))

Language: *Phonics and word knowledge*

- Know how to use common prefixes and suffixes, and generalisations for adding a suffix to a base word ([ACELA1827](#))

Literacy: *Interpreting, analysing, evaluating*

- Identify the audience and purpose of imaginative, informative and persuasive texts ([ACELY1678](#))

Literacy: *Creating texts*

- Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose ([ACELY1682](#))
- Re-read and edit texts for meaning, appropriate structure, grammatical choices and punctuation ([ACELY1683](#))
- Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements ([ACELY1685](#))

Year 4

Language: *Text structure and organisation*

- Understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience ([ACELA1490](#))
- Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives ([ACELA1491](#))

Language: *Expressing and developing ideas*

- Explore the effect of choices when framing an image, placement of elements in the image, and salience on composition of still and moving images in a range of types of texts ([ACELA1496](#))
- Incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research ([ACELA1498](#))

Language: *Phonics and word knowledge*

- Understand how to use phonic knowledge to read and write multisyllabic words with more complex letter combinations, including a variety of vowel sounds and known prefixes and suffixes ([ACELA1828](#))

Literacy: *Interpreting, analysing, evaluating*

- Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text ([ACELY1690](#))

Literacy: *Creating texts*

- Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features ([ACELY1694](#))
- Re-read and edit for meaning by adding, deleting or moving words or word groups to improve content and structure ([ACELY1695](#))
- Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements ([ACELY1697](#))

TrackSAFE Aims For This Unit of Work

The aim of this unit of work is for students to learn and engage in meaningful English lessons with a train and track safety focus.

For all students, from those who have regular exposure to trains or tracks, to those who have no exposure to trains or tracks at all, it is important to learn and practise rail safety actions. All students should be well prepared so they know what to do to keep themselves safe around train tracks and why these safety actions are so important.

Students of this age and stage of development should be supervised by an adult at all times when around train tracks, whether on a platform or pedestrian level crossing. They should be able to walk independently and be able to demonstrate where the safe places to walk and stand are, but may need to be given occasional prompts from the supervising adult about safe places to walk and stand (e.g. behind the yellow line). They should be able to competently demonstrate the procedure for crossing at a pedestrian level crossing (STOP, LOOK, LISTEN, THINK). Supervising adults should be aware that sudden occurrences may cause a student to act impulsively without consideration of the safety consequences, for example a dropped ball or other item onto tracks may cause the student to attempt to retrieve it. Procedures for how to manage these occurrences should be reinforced (e.g. ask for help from staff, press the emergency help button).

TrackSAFE Outcomes

By the end of this unit of work, students should be able to:

- identify and describe the physical elements of the train network (pedestrian level crossing, train tracks, platform etc.) and their purpose
- describe how adults keep us safe near trains or train tracks, and why they do those things
- describe what they themselves need to do to stay safe on the train network, and why they need to do those things
- teach others how to stay safe near trains and tracks

Assessment of TrackSAFE Outcomes

Whilst the learning activities in this unit of work are focussed on the English achievement standards, it has ultimately been developed specifically to improve students' knowledge, skills and attitudes around train and track safety.

Measuring change in student understanding, skills, and attitudes against the TrackSAFE Outcomes will help you to track student progress and assess the benefits of completing this unit of work in your classroom from a train and track safety perspective.

Lesson 1: Words of safety

Please refer to teacher notes for a list of the English Curriculum links

TrackSAFE outcomes of this lesson

Students should be able to:

- **Identify** the physical elements of the train network (pedestrian level crossing, train tracks, platform etc.).
- **Describe** the physical elements of the train network (pedestrian level crossing, train tracks, platform etc.).

1.0 Whole class learning session (30mins)

Vocabulary

Preparation/resources: Electronic whiteboard or whiteboard; copies of a selection of photos (see Media Library on the [student website](#)); blank flashcards

Introduce the topic of safety near train tracks.

