

Teacher Notes

English Teaching and Learning

This unit of work is a five lesson sequence designed using the Australian Curriculum: English Foundation to Year 10. It aims to further develop students' understanding and usage of subject specific vocabulary associated with TrackSAFE actions for a number of applications in the teaching and learning of spelling strategies. Students will develop and practise skills in producing well-structured reports with an emphasis on bullet points. These reports will be produced for a variety of audiences and will be based on practical and meaningful contexts.

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 e.g. 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 Descriptions

Year 5

Language: *Text structure and organisation*

- Understand how texts vary in purpose, structure and topic as well as the degree of formality ([ACELA1504](#))
- Understand that the starting point of a sentence gives prominence to the message in the text and allows for prediction of how the text will unfold ([ACELA1505](#))

Language: *Expressing and developing ideas*

- Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts ([ACELA1512](#))

Language: *Phonics and word knowledge*

- Understand how to use knowledge of known words, base words, prefixes and suffixes, word origins, letter patterns and spelling generalisations to spell new words ([ACELA1513](#))

Literacy: *Interacting with others*

- Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view ([ACELY1699](#))
- Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements ([ACELY1700](#))

Literacy: *Interpreting, analysing, evaluating*

- Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources ([ACELY1703](#))

Literacy: *Creating texts*

- Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience ([ACELY1704](#))
- Re-read and edit student's own and others' work using agreed criteria for text structures and language features ([ACELY1705](#))
- Develop a handwriting style that is becoming legible, fluent and automatic ([ACELY1706](#))
- Use a range of software including word processing programs with fluency to construct, edit and publish written text, and select, edit and place visual, print and audio elements ([ACELY1707](#))

Year 6

Language: *Text structure and organisation*

- Understand that cohesive links can be made in texts by omitting or replacing words ([ACELA1520](#))

Language: *Expressing and developing ideas*

- Identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts ([ACELA1524](#))

Language: *Phonics and word knowledge*

- Understand how to use knowledge of known words, word origins including some Latin and Greek roots, base words, prefixes, suffixes, letter patterns and spelling generalisations to spell new words including technical words ([ACELA1526](#))

Literacy: *Interacting with others*

- Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions ([ACELY1709](#))
- Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience ([ACELY1816](#))

Literacy: *Creating texts*

- Plan, draft and publish imaginative, informative and persuasive texts, choosing and

experimenting with text structures, language features, images and digital resources appropriate to purpose and audience ([ACELY1714](#))

- Re-read and edit student's own and others' work using agreed criteria and explaining editing choices ([ACELY1715](#))
- Develop a handwriting style that is legible, fluent and automatic and varies according to audience and purpose ([ACELY1716](#))
- Use a range of software, including word processing programs, learning new functions as required to create texts ([ACELY1717](#))

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 rail 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 practice 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 at this age and developmental stage are starting to take more responsibility for their own safety and to travel more independently, however should still be supervised when on a platform and particularly when crossing at a pedestrian level crossing. They are starting to develop reasoning skills and a deeper understanding of the importance of staying safe. Students of this age may engage in dangerous behaviour around tracks when external influences exist, e.g. running late, peer pressure, bullying or through dropping item on tracks. Procedures for how to manage these influences should be reinforced (e.g. take the next train, say no, ask for help from staff, press the emergency help button). They are starting to develop skills in keeping others safe, and influencing others to take responsibility for their own safety.

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: Spelling 'safe' words

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.).

1.0 Whole class learning session (20mins)

Spelling and vocabulary

Preparation/resources: Whiteboard or electronic whiteboard; writing and art materials or computer with internet to access online tools (optional)

Develop a learning intention and success criteria for building TrackSAFE vocabulary.

Create a mind map for brainstorming vocabulary associated with the train network. You can use paper and coloured pens, a tablet, computer or an interactive whiteboard. Suitable online Mind Mapping tools include:

- Kidspiration: <http://www.inspiration.com/Kidspiration>
- Inspiration: <http://www.inspiration.com/>
- Mindnode: <http://mindnode.com/> (Mac)
- Bubbl.us: <https://bubbl.us/>
- Mindomo: <http://www.mindomo.com/>
- Mind42: <http://mind42.com/>
- My Webspiration: <http://www.mywebspiration.com/>

Start with *Train Network* as the central theme and guide the students to expand this to different areas. Include:

- pedestrian level crossings
- train tracks (fenced and unfenced)
- platforms
- level crossings

Model strategies for spelling the words as you write (or ask for student ideas). Comment on prefixes, suffixes and other features. Encourage suggestions involving safety, danger, risk, protective behaviour etc.

Model opportunities for drafting, proof reading, conferencing, and publishing when mind mapping. Display the mind map for use in the lesson. Leave displays of the spelling/vocabulary collections created in this lesson in the classroom for the duration of the unit of work for student reference.

Extension

1. Online Thesaurus

Use an online thesaurus to generate mind maps with relevant vocabulary for safe practices around trains and tracks. Add interesting new vocabulary to the TrackSAFE vocabulary collection.

Suitable thesaurus include:

- The Visual Thesaurus: <http://www.visualthesaurus.com/>
- VisuWords: <http://www.visuwords.com/>
- Graph Words: <http://graphwords.com/>
- Snappy Words: <http://www.snappywords.com/>
- Lexipedia: <http://www.lexipedia.com/>

2. Word Cloud

Generate a word cloud with written text about safe practices around trains and tracks using an online generator like Wordle <http://www.wordle.net/>. Use the cloud to identify any vocabulary that is frequently associated with trains and tracks.

