

## Teacher notes

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

#### 1. Overview

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

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

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

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

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



#### Teacher Alert

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- [Assessment of learning](#)

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

- [Program evaluation](#)

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

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

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

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

### 3. Suggested learning pathways

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

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

**Key:**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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**Remember:  
read the  
Teacher Notes  
first!**

## Lesson 1

### Bringing in ideas about visual and multimodal texts<sup>1</sup>

#### Learning intention

Describe a visual or multimodal text with a message about the rail network.

We have provided assessment rubrics at the back of this document (Appendix) for guidance as to how students may achieve the learning intention to differentiated standards.



#### Teacher Alert

*Year 7 students should concentrate on the use of **gaze, angle and social distance** to create perspective in their multimodal text.*

*Year 8 students should concentrate on any **allusions to other texts** that enhance and/or layer the meaning of their multimodal text.*

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<sup>1</sup> Multimodal text: “A combination of two or more communication modes (for example, print, image and spoken text, as in film or computer presentations).” <http://www.australiancurriculum.edu.au/english/glossary>

## 1.1 Define terms

- What is a visual text?
- What is a multimodal text?

Ask students to:

- **brainstorm** everything they know about visual and multimodal texts. Use text, quotes, drawings and/or images to express these ideas. Ask students to place these ideas on a separate blank hexagon. They can do this electronically using the HookED SOLO Hexagon Generator: <http://pamhook.com/solo-apps/hexagon-generator/> or manually using the included resource **HookED Hexagon Template**.
- **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.

Ask students to step back from the resulting tessellation (clusters of hexagons) and make a group/class claim – “Overall we think a ‘visual text’/‘multimodal text’ is [make a claim] ... because [give a reason] ... because [give evidence].” Keep these definition statements as evidence.

Clarify meaning and create start-up definitions for any of the technical terms students will need to use when looking for **representational** meanings, **interactive** meanings and **compositional** meanings within the text, and between the text and the viewer. For example:

**Representational meaning:** content, social context, colour, symbolism, reading paths, vectors, processes, actions, reactions.

**Interactive meaning:** image, act, gaze, framing, social distance, modality, background, colour, lightness, saturation, power, status.

**Compositional meaning:** salience, positioning, layout, framing, typeface, language techniques, lighting.

Use the included resource **Question prompts for analysing visual and multimodal texts** to assist with this activity.

**Extension:** Create a class glossary with images, appropriate technical vocabulary and prompts for analysing text for representational, interactive or compositional meaning. Refer to and develop the glossary throughout the unit.

## 1.2 Describe a visual or multimodal text used to communicate a message

### Part A: Supported deconstruction of a visual or multimodal image

Model the use of technical language when describing a visual or multimodal text designed to communicate a message. Add annotations and mark-ups to identify and explain attributes as you describe them.

Look at how the words, images and shapes work together to communicate a message in a visual or multimodal text.

Deconstruct the text and observe how the different elements work together.

Ask students to:

- Identify any **participants** (people, places and things – who, where and what) shown in the text; describe how they are connected/interact with each other within the text and how they are positioned to connect/interact with the viewer of the text.
- Identify any **reference** to, appropriation of or mashup with historical events; social or cultural icons/symbols/referents; or popular media.

Use the question prompts resource to look for **representational** meanings, **interactive** meanings and **compositional** meanings within the visual or multimodal text.

Demonstrate how these representational, interactive and compositional elements are used to put the viewer at ease and engage them with the text through a sense of:

- **unity**, created through proximity – the position of text elements,
- **balance**, created through placement of heavy and light elements – symmetrical, asymmetrical, discordant,
- **dominance**, created through **salience** – making the most important element/s stand out; through **contrast** between any elements in the design; and through the provision of a **focal point**, and
- **rhythm, repetition or consistency**, created through repeated use of the design elements.

## Part B: Independent deconstruction of a visual or multimodal text image

Ask students to find their own example of a visual or multimodal text with image(s) featuring **travel by rail** in the present or the past. Look for visual and multimodal texts in advertisements, book covers, railway posters, film promotions, film stills, cartoons, children’s story books, CD covers, online media including blog posts and web pages, photographs etc. *Note: Our high school student media library <http://tracksafeeducation.com.au/students/high/media-library/> might be a good place to start. Teachers should approve the visual or multimodal text selected for this activity to ensure it can provide for the depth of analysis expected at Year 7 and Year 8.*

Ask students to describe the multimodal text using the See Think Wonder strategy and the included **HookED Describe ++ Map**.