- **Establish** what the students already know about the topic, their past experience and exposure to train tracks and their understanding of safety procedures.
- **List** any TrackSAFE actions that come up through student contributions and write these where all can see.
- **Show** students some photos from the Media Library on the [student website](#). Note: You can substitute these photos with photos taken in your local community.
- **Discuss** what can be seen in the photos, encouraging the use of correct terminology (see Glossary). For example, discuss the physical elements seen, encouraging students to note similarities and differences in the infrastructure and the safety features.
- **Set up** a display area for vocabulary for use in this week's writing.
- **Narrow** the vocabulary search to their interactions with train tracks (platform, pedestrian level crossing, and level crossing).
- **Provide** blank flash cards and have space on a display wall to run the alphabet horizontally across the top.
- **Brainstorm** TrackSAFE vocabulary, write each word suggested on a flashcard and ask students to place each under its initial letter.
- **Prompt** to ensure student suggestions are varied and include the vocabulary of physical structures, safety features, safety measures, verbs (e.g. stop, approach, check, slow, look, listen, think, wait.) and adjectives (e.g. cautious, careful, watchful.).
- **Create** a living display by adding vocabulary during the week as other words are discovered.

Activities

You can allocate the following activities to groups according to student learning needs.

You can also allow students to choose one or more activities themselves. All activities provide guidance to students so they can be completed independently. These can be read to the groups if not appropriate to their reading level.

Activities are designed so that students can complete their chosen activity within a one hour lesson. Each group can be working on different activities at the same time, or choose to do the same activity.

Activity 1.1 Sorting verbs (30mins)

Preparation/resources: Stickers or highlighter pens, writing materials

Develop a learning intention and success criteria for sorting verbs by their structure and common letter combinations.

Ask students to:

- **Highlight** the flashcards in the vocabulary list that are verbs.
- **Categorise** the verbs by their structure (those ending in 'e', ending in 'ing' etc.) and their common letter combinations.
- **Write** the list of verbs.

Provide opportunities for drafting, proof reading, conferencing, and publishing.

Extension: Ask students to come up with a different way of sorting the verbs and explain the categories they have chosen.

Activity 1.2 Identifying and labelling (30mins)

Preparation/resources: Photos of pedestrian level crossings or platforms (see Media Library on the [student website](#))

Develop a learning intention and success criteria for labelling photos using a vocabulary list.

Ask students to:

- **Identify** all the parts of the photos.
- **Label** the parts of the photo using the class vocabulary list.

Provide opportunities for drafting, proof reading, conferencing, and publishing.

Note: You can alternatively use photos taken in your local community.

Extension

Ask students to think of new words they could use to label the photos. Encourage them to have a go at writing the new word before checking with another student to see if it is correct.

These new words can be added to the class vocabulary display.

Activity 1.3 Finding words from base words (30mins)

Preparation/resources: Writing materials

Develop a learning intention and success criteria for finding words from base words.

Ask students to:

- **Find** words that can be made from the letters in a base word from the TrackSAFE vocabulary list.
- **Write** the new word followed by the base word, e.g. tracks – track.

Provide opportunities for drafting, proof reading, conferencing, and publishing.

Extension: Make new words by adding letters to the base words, e.g., tracked, tracking.

Lesson 2: Helping others stay safe

Please refer to teacher notes for a list of the English Curriculum links

TrackSAFE outcomes of this lesson

Students should be able to:

- **Describe** what they themselves need to do to stay safe on the train network.
- **Explain** why they need to do those things.

2.0 Whole class learning session (20mins)

Modelled writing (writing procedures)

Preparation/resources: Electronic whiteboard, whiteboard or chart.

Develop a learning intention and success criteria for writing procedures.

Model writing a procedure:

- **Identify** the audience for your writing - talk briefly about the audience for your writing and explain you are going to write a procedure for friends to follow.
- **Identify** the context for the procedural writing.

Explain that your friends are walking from your house to the train station. You are worried about them because they have not visited you before, do not know the area and are inexperienced with using the pedestrian level crossing near your house. You can show the route your friends will follow using Google Maps: <https://maps.google.com/maps>

- **Share** photographs of the TrackSAFE actions you use (when walking to the station) and want to share with your friends.
- **Order** the photos.
- **Use** the photos to make a list the important TrackSAFE actions you want to include in the procedure for your friends to follow.
- **Explain** why it will be important for your friends to follow these actions.