Suitable word cloud generators 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/>

3. Google Define

Use the “Google Define” feature to clarify the meaning of any vocabulary words you are uncertain about. To do this, use the Google search engine: www.google.com.au and type the word “define” then a space, then the word(s) you want defined, e.g. ‘define level crossing’.

Press enter. Add any relevant words to your TrackSAFE vocabulary display.

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 TrackSAFE vocabulary chart (40mins)

Preparation/resources: Newspaper; writing materials; scissors; computer/electronic whiteboard with internet access; Resource 1

Develop a learning intention and success criteria for making a TrackSAFE vocabulary chart.

Ask students to:

- **Find** TrackSAFE vocabulary words that are easy to spell using your knowledge of sound/symbols relationships.
- **Type** these words on separate lines to generate a hexagon chart, using the hexagon generator provided at <http://pamhook.com/solo-apps/hexagon-generator/>. Alternatively you can use the provided blank hexagon sheet (Resource 1) and **write** the words onto the hexagons.
- **Print and cut out** the individual hexagons and spread them out on a large sheet of newspaper.
- **Make connections** between the hexagons – joining hexagons where you can make connections between individual words. Challenge yourself to make as many connections as you can.
- **Explain** why you have made the connections using words like ‘because’ and ‘so that’.
- **Stick** your hexagons on the page using a glue stick.
- **Display** your TrackSAFE hexagon vocabulary chart in the classroom.
- **Reflect** on how well you have met the success criteria for making a TrackSAFE vocabulary chart.

Provide opportunities for drafting, proof reading, conferencing, and publishing when making a vocabulary chart.

Extension: Print off another set of TrackSAFE hexagons. Find another way of classifying the words (e.g. making connections between words with 2 syllables, or short vowels) and make another hexagon vocabulary chart.

A note about using hexagon charts:

This method provides teachers with clear visibility as to the level of understanding students have of the connections between concepts. The more connections they make, the deeper their understanding of the concept.

- If the student can identify one hexagon, they have a basic level of understanding.
(*SOLO Taxonomy: Unistructural learning outcome*).
- If the student can identify several hexagons, they have a surface level understanding.
(*SOLO Taxonomy: Multistructural learning outcome*).
- If the student can connect the hexagons and explain the connections with annotations, they have a deeper understanding.
(*SOLO Taxonomy: relational learning outcome*).
- If the student can create clusters (tessellations) and make generalisations about an intersection point (vertex), they have the deepest level of understanding.
(*SOLO Taxonomy: extended abstract learning outcome*).

(Source: <http://pamhook.com/solo-apps/hexagon-generator/>)

Activity 1.2 Making words from base words (40mins)

Preparation/resources: Writing materials; computer/tablet with internet access

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

Ask students to:

- **Find** all the words that come from base words (e.g., safety – safe etc.).
- **Write** the base words in a table like the one below.
- **Make** new words from each base word using prefixes and suffixes (e.g., safe: **safety**, **unsafe**, **safely** etc).
- **Give** the new meaning for each new TrackSAFE vocabulary word.
- **Use** the “Google Define” feature to clarify the meaning of any vocabulary words you are uncertain about.
- **Add** your new words to the TrackSAFE vocabulary list.

Prefix	Base Word	Suffix	New Word	Meaning
	safe			

Possible prefixes and suffixes:

Prefix	Prefix Meaning	Suffix	Suffix Meaning
dis	not, opposite of	able, ible	able
in	not, opposite of	d, ed	past tense
inter	between, among	er, or	one who
mis	wrongly	ful	full of
over	too much	ing	happening now
re	again, back	ion, ation	state or quality of
trans	across	ive, ative	inclined to
under	below, less than	less	without
un	not, opposite of	ment	action or process state
		s, es	more than one, plural

Provide opportunities for drafting, proof reading, conferencing, and publishing when making these new words.

For example, ask students to pair with another student doing this activity and compare lists. Find words in common, and words you found and your partner missed and vice versa.

Activity 1.3 TrackSAFE vocabulary – common features (40mins)

Preparation/resources: Newspaper; writing materials; scissors; computer/electronic whiteboard with internet access

Develop a learning intention and success criteria for classifying words on the basis of their common features.

Ask students to:

- **Look through** the TrackSAFE vocabulary list for words that have **common features** e.g., those ending in –ed or –ing, those with silent letters.
- **Type** these words on separate lines to generate a hexagon chart, using the hexagon generator provided at <http://pamhook.com/solo-apps/hexagon-generator/>. Alternatively you can use a blank hexagon sheet and **write** the words onto the hexagons.
- **Cut out** the individual hexagons and spread them out on a large sheet of newspaper.
- **Make connections** between the hexagons – joining hexagons where you find common features between individual words. Challenge yourself to make as many connections as you can.
- **Explain** why you have made the connections using words like ‘because’ and ‘so that’.
- **Fix** your families/clusters of hexagons on the page using a glue stick.
- **Display** your TrackSAFE hexagon common features vocabulary chart in the classroom.
- **Pair** with another student and compare clusters of hexagons. What do you have in common? What is different?
- Reflect on how well you have met the success criteria for finding TrackSAFE vocabulary words with common features.

Provide opportunities for drafting, proof reading, conferencing, and publishing when making a vocabulary chart.