Each student places their visual or multimodal text in the centre of a large sheet of newspaper.

Ask students:

- **What do you see?** Describe what you see in rectangles or Post-it notes placed around the edge of the text. Use technical language where appropriate. Use the features and techniques discussed in the previous activity to help you choose important visual features and techniques that catch your attention or make an impact on you in some way – for example, placement, salience, framing, representation of action or reaction, shot size, gaze, social distance, angle, dominant image, colour, font, symbolism, unity, balance, contrast, repetition, rhythm, appeal to cognitive biases.
- **Why do you think it is like that?** Use the speech bubbles to explain why you think it is like that. Why has it been used? Consider representational meanings, interactive meanings and compositional meanings. Ask, “How does it help me understand what the text is about? How does it affect the viewer (me)?”
- **What does it make you wonder?** In the thought bubbles, suggest what the use of this feature or technique make you wonder.

Ask students to step back from the map and think about how these features and techniques work together (are integrated) in the visual or multimodal text. What is the effect of these visual language features on the viewer? What was the writer’s purpose? How effective was the combined use of these features and techniques?

Then ask students: What bigger ideas are communicated through this visual or multimodal text? Think in terms of social, political, cultural and environmental contexts and the time the text was made. Add these as annotations to the map.

**Extension:** Ask students to prepare and deliver a three- to five-minute presentation combining print, visual and audio elements to interpret ideas, and drawing on knowledge and research about the use of visual and/or multimodal texts in rail safety education.

## Appendix: Differentiated assessment rubrics

We have provided guidance for how students may achieve differentiated standards within these learning activities.

### English

This rubric may assist you in assessing student achievements within the Australian Curriculum. Results can be recorded via your usual assessment record method.

Describe a visual or multimodal text with a message about the rail network.

<b>Extended ideas</b>	My description of a visual or multimodal text identifies the use of several elements (representational, compositional, and/or interactive) to communicate meaning <b>AND</b> explains how these elements help communicate meaning <b>AND</b> makes a generalisation about the effectiveness of the combined use of these elements to communicate meaning.
<b>Related ideas</b>	My description of a visual or multimodal text identifies the use of several elements (representational, compositional, and/or interactive) to communicate meaning <b>AND</b> explains how these elements help communicate meaning.
<b>Loose ideas</b>	My description of a visual or multimodal text identifies the use of several elements (representational, compositional, and/or interactive) to communicate meaning.

## Rail Safety

This rubric may assist you in assessing student achievements within the suggested rail safety outcomes of this lesson. Results can be reflected in the included [assessment of learning](#).

**Identify** potential hazards on and around the rail network.

(What are potential hazards on and around the rail network?)

<b>Extended ideas</b>	<p>I can identify many relevant hazards for people on and around the rail network  <i>[using text, oral language, drawing, visual arts, dance, drama, music etc.]</i>  <b>AND</b> can explain why these hazards need to be managed to keep people safe  <b>AND</b> can reflect on my role in helping to manage these hazards.</p>
<b>Related ideas</b>	<p>I can identify many relevant hazards for people on and around the rail network  <i>[using text, oral language, drawing, visual arts, dance, drama, music etc.]</i>  <b>AND</b> can explain why these hazards need to be managed to keep people safe.</p>
<b>Loose ideas</b>	<p>I can identify many relevant hazards for people on and around the rail network  <i>[using text, oral language, drawing, visual arts, dance, drama, music etc.].</i></p>

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## Lesson 2

### Connecting ideas about visual and multimodal texts

#### Learning intention

Explain (give reasons for) the elements used to communicate a message in a visual or multimodal text about the rail network.

We have provided assessment rubrics at the back of this document (Appendix) for guidance as to how students may achieve the learning intention to differentiated standards.



#### Teacher Alert

*Year 7 students should concentrate on the use of **gaze, angle and social distance** to create perspective in their multimodal text.*

*Year 8 students should concentrate on any **allusions to other texts** that enhance and/or layer the meaning of their multimodal text.*

## 2.1 Compare texts used to promote rail safety

Ask students to share their HookED Describe++ map from Lesson 1.2 with another student.