- **Refer** to the structure of the writing as it is being developed.
 - **A title** – to tell the audience what the procedure is for.
 - **An aim** – to explain the intention or purpose of the procedure. If you make the aim unclear you can go back to it to demonstrate editing.
 - **A series of instructions** - talk about the things you do to walk to the station.
Note: Add these in any order so that you can go back and order them correctly with the students' input. Omit a verb at the start of some instructions so you can go back and edit to correct this.
 - **A closing statement** – summarising the purpose of the instructions.
- **Reflect** on how well your writing meets the success criteria and identify any next steps.
For example, check that the order of the instructions is correct and that all the instructions begin with a verb.
- **Review** the TrackSAFE actions included in the procedure so they are reinforced.

Model drafting, proof reading, conferencing, and if desired, publishing.

Activity

The following activity is designed as a whole class activity.

Activity 2.1 Writing procedures (40mins)

Preparation/resources: Writing materials

Develop a learning intention and success criteria for writing procedures.

Ask students to:

- **Write** a simple TrackSAFE procedure for arriving at a station and waiting on the platform for a train. The procedure should include at least 4 steps. They should not include a title or introduction.
- **Share** their procedure with another student.
- **Read** their partners' procedure.
- **Check** the procedures against the success criteria.
- **Provide feedback** to each other on the clarity of the instructions. Students can ask:
 - *Would I know what to do if I read this procedure?*
 - *Would I know why I am doing it?*

Note: If the student reader cannot identify what the procedure is about, the instructions require additional explanation and direction.

- **Collaborate** to:
 - **Improve** the clarity and effectiveness of both written procedures.
 - **Write** a title and introduction for each procedure.

Provide opportunities for drafting, proof reading, conferencing, and publishing.

Extension: Pair up with a different student and repeat the feedback and editing process.

Lesson 3: Spreading safety around

Please refer to teacher notes for a list of the English Curriculum links

TrackSAFE outcomes of this lesson

Students should be able to:

- **Describe** what they themselves need to do to stay safe on the train network.
- **Explain** why they need to do those things.
- **Teach** others how to stay safe near trains and tracks.

3.0 Whole class learning session (20mins)

Shared writing (editing procedures)

Preparation/resources: Resource 1 displayed on electronic whiteboard or copied onto whiteboard.

Note: This procedure is provided in an editable format to allow you to adapt to suit your students' needs and local context.

Develop a learning intention and success criteria for editing a written procedure.

Show Resource 1.

- **Explain** that this draft procedure has some steps that are out of order, and although the steps all begin with verbs, the verbs are a mix of correct and incorrect tenses. This is to allow the modelling of editing.
- **Read** the procedure aloud.
- **Demonstrate** your process for editing.
- **Read** aloud again.
- **Explain** that you are checking that the steps start with a verb – but that something doesn't sound quite right.
- **Ask** students to help you establish what the problem and how it can be fixed.
- **Fix** the tense of the verbs.
- **Read** aloud again.
- **Explain** that something is still not right and you are checking if you have the steps in the right order.
- **Ask** students to help you establish what the problem is with the order - and how it may be fixed.
- **Fix** the steps that are out of order.

Model opportunities for drafting, proof reading, conferencing, and publishing.

Extension: Look to the collection of verbs in the TrackSAFE vocabulary flash card collection. Discuss the tense of the verbs. Write a version of all the verbs that are appropriate for use in writing procedures, e.g., running – add run, waiting – add wait. Make this a separate list.

Activities

You can allocate the following activities to groups according to student learning needs.

You can also allow students to choose one or more activities themselves. All activities provide guidance to students so they can be completed independently. These can be read to the groups if not appropriate to their reading level.

Activities are designed so that students can complete their chosen activity within a one hour lesson. Each group can be working on different activities at the same time, or choose to do the same activity.

Activity 3.1 Writing and editing instructions (40mins)

Preparation/resources: Photos of pedestrian level crossings or local photos (see Media Library on [student website](#)); writing materials and scissors; computers/tablets with flow charting/sequencing/editing/graphic software or internet access (optional).

Develop a learning intention and success criteria for writing instructions.