Activity 1.4 The sorting game (40mins)

Preparation/resources: Blank paper; writing materials; computer/tablet with internet access for extension activity (optional)

Develop a learning intention and success criteria for classifying words as nouns, verbs, adjectives and adverbs.

Ask students to:

- **Copy** TrackSAFE vocabulary words onto cards using cut up paper
- **Write** header cards for classifying words (nouns, verbs, adjectives and adverbs)
- **Place** the TrackSAFE vocabulary word cards face down in a stack.
- **Place** header cards face up in a row.
- **Play** the sorting game:
 - **Select** the top card in the stack
 - **Read** the word aloud
 - **Use** the word in a sentence about train and tracks
 - **Place** the card under the header that describes it
 - **Continue** with the next card in the stack. If you are unable to classify the word, place the card at the bottom of the stack, and the next student takes over.
 - **Keep playing** until all the TrackSAFE vocabulary cards are sorted. The last person to classify a vocabulary card wins the game.
- **Make** lists of these TrackSAFE vocabulary families - nouns, verbs, adjectives and adverbs - for display in the classroom.
- **Reflect** on how well you have met the success criteria for finding nouns, adjectives, verbs and adverbs in the TrackSAFE vocabulary words list.

Extension: If students find one category has only few words in it they can create some from ones already on the list e.g. from 'safe' you can make an adverb 'safely' and a noun 'safety'. Use a thesaurus and or Google "define" to extend the lists.

Play Grammaropolis: <http://www.grammaropolis.com/>

Suitable thesaurus include:

- The Visual Thesaurus: <http://www.visualthesaurus.com/>
- VisuWords: <http://www.visuwords.com/>
- Graph Words: <http://graphwords.com/>
- Snappy Words: <http://www.snappywords.com/>
- Lexipedia: <http://www.lexipedia.com/>

Lesson 2: Extending our safety skills to others

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

TrackSAFE outcomes of this lesson

Students should be able to:

- **Describe** how adults keep us safe near trains or train tracks
- **Explain** why adults do those things
- **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

2.0 Whole class learning session (20mins)

Modelled writing (report writing)

Preparation/resources: Whiteboard or electronic whiteboard

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

Talk briefly about your last train trip and explain that you are going to write a report about the safety measures you used whilst on the platform. For example, walking and standing behind the yellow line, holding onto your child's hand, or holding onto the stroller handle.

Use whiteboard, electronic whiteboard or chart to allow all students to easily see the writing process. Model writing a report. When writing:

- **Include an introduction** (an opening paragraph) to describe the purpose of the report and set the scene in time, place and circumstances.
- **Organise** the writing into sections (paragraphs).
- **Use headings**, sub headings and bullet points to clarify the points you raise.
- **Finish with a closing paragraph** summarising what happened in the report.
- **Think aloud** - *'for this part I want to use bullet points'* to list the reasons you used a particular safety measure.
- **Use factual language** and technical vocabulary about trains and tracks.
- **Use the present tense** and write in the third person.

Model opportunities for drafting, proof reading, conferencing, and publishing, when writing the report.

After writing, go back and demonstrate that you are checking your report against the success criteria. For example, you are checking that the use of bullet points and punctuation is correct.

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 2.1 Writing a report (40mins)

Preparation/resources: Writing materials or computer/tablet

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

Ask students to write a report on teaching someone to keep safe when on a platform, or at a pedestrian level crossing. Ask students to:

- **List** all the things that could make a person unsafe around trains and tracks in your community.
- **Identify** someone in their local community they would like to help be safe near trains and tracks.
- **Describe** this person
- **Explain** why they would like to help them learn to be safe.
- **List** what the person needs to learn to be safe. Note: Students can use photos on the TrackSAFE Education [student website](#) to establish what could be taught.
- **Write a report** on how to teach someone to stay safe around trains and tracks. The final report should include:
 - **an introduction** outlining the importance of track safety and establishing positive attitudes to safety
 - **paragraphs** describing:
 - how to find out what the student knows already
 - how to find out a student's attitude to safe practice around trains and tracks
 - how to teach the TrackSAFE actions
 - **headings**, sub headings and bullet points
 - **a conclusion** – summarising what is in the report
- **Reflect** on how well the report meets the success criteria for writing a report.
- **Improve** the report.

Provide opportunities for drafting, proof reading, conferencing, and publishing, when writing the report.

Extension: Include paragraphs in the report on:

- How to find out the level of student understanding of the TrackSAFE actions (“know how” and “know why”).
- How to improve a student's attitude towards TrackSAFE actions.

Activity 2.2 Using sentence starters (40mins)

Preparation/resources: Resource 2; Writing materials or computer/tablet

Develop a learning intention and success criteria for using sentence starters when writing a report.

Ask students to use the sentence starters in Resource 2 to write a report on train and track safety.

Ask students to:

- **Choose** a sentence starter from Resource 2 and copy it.
- **Pick** a person or a group in your local community who might benefit from learning more about TrackSAFE actions.
- **Use** bullet points to add two to five pieces of information about TrackSAFE actions that would be helpful for that person or group.
- **Add** a conclusion to the report.
- **Swap** your report with another student working on the same activity.
- **Provide feedback** to each other on the use of ideas and bullet points in the report.

Provide opportunities for drafting, proof reading, conferencing, and publishing, when writing the report.

Activity 2.3 A report to help the community (40mins)

Preparation/resources: Writing materials; arrange a visit from a member of the community who has additional challenges when catching trains (or assist students to arrange); arrange to visit a station or a visit from local station staff (or assist students to arrange).