Compare and contrast the images and the features you identified; the reasons why you think the features were used; how it makes you feel; and what it makes you wonder. Look for similarities and differences in use of these features between the different visual or multimodal texts.

Students can use the attached '**Features used in a visual or multimodal text**' table to help them in their discussion of the similarities and differences between visual or multimodal texts.

Revisit the initial group/class definition of *visual or multimodal* text and improve it – “We think visual or multimodal texts are ... because [give a reason] ... because [provide evidence].”

**Extension:** Ask students to create a visual checklist of the different features/techniques that can be used in visual or multimodal texts to:

- develop a point of view (Year 7)
- allude to other texts (Year 8).

Students can develop their checklist by completing the attached '**Visual Checklist**' table.

**Features used in a visual or multimodal text**

<p><b>Features identified in a visual or multimodal text about travelling by rail</b></p> <p><b>Examples below</b></p>	<p><b>Describe how the different features have been used.</b></p> <p><b>[bringing in ideas]</b></p>	<p><b>Compare and contrast the use of these features in different visual or multimodal texts about travelling by rail.</b></p> <p><b>[relating ideas]</b></p>	<p><b>Generalise about the effect of these features in visual or multimodal texts about travelling by rail.</b></p> <p><b>[extending ideas]</b></p>
Saliency – dominant image	Image 1. Image 2.	Similarities: Differences:	
Colour	Image 1 Image 2.	Similarities: Differences:	
Symbolism	Image 1 Image 2.	Similarities: Differences:	
Framing	Image 1 Image 2.	Similarities: Differences:	
Point of view – gaze, angle, social distance (Year 7)	Image 1. Image 2.	Similarities: Differences:	
Allusions to other texts that enhance meaning. (Year 8)	Image 1. Image 2.	Similarities: Differences:	

**Visual checklist**

Technique/feature used to develop a point of view (Y7) or allude to other texts (Y8)	Example – insert visual or multimodal text example.	Explain the effect on the viewer.

## 2.2 Analyse a visual or multimodal text image used to promote rail safety

**Interpret the ideas, language and visual features used in the text, their purpose and their effect.**

Ask students to find examples of visual and/or multimodal texts **with a message about rail safety**. They can look for visual and multimodal texts in one of the included resources **Media and multimodal texts** and **Video & poster Resources**; search our high school student media library: <http://tracksafeeducation.com.au/students/high/media-library/>; or find their own by searching advertisements (print and multimedia), resources from safety campaigns, transport posters, online media including blog posts and web pages, etc.

Teachers should approve the visual or multimodal texts selected for this activity to ensure they hold sufficient challenge for analysis of point of view (Year 7) or allusions that enhance meaning (Year 8).

Use the following differentiated *Stations* criteria activity to analyse each visual or multimodal text.

### **Station 1: What is it?**

#### **Identify the visual or multimodal text. (One idea)**

What is the visual or multimodal text about? Who produced the text? When was it produced? Where was it displayed or used? What was the purpose of the text? Who was the intended audience for the text? What is the focus of the text – an idea, a place, a person or an event? What stands out in the text? What point of view is expressed? What other texts are alluded to in the text? What safety messages feature in this text? What impact does the text have on you? How does the text make you feel?

### **Station 2: What is it like?**

#### **Describe the features used in the visual or multimodal text. (Loose ideas)**

What features have been used to convey the safety message/s? Use the features identified in the previous activities. What does it look like? How is the text laid out? What colours and tones are used? What colours and/or tones dominate the text? Is colour used to connect ideas or make ideas distinct from each other or stand out? What mood is created by the use of colour – hue, saturation and brightness – in the text? What is in the background of the text? What is in the foreground? How are light and shadow used? Is the image close up or far away? What angle has been taken? How is the subject positioned on the text – isolated, juxtaposed? How are the different elements of the text positioned? What does the proximity

of different objects or ideas suggest? How is symmetry (and asymmetry) used to make ideas appear related or to draw attention? Where is the white space positioned? What language structures and/or features are present? What symbols are present? Does the text use transparency to offer an insight into what is going on under the surface or out of sight? Does the visual text provide a possibility tree showing choices or routes to follow to increase the potential for viewers to reach the goal or desired behavioural change? What typeface – font, size and weight – is used? What is the expression of a point of view? What are other texts alluded to in the text?