Ask students to choose a photo of a pedestrian level crossing, then:

- **Write** draft instructions on sentence strips to tell other students how to stay safe when using a pedestrian level crossing.
- **Check** that each instruction starts with a verb.
- **Arrange and re-arrange** the sentence strips into a logical order.
- **Share** the sentence strips with another student and get feedback on how the content and the order of the instructions can be improved.
- **Edit** the draft sentence strips in response to the feedback.
- **Add** a heading to the sentence strips

This activity could also be done using flow charting and sequencing software such as:

- MS Word – insert charts
- MS PowerPoint: Insert sequence chart.
- Gliffy: <http://www.gliffy.com/>
- Kidspiration: <http://www.inspiration.com/Kidspiration>
- Inspiration: <http://www.inspiration.com/>

If time permits, pair students differently and repeat the feedback and editing process

Provide opportunities for drafting, proof reading, conferencing, and publishing.

Extension

Ask students to choose a photo from the photos of pedestrian level crossings to match their instructions.

They may prefer to go with an adult to visit a local crossing in their community and take their own photos.

Add the instructions to the photo and use a computer program to create a chart or poster to display at school or in the local community.

Online graphic programs suitable for poster design include:

- Tux Paint: <http://www.tuxpaint.org/>
- Draw.To: <http://draw.to/new>
- ABCya Paint: http://www.abcya.com/abcya_paint.htm
- timtim: <http://www.timtim.com/coloring/drawing/>
- Crayola Digi Colour: http://www2.crayola.com/coloring_application/index.cfm
- One Motion: <http://www.onemotion.com/flash/sketch-paint/>
- Kerpoof: <http://www.kerpoof.com/#/activity/draw>
- Glogster: <http://www.glogster.com/>

Activity 3.2 Writing a procedure – platform safety (40mins)

Preparation/resources: Copy of or display of scenario on a whiteboard or electronic whiteboard; writing materials.

Develop a learning intention and success criteria for writing a procedure.

Provide students with the following scenario and ask them to follow the instructions:

Imagine you have to help someone who has never been on a station platform or seen a train before. You have to keep them safe between arriving at the station, and when the train stops to pick up passengers. This person doesn't know where the yellow line is and doesn't even know what one looks like. They think you might be teasing them and exaggerating how big trains are and how fast trains travel.

- **Write** a draft procedure with instructions to tell this person what to do to stay safe. To do this:
 - Fold a piece of writing paper in half (or if using a computer, create a table with two columns).
 - Identify the steps the person should follow in the left hand column.
 - Identify the reasons why each step is important for safety in the right hand column.
- **Share** the instructions with another student and ask for feedback against the success criteria.
- **Publish** the writing using word processing software.

Provide opportunities for drafting, proof reading, conferencing, and publishing.

Extension: Students can develop their own scenario for a group of people who might need instructions to stay safe. Choose a different context. Share this scenario with the class.

Activity 3.3 Writing a procedure – track safety (40mins)

Preparation/resources: Copy of or display of scenario on a whiteboard or electronic whiteboard; writing materials.

Develop a learning intention and success criteria for writing a procedure.

Provide students with the following scenario and ask them to follow the instructions:

Imagine that your aunt, uncle and your cousins (aged 3 and 5 years of age) move to the country to a large property. You visit them and find that an unfenced single train tracks run through one of the paddocks near their house. What dangers can you predict for your cousins? What would you like your aunt and uncle to teach your cousins and why?

- **Write** a draft procedure with the instructions you would like your aunt and uncle to share with your cousins to help keep them safe. To do this:
 - **Fold** a piece of writing paper in half (or if using a computer, create a table with two columns).
 - **Identify** the steps your cousins should follow in the left hand column.
 - **Identify** the reasons why each step is important for their safety in the right hand column.
- **Share** the instructions with another student and ask for feedback against the success criteria.
- **Publish** the writing using word processing software.

Extension: Create a poster of the instructions that your aunt and uncle could stick up in your cousins' bedroom.

Provide opportunities for drafting, proof reading, conferencing, and publishing.

Online graphic programs suitable for poster design include:

- Tux Paint: <http://www.tuxpaint.org/>
- Draw.To: <http://draw.to/new>
- ABCya Paint: http://www.abcya.com/abcya_paint.htm
- timtim: <http://www.timtim.com/coloring/drawing/>
- Crayola Digi Colour: http://www2.crayola.com/coloring_application/index.cfm
- One Motion: <http://www.onemotion.com/flash/sketch-paint/>
- Kerpoof: <http://www.kerpoof.com/#/activity/draw>
- Glogster: <http://www.glogster.com/>

Lesson 4: Safety is catchy

Please refer to teacher notes for a list of the English Curriculum links

TrackSAFE outcomes of this lesson

Students should be able to:

- **Teach** others how to stay safe near trains and tracks

4.0 Whole class learning session (20mins)

Creating a slogan

Preparation/resources: Resource 2 displayed on electronic whiteboard/projector.