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

Ask students to read the following scenario and complete the activities:

Many people take catching a train (and getting around the platform) for granted. It is no big deal. They listen to the announcements, follow the arrows and read the signs when they need to. They easily walk over, up, around, and through curbs, steps, ramps, and grates on their way to the yellow line. They easily know where to stand on the platform. If we asked them to describe the journey they took to get to the yellow line, they probably would not remember.

For others it is not that easy. Announcements can sound like a buzz; signs can look blurry or unreadable; and curbs, uneven surfaces and narrow crowded tunnels are barriers that need special thoughts and strategies to pass. Communicating what they need can be difficult. Getting safely to the platform to wait behind the yellow line is not straightforward.

- **List** all the physical and intellectual actions needed to catch a train (or get onto the platform).
- **Identify** a group in your community who would find catching a train challenging. Think about people who are especially vulnerable around trains and tracks. For example people can find train travel challenging because of physical or intellectual disabilities; because they are caring for young children; or because they are a senior with limited mobility, vision or hearing.
- **Talk** with members of the group (and/or their carers) to find out the actions they find challenging and why.
- **Highlight** any physical and/or intellectual disabilities that present a special challenge for your group.
- **Explain** why each highlighted action might present a challenge for your group.
- **Identify** the features that already exist to help your group overcome these challenges and successfully and safely ride the trains.
- **Think** about how these features could be improved.
 - Talk with the people involved – e.g. the train users with disabilities or challenges and station staff.
 - Research different approaches to designing for people with physical or intellectual disabilities.
- **Summarise** your best ideas for making safe train travel available for your group.

- **Share** your ideas with the people involved - e.g. the train users with disabilities or challenges and station staff.
- **Write a report** on how we can ensure safe access to stations and trains for your group. Your report should outline existing features and opportunities for improvement to enhance their safe train journeys.
- **Reflect** on how well your report meets the success criteria for report writing. For example, check that it has an introduction to the topic, bullet points and a summary to close.
- **Share** your final report with the members of your community group. Ask for feedback on your recommendations.

Provide opportunities for drafting, proof reading, conferencing, and publishing, when writing the report.

Extension: Share your report with your local community train operator or rail staff, disability advocates, and/or community groups. Complete an audit of your school and identify any barriers that exist for students and families with physical and intellectual challenges. Work with others to address these barriers. Become an advocate for enabling equal access to public places for everyone.

Lesson 3: Planning investigations

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 (10mins)

Preparation/resources: Whiteboard or electronic whiteboard

Explain to students they will be planning for an investigation which they will conduct in the following lesson. With the class:

- **Discuss** the different types of investigations e.g. research, survey, interview.
- **Discuss** the purpose of an investigation.
- **Discuss** the purpose of making a plan for an investigation, including:
 - Why plans are necessary
 - The importance of thorough planning before conducting an investigation
 - How plans help save time in the long term
 - The elements a plan should include e.g. defining the topic to investigate; establishing a methodology; setting up the investigation; establishing a time frame; conducting the investigation; collating the results; analysing and reflecting on the results; reporting on the results.
- **Work with** students throughout the lesson to determine a suitable time frame and methodology to conduct their investigations in the next lesson.

Activities

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

You can also allow students to choose 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 a plan: barriers to hearing (40mins)

Preparation/resources: Writing materials or computer/tablet

Develop a learning intention and success criteria for writing a plan for an investigation.

Ask students to:

- **Identify** the different sounds heard when walking to catch a train and waiting for it to arrive at a station.
- **List** the sounds.
- **Sort** (classify) the sounds into sounds we need to hear to be safe, and other sounds.
- **Think** about all the ways we can limit the sounds we hear.
- **Describe** all the barriers to hearing sounds at a railway station. For example, people may be hearing impaired, have hats or scarves covering their ears, be listening to music using ear buds or simply engrossed in conversation, either on a mobile phone or in person.
- **Choose** a barrier to hearing that is relevant to young people in your local community.
- **Explain** why you think this could make the young person in your community unsafe around tracks and trains.
- **Write a plan** to find out the extent to which this barrier blocks out the noises young people need to hear to keep safe.
- **Reflect** on how well your plan meets the success criteria for writing a plan.

Note: There is a collection of sounds that might be helpful to your investigation in the [‘TrackSAFE Sounds’](#) playlist on TrackSAFE Education You Tube channel.

Extension: Find out why people are predicting that Noise Induced Hearing Loss (NIHL) may be an increasing problem for train users in the future.

Provide opportunities for drafting, proof reading, conferencing, and publishing, when writing the plan.

Activity 3.2 Creating a survey: peer pressure (40mins)

Preparation/resources: Writing materials or computer/tablet

Develop a learning intention and success criteria for writing and planning for a survey.

Ask students to read the following scenario and complete the activities:

Sometimes doing the right thing is difficult. We know how to be safe but we end up making an unsafe choice when we are with others.