### **Station 3: How and why?**

**Explain how and why the different elements and features have been used to convey the message in the text. (Related ideas)**

How and why are these elements and features used to convey the safety message in the visual or multimodal text? What is the writer's purpose in using an element or a feature in the text? How do these elements and features work together to reinforce or enhance the safety message in the visual or multimodal text?

### **Station 4: How effective is it?**

**Express an opinion on the effectiveness of a visual or multimodal text in conveying the safety message. (Extended ideas)**

Develop group or class criteria for assessing the effectiveness of a visual or multimodal text.

For example, to what extent does the text: clearly identify the rail safety message; use gaze, angle and social distance to generate a point of view about rail safety; allude to or draw on other texts or images to enhance and layer rail safety messages; use identifiable symbols to represent the rail safety message; use layout to focus attention on the rail safety message; use colour to express appropriate mood or emotion about the rail safety message; use frames to include the viewer in the rail safety message?

Ask students to work in groups to assess up to five visual or multimodal texts using a criteria ranking grid like the one below. Choose your own ranking criteria for comparing and ranking the texts (see example **Criteria Ranking Grid**).

**Extension: Ask** students to compare and contrast visual railway safety texts from the past with texts from today. Find similarities and differences between different elements and features in the visual texts. Suggest why the elements and features in visual texts have changed over time.

**Criteria ranking grid**

Rank the texts using a scale from 1 = most effective to 5 = least effective.

Total the scores and circle the most effective visual or multimodal text overall.

<b>How well does each visual or multimodal text:</b>	<b>Text A</b>	<b>Text B</b>	<b>Text C</b>	<b>Text D</b>	<b>Text E</b>
clearly identify the rail safety message?					
use gaze, angle and social distance to generate a point of view about rail safety?					
allude to other texts or images to enhance and layer rail safety messages?					
use identifiable symbols to represent the rail safety message?					
uses layout to focus attention on the rail safety message?					
use colour to express appropriate mood or emotion about the rail safety message?					
<b>TOTAL</b>					

## Appendix: Differentiated assessment rubrics

We have provided guidance for how students may achieve differentiated standards within these learning activities.

### English

This rubric may assist you in assessing student achievements within the Australian Curriculum. Results can be recorded via your usual assessment record method.

**Explain** *(give reasons for) the elements used to communicate a message in a visual or multimodal text about the rail network.*

<b>Extended ideas</b>	My explanation offers several relevant reasons for the use of different elements (representational, compositional, and/or interactive) to communicate meaning in a visual or multimodal text <b>AND</b> explains why these reasons are relevant <b>AND</b> makes a generalisation about the effectiveness of the choices made.
<b>Related ideas</b>	My explanation offers several relevant reasons for the use of different elements (representational, compositional, and/or interactive) to communicate meaning in a visual or multimodal text <b>AND</b> explains why these reasons are relevant.
<b>Loose ideas</b>	My explanation offers several relevant reasons for the use of different elements (representational, compositional, and/or interactive) to communicate meaning in a visual or multimodal text.

## Rail Safety

This rubric may assist you in assessing student achievements within the suggested rail safety outcomes of this lesson. Results can be reflected in the included [assessment of learning](#).

**Explain** how and why these approaches help us to keep safe on and around the rail network.  
(How/Why do these management approaches keep us safe?)

<b>Extended ideas</b>	<p>I can give several relevant reasons why identified management strategies help us keep safe on and around the rail network <i>[using text, oral language, drawing, visual arts, dance, drama, music etc.]</i> <b>AND</b> can explain why these reasons are relevant <b>AND</b> can make a generalisation about the reasons why these approaches help to keep us and other safe.</p>
<b>Related ideas</b>	<p>I can give several relevant reasons why identified management strategies help us keep safe on and around the rail network <i>[using text, oral language, drawing, visual arts, dance, drama, music etc.]</i> <b>AND</b> can explain why these reasons are relevant.</p>
<b>Loose ideas</b>	<p>I can give several relevant reasons why identified management strategies help us keep safe on and around the rail network <i>[using text, oral language, drawing, visual arts, dance, drama, music etc.]</i>.</p>

**Remember:  
read the  
Teacher Notes  
first!**

## Lesson 3

### Extending ideas about visual and multimodal texts

#### Learning intention

Create a visual and/or multimodal text to communicate a message.

We have provided assessment rubrics at the back of this document (Appendix) for guidance as to how students may achieve the learning intention to differentiated standards.