Note: You can edit this to add your own suitable to your local context.

Develop a learning intention and success criteria for creating a slogan.

- **Display** a variety of safety messages (slogans) promoting behaviour change or reinforcing desired behaviour. Resource 2 provides a sample for use on an interactive whiteboard/projector. Many more safety messages are available through an internet search. For example search Pintrest: <http://www.pinterest.com/> or Google Image search for rail safety posters. Take care to choose messages that reinforce desired behaviours. Avoid fear based messages.
- **Discuss** the examples in terms of:
 - Message – what is the slogan telling us?
 - Audience – who is this message for?
 - Choice of vocabulary – what is common to most slogans? Is there rhyme/word play?
 - Visual design – how does it support the message?
- **Model** creating a slogan to promote safety near unfenced train tracks. Work through a method:
 - **Talk** about the message you wish to promote.
 - **Identify** the audience for your message – who is at risk around trains and tracks?
 - **Select** important vocabulary and
 - **Create** a succinct and meaningful slogan.
 - **Choose** a simple visual design.
 - **Apply** the message to the design

- **Seek** feedback on your message
 - **Refine** the message, verbalising your decisions about the choices you make.
- Ask students to:
 - Identify who is at risk in three different places in the students' local community around train tracks, pedestrian level crossings and on train platforms.
- **Label** three large sheets of newspaper with the three places (use images and/or words).
- **Stick** the three papers in different spots around the classroom
- **Give** each student nine post-it notes (3 per place) and ask students to:
 - **Describe** (through drawing or text) three members of their community who would be at risk in each of these settings on the post-it notes
e.g. train platform – teenagers doing dares, people in crowds, and adults with children in strollers)
 - **Place** the post-it notes on the appropriate pages.

Activity

The following activity is designed as a whole class activity.

Activity 4.1 Communicating a meaningful message (40mins)

Preparation/resources: Writing and art materials; computers/tablets visual design software or internet access (optional).

Develop learning intentions and success criteria for writing a slogan and creating a complementary logo.

Ask students to work in pairs to write a TrackSAFE slogan and then create a logo to support it.

Ask students to:

- **Identify** a group of people in the local community who are at risk when they are interacting with the rail network. For example, people unable to read signs, someone whose attitude to safety could be more positive, people who are distracted, people who are tired.
 - **Describe** the group.
 - **Explain** why these people are at risk around trains and tracks.
- **Identify** the message you want to convey to this at-risk group
 - **Describe** the message.
 - **Explain** why this message might change peoples' knowledge, skills, attitudes and/or behaviours.
- **Create** a message (slogan)
 - **Identify** powerful vocabulary to use in the message. For example use words from the class TrackSAFE vocabulary display. Note: When new vocabulary is required you can add this to the display.
 - **Draft** a message.
 - **Refine** this message to make a slogan.
 - **Reflect** on how well the slogan meets the success criteria.
 - **Use** feedback to refine the slogan.
- **Create** a visual design for the slogan.

Provide opportunities for drafting, proof reading, conferencing, and publishing when creating the slogan and the visual design.

Graphic programs suitable for visual design include:

- MS PowerPoint
- Tux Paint: <http://www.tuxpaint.org/>
- Draw.To: <http://draw.to/new>
- ABCya Paint: http://www.abcya.com/abcya_paint.htm
- timtim: <http://www.timtim.com/coloring/drawing/>
- Crayola Digi Colour: http://www2.crayola.com/coloring_application/index.cfm
- One Motion: <http://www.onemotion.com/flash/sketch-paint/>
- Kerpoof: <http://www.kerpoof.com/#/activity/draw>
- Glogster: <http://www.glogster.com/>

Word cloud generators suitable for visual design include:

- Wordle: <http://www.wordle.net/>
- Tagul: <http://www.Tagul.com>
- Make Word Mosaic: http://www.imagechef.com/ic/word_mosaic/
- Word Sift: <http://www.wordsift.com/>

4.2 Whole class sharing (15mins)

Presenting, explaining and justifying word and design choices

Preparation/resources: None

Ask students to share their safety messages.