- **Think** about a time when you have been with friends and acted in a way that seemed OK at the time but seemed silly, stupid or unsafe afterwards.
- **Form** pairs with another student.
- **Share** your experiences of doing something silly, stupid or unsafe because you were showing off or because everyone else was doing the same thing.
- **Discuss** your experiences with the group.
- **Define** peer pressure. (What is peer pressure?)
- **Explain** why peer pressure matters when you are around trains and tracks.
- **Create** a survey to find out the extent to which peer pressure affects how young people in your community behave around tracks and trains. Is it an issue? If it is, what can be done to address it? **Write** a series of questions to discover:
 - The extent to which peer pressure influences the actions of young people in your community when they are around trains and tracks.
 - The nature of any actions that are influenced by peer pressure. Do the actions make students more or less safe around trains and tracks?
 - The strategies young people use to escape peer pressure that leads them into unsafe behaviours around trains and tracks.
- **Make a plan** including who you will survey, how you will conduct the survey, and how you will collate the information you collect.
- **Reflect** on how well your survey questions meet the success criteria for designing a survey. **Think** about the design of the questionnaire, how many people you intend to include in your sample, any bias in the questions, the logic of the question order, and how truthful you think the people surveyed will be.

The following links provide information to help students design suitable survey questions:

- BBC Schools - What makes a good question (interactive): <http://www.bbc.co.uk/schools/gcsebitesize/maths/statistics/questionnairesact.shtml>
- BBC Schools – Bitesize - Questionnaires: http://www.bbc.co.uk/schools/gcsebitesize/dida/using_ict/questionnairesrev1.shtml
- Designing a survey (Science Buddies): http://www.sciencebuddies.org/science-fair-projects/project_ideas/Soc_survey.shtml

Extension: Extend the reach of your survey using online survey and or poll creators to create an online survey that you can link to in your class blog or wiki. For example, you can use the following to create online surveys and polls.

- Google Forms: https://support.google.com/drive/answer/87809?hl=en&ref_topic=1360904
- Survey Monkey: <https://www.surveymonkey.com/>
- Poll Daddy: <http://polldaddy.com/>
- Poll Everywhere (Live audience feedback): <http://www.polleverywhere.com/>

Activity 3.3 Writing a research plan: stopping a train (40mins)

Preparation/resources: Writing materials or computer/tablet

Develop a learning intention and success criteria for writing a plan for conducting research. Ask students to read the following scenario and complete the activities:

"If a train traveling at 250 miles per hour is stopped dead, the passengers will continue to travel at that speed (that is, double their terminal velocity). In other words, unless you stop the train slowly, they will have more chance of surviving if you had dropped them out of an airplane without a parachute. A safe stopping distance is several miles." — The Superhero Handbook by Michael Powell

Stopping trains is hard work - so hard it is often used as a story line for comic book heroes. Superman stands in front and holds the train until it stops. Spiderman uses his webs to tie the train to lamp posts. In both cases these feats are used to show off the incredible super powers in play.

How hard is it for a train to stop? What does a train driver need to do when slowing or stopping a train? How fast do they travel? How much distance and time is needed for a train to stop?

- **Create a plan** to research stopping distances in trains and how stopping distances influence safety around trains and tracks. The TrackSAFE Education [student website](#) has some information to help you start.

Your plan should include some or all of the following stages:

Step 1: Identifying the topic – what you want to find out - the research question and subsidiary questions guiding your research

Step 2: Brainstorming possible resources that may help answer the questions.

Step 3: Finding the resources (people, places, books, websites etc.) and gathering relevant information.

Step 4: Sorting and sifting resources – making connections to the research question.

Step 5: Creating new knowledge – what did you find out?

Step 6: Communicating new knowledge – writing a report on what you have found out.

- **Share** your plan with other students and ask for feedback on how it might be improved.
- **Improve** the plan in response to the feedback other students give you.
- **Reflect** on how well your plan meets the success criteria for writing a plan.

Provide opportunities for drafting, proof reading, conferencing, and publishing, when writing the plan.

Activity 3.4 Writing interview questions: infrastructure (40mins)

Preparation/resources: Writing materials, computer/tablet with internet access

Develop a learning intention and success criteria for writing interview questions and a plan.

Ask students to:

- **Watch** the following YouTube videos, and while you are watching...
- **Look out** for train tracks and other infrastructure in the videos – the train network has both single tracks and double tracks. Some tracks have fences, and some don't. Some have overhead power lines, and some don't.
 - **Florida to New Jersey in 156 Seconds (GE Juice Train):** <http://youtu.be/sb8mk2HSJUc>
A time-lapse video showing the GE Evolution locomotive – The Tropicana Juice Train - which has the same amount of horsepower as 7 NASCAR race cars and can pull the weight of over 150 Boeing 747s!
 - **Behind the Scenes: GE Juice Train:** http://youtu.be/x5_1jyIYcUs
 - A behind the scenes look at the GE Juice Train and an inside look at the equipment you need to shoot a video from the front of a train (in the rain, for 48 straight hours).
- **Discuss** the types of train tracks and infrastructure you have seen: in real life, in movies, in cartoons and in miniature form e.g. model railways.
- **Read** – BuzzFeed: 10 of the most amazing train routes in the world: <http://www.buzzfeed.com/generalelectric/10-of-the-most-amazing-train-routes-across-the-wor>
- **Brainstorm** reasons why some places have double tracks and others single tracks. Share these reasons with the class.
- **Find out** how keeping safe around tracks might change with single and double tracks. There is information to help get you started on www.beonthesafeside.com.au.
- **Create** a series of interview questions you could ask train station staff about safe actions around single and/or double tracks in your local community.
- **Create a plan** to conduct your interview next lesson.

Provide opportunities for drafting, proof reading, conferencing, and publishing, when writing the interview questions.

Extension: Research how trains running on single and double tracks have been used in cartoons like Road Runner to make people laugh.