#### Teacher Alert

*Year 7 students should concentrate on the use of **gaze, angle and social distance** to create perspective in their multimodal text.*

*Year 8 students should concentrate on any **allusions to other texts** that enhance and/or layer the meaning of their multimodal text.*

### 3.1 Create an imaginative, informative and persuasive multimodal text

Select an important but controversial rail safety issue for local youth in your community.

Ask students to work individually or in pairs to write a blog post (multimodal text) identifying the issue, the diverse views held about the issue and a promotional campaign to “fix” the issue. (Refer to youth safety websites like Fixers: <http://www.fixers.org.uk>)

The blog post should:

- Be approximately 200 words long,
- Use language features and structures designed to persuade, including:
  - a graphic poster (thumbnail and A2) and/or
  - a multimedia clip (2 minutes duration) and/or
  - a radio clip (20 seconds duration)
- Be supported by a Twitter stream conversation of at least five tweets (up to 140 characters per tweet) promoting the blog post to your followers.

The elements in the multimodal text should use representation, interaction and composition to create a clear message on how to help young people keep safe around trains and tracks.

**Extension:** Ask students to create a comment thread (of at least 10 comments) in response to their post. It should feature both comments that are supportive of and extend their arguments and comments that are dismissive of and challenge their points.

### 3.2 Justify a claim about the effectiveness of a visual or multimodal text

Ask students to write a persuasive text justifying a claim about the effectiveness of a visual or multimodal text in conveying a rail safety message.

*Note:* Their persuasive text can address the effectiveness or ineffectiveness of the text in communicating a rail safety message.

Ask students to **draft** the persuasive argument using the ‘**Justifying a claim**’ template as follows:

- **Select** a claim made about the effectiveness of a visual or multimodal text.
- **Express** opinions and different points of view about the claim using relevant languages features.
- **Identify** areas of agreement (and disagreement) about the claim – your reasons and objections to the claim.
- **Add a helping premise** to each reason and objection, explaining why these are reasons for and objections to the claim – “This reason supports the claim because...”; “This objection refutes the claim because...”
- **Identify** grounds and/or evidence in support of each reason or objection AND for each helping premise.
- **Judge** the strength of the overall reasons for the claim.
- **Judge** the strength of the overall objections to the claim.
- **Make an evaluation** of the overall claim based on the reasons and objections. “In conclusion/Overall I think...” etc.

Next ask the students to:

- **Write** an oral text from the draft outline in the template. .
- **Self and peer edit** the text – check for run-on sentences, eliminate unnecessary detail or repetition, and provide clear introductory and concluding paragraphs.
- **Rehearse** your presentation
- **Modify** the presentation in response to feedback from your group.
- **Deliver** this text in an oral presentation to an audience of your peers.
- **Seek** feedback on how the text might be improved.
- **Redraft** the text using the feedback provided.
- **Reflect** on, critique and further refine the text prior to recording (for video or podcast) your presentation and publishing online in a class blog or wiki.

**Extension:** Ask students to **create** a series of visual texts to persuade an identified audience. Use the texts as visual props during your presentation.

## Justifying a claim

<b>Select</b> a claim made about the effectiveness of a visual or multimodal text in the previous activity. (Thesis)			
<b>Thesis:</b>			
<b>Express</b> opinions and points of view about the claim. (Possible arguments)			
<b>Opinions:</b>			
<b>Identify</b> areas of agreement (and disagreement) about the claim – your reasons and objections to the claim. (Argument points)			
<b>Reason for claim:</b>	<b>Reason for claim:</b>	<b>Objection to claim:</b>	<b>Objection to claim:</b>
Grounds/evidence/ example:	Grounds/evidence/ example:	Grounds/evidence/ example:	Grounds/evidence/ex ample:
<b>Add</b> a helping premise to each reason and objection, explaining why it is a reason for or objection to the claim – “This reason supports the claim because ...”, “This objection refutes the claim because ...” (Elaboration and explanation linked to the claim)			
<b>This is a reason for the claim because ...</b>	<b>This is a reason for the claim because ...</b>	<b>This is an objection to the claim because ...</b>	<b>This is an objection to the claim because ...</b>

Grounds/evidence/ example:	Grounds/evidence/ example:	Grounds/evidence/ example:	Grounds/evidence/ example:
<b>Judge</b> the strength of the overall reasons for the claim.		<b>Judge</b> the strength of the overall objections to the claim.	
<b>Make an evaluation</b> of the overall claim based on the reasons and objections. "In conclusion/Overall I think ..." etc. (Reinforcement)			

## Appendix: Differentiated assessment rubrics

We have provided guidance for how students may achieve differentiated standards within these learning activities.