Allow students to explain their choice of slogan (vocabulary, rhyme etc.), its target audience and the elements of the visual design.

Insert and or embed the slogans in a class blog or wiki.

Print the slogans as flyers and encourage students to share these at home.

Lesson 5: Putting procedures in context

Please refer to teacher notes for a list of the English Curriculum links

TrackSAFE outcomes of this lesson

Students should be able to:

- **Identify** the physical elements of the train network (pedestrian level crossing, train tracks, platform etc.)
- **Describe** the physical elements of the train network (pedestrian level crossing, train tracks, platform etc.)
- **Explain** the purpose of the physical elements of the train network (pedestrian level crossing, train tracks, platform etc.)
- **Teach** others how to stay safe near trains and tracks

5.0 Whole class learning activity/assessment task (60mins)

Preparation/resources: Student guidelines printed or displayed on electronic whiteboard/projector

The following activity is designed as a whole class activity. It can be used either as a learning activity or an assessment task.

Print or display the following guidelines for students to follow.

Write a procedure for another student to follow so they can keep themselves safe near train tracks.

This procedure should contain all the steps needed to ensure that the person is safe while crossing at a pedestrian level crossing at a location of your choice.

In your introduction to the procedure, incorporate a slogan – you can choose from the ones created by students in your class. Make sure that your instructions include clear descriptions of the physical elements of the crossing. Explain what the risks may be for the person and why they should follow the procedure.

Test your procedure by recreating the pedestrian level crossing in the playground (e.g. by using chalk or tape on the ground) and asking a partner to follow your written procedure.

Ask your partner to read the procedure aloud while following the steps. Observe them and ask questions if necessary. Edit your procedure if your partner doesn't do things in the order or way you intended.

Swap roles to help your partner test their procedure.

The procedures (and the slogans and logos) can be used to communicate TrackSAFE messages to the wider school community.

The students might have ideas for how to do this. Options might include:

- Presenting at school assemblies
- Presenting in a junior class as preparation for a walking excursion
- Publishing in the school or local newsletter
- Creating a storyboard with each step of the procedure illustrated
- Printing onto T-shirts, coffee mugs or stationery
- Recreating the procedural writing as a comic strip
- Making instructional fridge magnets
- Creating pop up street theatre in the playground
- Creating an online book
- Self-publishing a book for sale to the local community
- Releasing the slogan as a marketing jingle or rap
- Writing a community blog – kids keeping kids safe around trains and tracks
- Acting out and filming for uploading to the school website and the [feedback and giveaways](#) page of the TrackSAFE Education website.

This is an example of a procedure for use in the whole class teaching session in Lesson 3. Feel free to add any steps relevant to your students and local environment. This procedure has some steps that are out of order and some verb tenses are incorrect to allow the practising of editing techniques.

This procedure is written for people who are about to cross train tracks at a pedestrian level crossing. It's important they follow this procedure as it contains essential TrackSAFE actions that will get them safely across to the other side of the train tracks.

1. Walk, don't run across the train tracks, keeping between the double yellow lines.
2. Holding on tightly to anything you might drop.
3. Stop and wait patiently if the pedestrian gate is closed.
4. Looking for things that tell you a train is coming like lights, or a closed pedestrian gate.
5. Think about whether it is safe to cross.
6. Look both ways to see if trains are coming.
7. Listening for noises that tell you a train is coming like bells or trains on the train tracks.
8. Stopping behind the yellow line to give you time to check for trains


Everyone should follow this procedure and should always remember to STOP, LOOK, LISTEN, THINK because being safe around train tracks is very important.






**DON'T BE A BIRDBRAIN
WORK SAFE, BE SAFE**



This is a teacher reference to introduce the terminology used throughout the TrackSAFE Education lessons, and vocabulary which may be introduced through students' own investigations and enquiries. Words are listed in alphabetical order.

Word or phrase	Meaning	What it can look like <small>* Varies state to state</small>
Ballast	Rocks around the tracks and sleepers which help support the weight and vibrations of the train.	