Lesson 4: Investigating 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.).
- **Explain** the purpose of the physical elements of the train network (pedestrian level crossing, train tracks, platform etc.).
- **Describe** how adults keep us safe near trains or train tracks,
- **Explain** why adults do those things.
- **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.

4.0 Whole class sharing session (10mins)

Conducting investigations

Preparation/resources: Electronic whiteboard

Encourage each group to briefly describe their plans for their investigation to the class.

When explaining to the class students should:

- **Identify** the local community issue or group their research is designed to help.
- **Describe** what they intend to explore.
- **Explain** how they will conduct their research.

Activities

Students should conduct the investigation they planned in the previous lesson.

Activity 4.1 Investigating: barriers to hearing (50mins)

Preparation/resources: According to students' investigation plan

Develop a learning intention and success criteria for conducting an investigation.

Students should conduct their investigation by following the plan they created in the previous lesson.

Activity 4.2 Surveying: peer pressure (50mins)

Preparation/resources: According to students' survey plan

Develop a learning intention and success criteria for conducting a survey.

Students should conduct their survey by following the plan they created in the previous lesson.

Activity 4.3 Researching: stopping a train (50mins)

Preparation/resources: According to students' research plan

Develop a learning intention and success criteria for conducting research.

Students should conduct their research by following the plan they created in the previous lesson.

Activity 4.4 Interviewing: infrastructure (50mins)

Preparation/resources: According to students' interview plan

Develop a learning intention and success criteria for conducting an interview.

Students should conduct their interview by following the plan they created in the previous lesson.

Lesson 5: Sharing investigation results

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.).
- **Describe** how adults keep us safe near trains or train tracks,
- **Explain** why adults do those things.
- **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.

5.0 Whole class learning session (20mins)

Preparation/resources: Electronic whiteboard/projector and computer/tablet with internet access

Encourage each group to give a brief verbal report of their investigation to the class.

When explaining to the class students should:

- **Describe** what they did
- **Share** the most significant results
- **Explain** the safety message from the results - what does their investigation tell us about safety around trains and train tracks?
- **Identify** any one group in the community who would benefit best from knowing the information they have found out

Discuss the variety of text types and media that can be used to share their safety message with groups who will most benefit in the community.

Use discretion and seek parent approval before deciding whether to show students the original “Dumb Ways To Die” campaign from Metro Trains Melbourne, which can be viewed on YouTube at <http://youtu.be/IJNR2EpS0jw>. If you decide not to show this ad, you could either simply describe the purpose of the ad without showing it, choose an alternative advertisement, or skip to the next part of the lesson.

Explain to students that this three-minute safety advertisement was designed to curb preventable train-related deaths for teenagers. It went viral (you could point out the number of views on YouTube at the time of viewing), and has been described as ‘the most awarded ad this planet has ever seen’ (Source: Gruen Planet, Series 3, Episode 2: 18 September 2013).

Discuss the advertisement, focusing on the creative choices that were made by the creators who wanted to change teenager's behaviours around safety around train tracks. Encourage students to consider why these choices were made.

Extension: Students could play the games on the free Dumb Ways To Die app, then discuss whether the app enhances the safety messages of the original campaign.

Note: For reference and research purposes, this episode of Gruen Planet can be found at <http://www.abc.net.au/tv/programs/gruen-planet/>. The discussion about the Dumb Ways To Die campaign is in the last segment of this episode. (Note: this episode is rated PG and may not be suitable for young viewers).

There is also an opportunity to further explore the Dumb Ways To Die advertisement in Lesson 2 of the HPE unit of work.

Activity

The following activity is designed for differentiation and flexibility, so you or the students can chose an appropriate method of communicating the message to the audience.

Activity 5.1 Communicating the TrackSAFE message (40mins)

Preparation/resources: Depends on method chosen

Develop a learning intention and success criteria for communicating a TrackSAFE message about staying safe near trains and tracks.

Ask students to:

- **Choose** a method of communicating the TrackSAFE message about staying safe around trains and tracks to the identified group within the school community or across the wider community.
- **Ensure** the method chosen is accessible and appropriate to the community group, e.g. Twitter may not be the most appropriate method to communicate with a group of seniors who do not have access to the internet.

Options include: Advertisement, animation (Try Puppet Pals HD app), artwork, baking, board game, brochure, cake decoration, cartoon, carving, chart, comic strip, computer game, cupcakes, dance, diorama, drama, drawing, documentary, flyer, graph, game, haiku, “how to” guide, illustrated story, infographic (try <http://infogr.am/>), jingle, lesson, letter, logo, mask, map, mime, montage, musical performance, mural, news report, photo essay, pamphlet, performance, pick a path, picture book, postcards, poster, poem, puppet show, radio show, rap, recipe, role play, rubric, scrapbook, slideshow, sculpture, shop window display, song, speech, t-shirt, television commercial, trading cards, tweet, video, webpage...or the students' own ideas!

The TrackSAFE messages students create can be shared any number of ways, such as at a school assembly; in the school newsletter, wiki, blog, or YouTube channel; in a local newspaper, on the noticeboard at a local supermarket, library or train station; on the radio, and on the tracksafeeducation.com.au and au.beonthesafeside.com.au websites.

For students who need extra help to start, here are some example activity scaffolds - you can also add your own.

Write a tweet

If your school or class has a Twitter account you may be able to “Tweet” or publish your important report findings using Twitter.

Write a series of tweets to let readers know about what you found out, or to direct your followers to your report on the class blog or wiki. Tweets can only be 140 characters long, so you will need to be very thoughtful about your choice of words while still getting your message across. Depending on the number of account followers you might be able to share your new learning about safety around train tracks across the wider school community.