### English

This rubric may assist you in assessing student achievements within the Australian Curriculum. Results can be recorded via your usual assessment record method.

**Create** a visual and/or multimodal text to communicate a message.

<p><b>Extended ideas</b></p>	<p>I can create a visual and/or multimodal text using different elements (representational, compositional, and/or interactive) to communicate meaning  <b>AND</b> I can give reasons for the use of different elements  <b>AND</b> I can evaluate the effectiveness of the use of different elements in my visual or multimodal text and rework my text to improve it</p>
<p><b>Related ideas</b></p>	<p>I can create a visual and/or multimodal text using different elements (representational, compositional, and/or interactive) to communicate meaning  <b>AND</b> I can give reasons for the use of different elements.</p>
<p><b>Loose ideas</b></p>	<p>I can create a visual and/or multimodal text using different elements (representational, compositional, and/or interactive) to communicate meaning BUT I am not sure why or where to include the elements for best effect.</p>

## Rail Safety

This rubric may assist you in assessing student achievements within the suggested rail safety outcomes of this lesson. Results can be reflected in the included [assessment of learning](#).

**Create** an action or product to help keep ourselves and others safe on and around the rail network.

*(What have you done to help keep yourself and others safe on or around the rail network?)*

<b>Extended ideas</b>	<p>I can create an action/product to help people keep safe on and around the rail network  <b>AND</b> I can explain why the action/product will be effective in helping to keep people safe  <b>AND</b> I seek feedback on the effectiveness of the [insert action/product] and make improvements in response.</p>
<b>Related ideas</b>	<p>I can create an action/product to help people keep safe on and around the rail network  <b>AND</b> I can explain why the action/product will be effective in helping to keep people safe.</p>
<b>Loose ideas</b>	<p>I can create an action/product to help people keep safe on and around the rail network, BUT I am not sure if it will be helpful  <i>[using text, oral language, drawing, visual arts, dance, drama, music etc.].</i></p>

# TrackSAFE Education: Assessment of learning

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

\* Required



## 1. Identifying actions to keep us safe around trains, tracks and level crossings. \*

Did students identify actions to keep themselves and others safe?

*Tick all that apply.*

- Several actions identified, explained and justified
- Several actions identified and explained
- Several actions identified
- One action identified
- No actions identified

## 2. Explaining how and why different actions help keep us safe around trains, tracks and level crossings. \*

Did students give reasons to explain how and why an action keeps themselves and others safe?

*Tick all that apply.*

- Several reasons given, explained from different perspectives and justified
- Several reasons given and explained from different perspectives
- Several reasons given
- One reason given
- No reasons given

## 3. Determining attitudinal change towards the importance of acting safely around trains, tracks and level crossings. \*

To what extent have student attitudes towards the importance of acting in ways to keep safe changed?

*Tick all that apply.*

- Attitudes have greatly improved
- Attitudes have improved
- Attitudes have remained the same
- Attitudes have diminished
- Attitudes have greatly diminished

4. \*

What have you observed students doing or saying that suggests their attitudes have changed in this way?

.....  
.....  
.....  
.....  
.....

5. **Doing things to help keep us safe around trains, tracks and level crossings.** \*

What type of actions (teacher directed, independent or community based) have students undertaken to help keep themselves or others safe around trains and tracks?

*Tick all that apply.*

- Community based action
- Independent action
- Teacher directed action
- No action

6. \*

Please give an example of actions (teacher directed, independent or community based) students have done to help keep themselves or others safe around trains and tracks.

.....  
.....  
.....  
.....  
.....

---

Thank you for your participation! Sharing your assessment data with us will help us continually improve our resources. Please scan and email a copy of this assessment to [info@tracksafeeducation.com.au](mailto:info@tracksafeeducation.com.au) or upload in the 'Feedback & Giveaways' section of [tracksafeeducation.com.au](http://tracksafeeducation.com.au).