Word or phrase	Meaning	What it can look like *Varies state to state
Emergency Help button	<p>A designated button which calls using a direct line to an officer who can speak directly to the person requiring help, ask questions and call for assistance from emergency services. Located on most train station platforms across Australia. Often linked to a CCTV camera which activates on button press.</p> <p>Should be used in emergencies to ask for help from:</p> <ul style="list-style-type: none"> • Ambulance – e.g. sick or injured person • Police – e.g. when feeling unsafe due to being followed, a fight • Fire service – e.g. fire at station or surrounding area • Train control – e.g. to warn of potential fatal incident such as person on tracks • Similarly to the misuse of Triple Zero (000), penalties can apply for misuse. 	 

Word or phrase	Meaning	What it can look like <small>* Varies state to state</small>
Gap	<p>The space between a train and a platform which can vary in size, Variations exist, depending on the curve of the platform, the location of the carriage (end or middle of platform) and the make of train.</p> <p>The safety message 'Mind the gap' is often used to help prevent injuries from people falling into the gap.</p>	


Level Crossing





A designated area on the road designed for vehicles to cross train tracks. Level crossing users are protected by a combination of one or more of the following safety features:



- Road sign (Railway Crossing)
- Stop/give way sign
- Stop line
- Warning lights (flashing)
- Warning bells (ringing)
- Boom gate
- Barrier/flag person
- No safety features (usually on private property e.g. farm)



Can be separate or adjacent to a pedestrian level crossing.


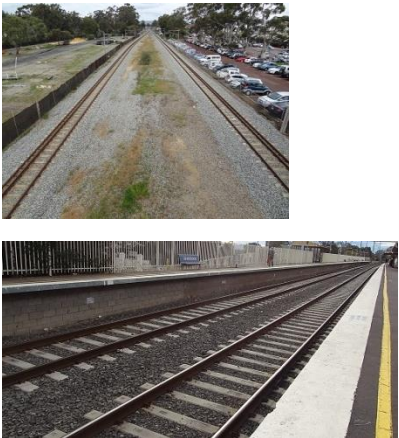



Word or phrase	Meaning	What it can look like *Varies state to state
Overhead power lines	<p>High voltage electrical wires which power electric trains. Highly dangerous due to the high voltage levels – can be between 1500V DC and 25 kV AC.</p> <p>Also known as overhead wires.</p>	

Word or phrase	Meaning	What it can look like *Varies state to state
Pedestrian Level Crossing	<p>A designated crossing area designed for use by pedestrians to cross train tracks. Pedestrian level crossing users are protected by a combination of one or more of the following safety features:</p> <ul style="list-style-type: none"> • Road sign (Railway Crossing) • Other warning signs (e.g. DO NOT CROSS WHILE LIGHTS ARE DISPLAYED OR ALARM SOUNDING) • Warning lights (flashing) • Warning red man lights (flashing) • Warning bells (ringing) • Gate, boom gate or other barrier • Maze (to make people look left and right) • Stop line • Double lines to walk between • No safety features (usually on private property e.g. farm) <p>Can be separate or adjacent to a level crossing.</p>	   

Word or phrase	Meaning	What it can look like *Varies state to state
Platform	A place for train passengers to stand while waiting for the train, which is at the same height as the train's floor area. Can be above ground or underground. Can be covered or open. Often features a slight slope towards the tracks to allow for water runoff.	
Signals	Lights which tell the train driver when to stop, use caution and go (similar to traffic lights).	

Word or phrase	Meaning	What it can look like * Varies state to state
Sleepers	Rectangular concrete or wooden supports for train tracks, which are laid perpendicular to (between) the tracks. Help spread the weight of the train and keep the tracks parallel.	
Train	<p>A large metal machine consisting of a driver's cabin and carriages. Can be used to transport passengers or freight such as goods, coal and cane. Modern trains are powered by electricity or diesel fuel. Older trains are powered by steam from coal fire.</p> <p>Have wheels which run on tracks. Only run in forward (not reverse) so driver switches ends when moving a train in the opposite direction.</p> <p>Also known as passenger train, freight train, goods train, coal train, cane train, diesel, and steam train.</p>	