Publish a news report

Write a description of your safety message for the school newsletter, wiki or blog, or for your local newspaper. If this is published online your description will be available for anyone who accesses the websites – possibly people far outside your local school community.

Your report should explain what you did, what you found out, and what you know about improving their safety near train tracks. Use bullet points in your report.

Make a picture book or comic strip

Use your new learning to make reading material (picture book or comic strip) for students in the earlier year levels. These materials could be copied and distributed to junior classes in the school. Think about the vocabulary that you would use for this age group. Consider using illustrations and labels.

Remember that younger students are very unlikely to be near train tracks unless supervised by someone older, so your reading material should reflect this.

Create a lesson

Write lesson notes for teachers to use before taking a class on a train trip. Your lesson notes should include the use of bullet points.

What will this lesson cover, what activities should the teacher offer and what should the students know after the lesson is over?

Include two short tests for the teacher to use (before the lesson and after the lesson) to ensure that the students have learnt new things about staying safe near train tracks.

HookED Hexagon Template

Refer: http://pamhook.com/wiki/SOLO_Hexagons

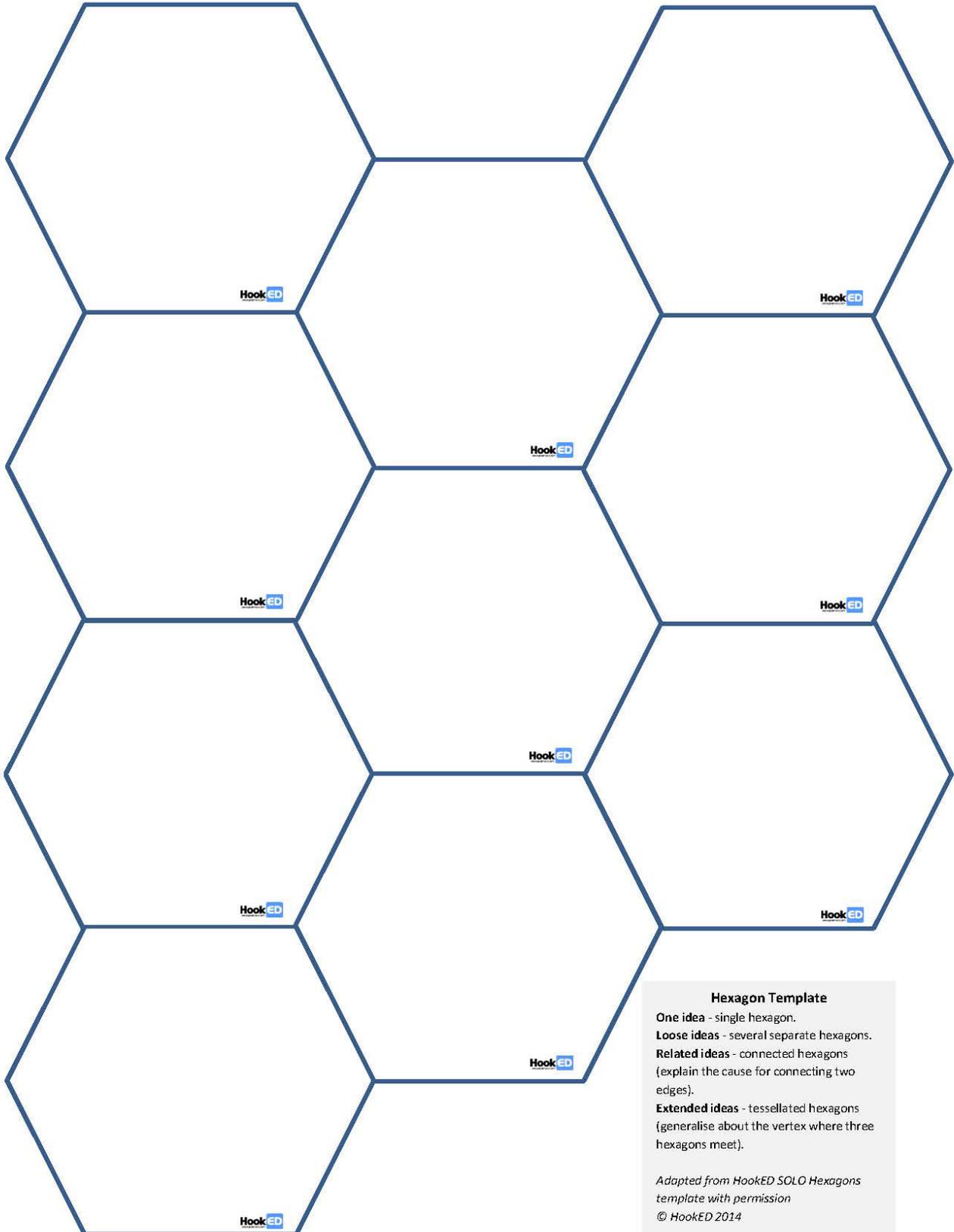
Instructions for use

Ask students to:

- **brainstorm** everything they know about a given topic (presented as a focus question), and record each idea or thought on a separate blank hexagon.
- **make connections** between individual hexagons by looking for reasons to make straight edge connections (tessellating the hexagons). Students should explain orally or by annotation why they have made the connection.
- **explore** the node where three hexagons share a corner (or simply look at a cluster of hexagons) and make a generalisation about the nature of the connected ideas.