Word or phrase	Meaning	What it can look like *Varies state to state
Train station	<p>A place where people catch a train.</p> <p>Also known as railway station or station.</p>	
Train tracks	<p>Two parallel steel rails designed to allow train wheels to roll forward and back. Usually supported by sleepers and ballast.</p> <p>Also called railway lines, train lines or tracks.</p>	

Word or phrase	Meaning	What it can look like <small>* Varies state to state</small>
Yellow line (or white line)	<p>A line made of yellow paint or tactile tiles, to warn people where the safe area of the platform finishes. Designed to protect people from being hit by a train or falling off the platform. Can also be used at a pedestrian level crossing for people to stop behind. Can also appear as double lines to walk between at a pedestrian level crossing.</p> <p><small>*Note: in South Australia, this line is white.</small></p>	

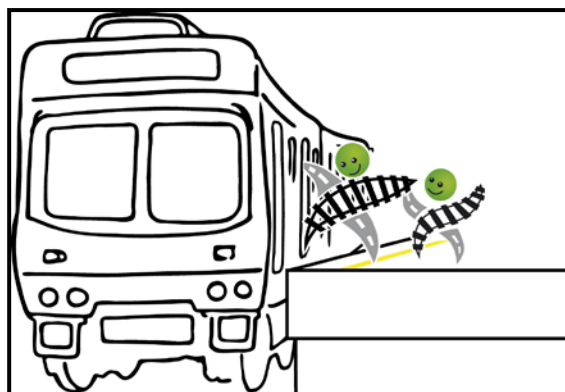
Dear Parent/Carer

At school your child is learning about how to stay safe near trains and tracks through the TrackSAFE Education: Rail Safety for Schools program.

You can help reinforce what they learn in the classroom by practising waiting safely on a station platform or cross at a pedestrian level crossing with them every time you catch a train or cross railway lines. We call these the 'TrackSAFE actions'.

Often children know how to behave safely on platforms or around pedestrian level crossing; however this does not always translate in their actions, especially when there are other distractions.

Young children need continuous reinforcement to help them stay safe around trains and tracks. It's as important as teaching your child to swim - no matter where they live or how often they see trains and tracks, they need to practise regularly so they can stay safe when they need to.



Each time you visit a platform and train tracks with your child, please reinforce the TrackSAFE actions. You could ask them to tell you and show you what they know already, and fill in any gaps using the information below.

It could save your child's life.

Refresh your knowledge: platform safety with kids



- When on a station platform, always hold your child's hand or get them to hold a safe alternative such as part of your clothing, an older sibling's hand or stroller.
- Talk about the yellow line and why we must stay behind it. When the train arrives wait for the train to come to a complete stop before crossing over the yellow line.
- Talk about the different safety features, such as signs and lines; why these safety features are there; and how they keep us safe.

Refresh your knowledge: pedestrian level crossing safety with kids

- Hold your child's hand when approaching and waiting. If you are pushing a stroller, you could ask your child to hold the stroller.
- Talk about the crossing procedure STOP LOOK LISTEN THINK.

STOP behind the line.
LOOK both ways for trains.
LISTEN for trains coming.
THINK, "Is it safe to cross?"

Why is it important to do this every time they cross? It will help keep them safe!



- Wait until the bells and lights have stopped and the pedestrian gate opens (if there is one) and repeat STOP LOOK LISTEN THINK.
- When crossing, point out the double lines and always walk between them.
- Wait away from a pedestrian level crossing and discuss with your child what they can see. Reinforce safe vocabulary and talk about how we know where the safe place to cross is.
- If a train passes through, talk about how big the train is, how it goes really fast, and how hard it is for the driver to stop it.
- Remind them to hop off their bike or scooter and walk across the tracks: the wheels could get stuck.



Refresh your knowledge: Track safety with kids



- Reinforce that trains can come from any time and from either direction. Remind them to walk to a more suitable place to cross e.g. a pedestrian level crossing.
- Talk to your child about the dangers of unfenced train tracks, and what to do if there is no pedestrian level crossing.
- For remote tracks with no crossings, strongly reinforce STOP LOOK LISTEN THINK.
- Discuss with your child how important it is to remove headphones when you are near train tracks. Encourage them to listen for the noises associated with approaching trains, such as bells, warning sounds, and the moving train.

We thank you for making rail safety a priority in your family.