Add content to hexagons using the HookED Hexagon Generator at <http://pamhook.com/solo-apps/hexagon-generator/> or use the attached template.

HookED Hexagon Template



Resource 2 – Sentence starters

Staying safe when I travel on the train is important to me. On my journey I

When I'm a passenger in a car that is driving over a level crossing, there are a few things I do to help everyone stay safe. They are

If I was taking a baby in a pram on a walk and I had to cross at a pedestrian level crossing, I would have to be so careful. I'd remember to

Riding a bike is so much fun, and I have to remember so many things before I cross train tracks on my bike. I always remember to

On railway platforms there is always a yellow line. It's there because

When my family goes to the city on the train, I remind my little brother about safety. I tell him

Safety is everyone's responsibility. I take responsibility when I'm near trains by

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>
<p>Ballast</p>	<p>Rocks around the tracks and sleepers which help support the weight and vibrations of the train.</p>	

Word or phrase	Meaning	What it can look like *Varies state to state
<p>Emergency Help button</p>	<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>
<p>Gap</p>	<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.

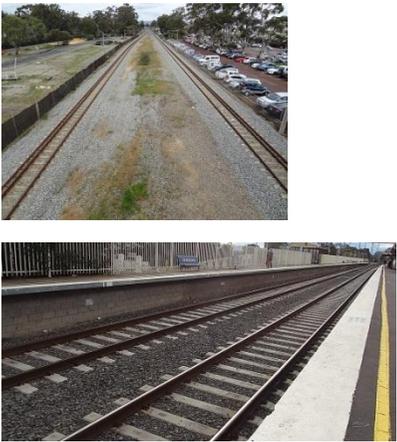


Word or phrase	Meaning	What it can look like <small>* Varies state to state</small>
<p>Overhead power lines</p>	<p>High voltage electrical wires which power electric trains. Highly dangerous due to the high voltage levels – can be between 1500V DC and 25 kV AC.</p> <p>Also known as overhead wires.</p>	

Word or phrase	Meaning	What it can look like *Varies state to state
<p>Pedestrian Level Crossing</p>	<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 <small>* Varies state to state</small>
<p>Platform</p>	<p>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.</p>	
<p>Signals</p>	<p>Lights which tell the train driver when to stop, use caution and go (similar to traffic lights).</p>	

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

Word or phrase	Meaning	What it can look like <small>* Varies state to state</small>
<p>Yellow line (or white line)</p>	<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>*Note: in South Australia, this line is white.</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.

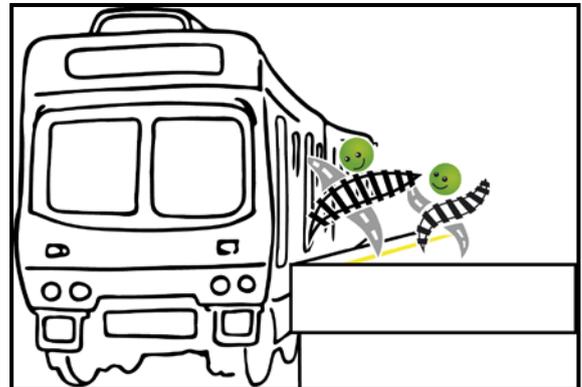
You can help reinforce what they learn in the classroom by practising waiting safely on a station platform or cross at a pedestrian level crossing with them every time you catch a train or cross railway lines. We call these the 'TrackSAFE actions'.

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?"

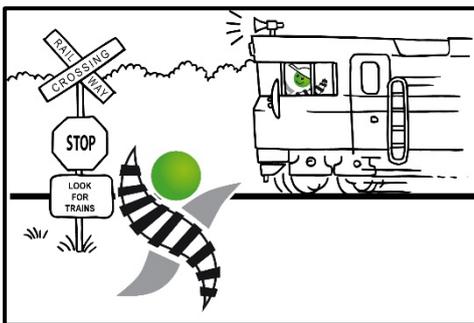
Why is it important to do this every time they cross? It will help keep them safe!



- 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.



Dear Parent/Carer

Your student is participating in TrackSAFE Education: Rail Safety for Schools, a rail safety education initiative designed for students to learn about train and track safety.

We ask teachers to take photos and/or film their students participating in the lessons, and/or samples of their work. We provide a secure upload facility for teachers to share these items with us. We will use the photos, videos and student work samples to promote your school and your student's achievements to the community, and to promote the program to teachers across Australia via our website, social media and other forums, such as at teacher conferences. They can also help us review and evaluate the resources to ensure they continue to meet the needs of schools.

The school is seeking your permission to photograph and/or film your student during their participation in the lessons, and to share their work with us. We have attached a permission slip which you need to return to the teacher by the date requested.

If you have any questions, please ask the teacher or feel free to contact us at info@tracksafeeducation.com.au. You can also visit our website at tracksafeeducation.com.au for further information, and to see how student images, videos and work samples are used.

Kind Regards
The TrackSAFE Education Team
A TrackSAFE Foundation initiative

(Please tick the applicable response)

I give permission for the teacher to take photos/video of my student and samples of their work and submit them to TrackSAFE, who will use them to share with the community; evaluate and promote the TrackSAFE Education: Rail Safety for Schools program.

I **do not** give permission for photos of/videos of/work samples from my student to be taken and shared with TrackSAFE.

Student Name _____ Date _____

Name _____ (Parent/Carer) Signed _____ (Parent/Carer)



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