From the TrackSAFE Education team

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><b>Ballast</b></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><b>Emergency Help button</b></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"> <li>• Ambulance – e.g. sick or injured person</li> <li>• Police – e.g. when feeling unsafe due to being followed, a fight</li> <li>• Fire service – e.g. fire at station or surrounding area</li> <li>• Train control – e.g. to warn of potential fatal incident such as person on tracks</li> <li>• Similarly to the misuse of Triple Zero (000), penalties can apply for misuse.</li> </ul>	 

Word or phrase	Meaning	What it can look like <small>* Varies state to state</small>
<p><b>Gap</b></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.

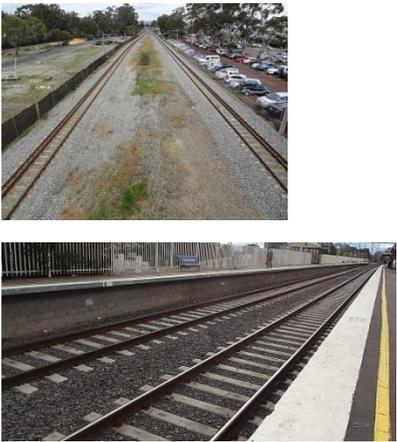


Word or phrase	Meaning	What it can look like <small>* Varies state to state</small>
<p><b>Overhead power lines</b></p>	<p>High voltage electrical wires which power electric trains. Highly dangerous due to the high voltage levels – can be between 1500V DC and 25 kV AC.</p> <p>Also known as overhead wires.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

Word or phrase	Meaning	What it can look like *Varies state to state
<p><b>Pedestrian Level Crossing</b></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"> <li>• Road sign (Railway Crossing)</li> <li>• Other warning signs (e.g. DO NOT CROSS WHILE LIGHTS ARE DISPLAYED OR ALARM SOUNDING)</li> <li>• Warning lights (flashing)</li> <li>• Warning red man lights (flashing)</li> <li>• Warning bells (ringing)</li> <li>• Gate, boom gate or other barrier</li> <li>• Maze (to make people look left and right)</li> <li>• Stop line</li> <li>• Double lines to walk between</li> <li>• No safety features (usually on private property e.g. farm)</li> </ul> <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><b>Platform</b></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><b>Signals</b></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><b>Sleepers</b></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><b>Train</b></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><b>Train station</b></p>	<p>A place where people catch a train. Also known as railway station or station.</p>	
<p><b>Train tracks</b></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><b>Yellow line (or white line)</b></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>	

# TrackSAFE Education: High school student self-assessment

**Instructions for students:** Please complete this short survey to help TrackSAFE Education assess the Rail Safety for Schools program.

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

Teachers can complete the assessment on behalf of the whole class, or ideally students can complete it themselves (in groups or individually). Students who have difficulty reading/typing can draw their answers, and teachers can transcribe these pictures into words on their behalf.

Please note assessments completed online can not be reviewed by the teacher: please use the PDF copy provided should you wish to view the answers.

\* Required



## 1. What year or grade are you in at school? \*

Please choose your school year/grade level.

Mark only one oval.

- Year/Grade 7
- Year/Grade 8
- Year/Grade 9
- Year/Grade 10

## 2. What stage of the TrackSAFE Education lessons are you up to? \*

Mark only one oval.

- We have not started the lessons yet
- We have just finished the lessons
- We finished the lessons a month or more ago

## 3. If you have finished the TrackSAFE Education lessons, what learning area (subject) were the lessons in? \*

Ask your teacher to help you answer this if you are not sure.

Mark only one oval.

- English
- The Arts
- Health & Physical Education
- We have not started the lessons yet
- Other: .....

**3. If you have finished the TrackSAFE Education lessons, what learning area (subject) were the lessons in? \***

Ask your teacher to help you answer this if you are not sure.

Mark only one oval.

- English
- The Arts
- Health & Physical Education
- We have not started the lessons yet
- Other: .....

**4. What do you know about keeping safe around trains? \***

List all the different things or actions you can think of.

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.....

**5. Why do these things/actions keep you safe around trains? \***

Explain all the different reasons you can think of. (Tip: use [Because...] or [So that...])

.....

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**6. What have you done or made to keep yourself and others safe around trains? \***

List all the things you have done or made that you can think of.

.....

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.....

.....

.....

**7. How important do you think it is to keep yourself and others safe around trains? \***

*Mark only one oval.*

	1	2	3	4	5	6	7	8	9	10	
Not important at all	<input type="radio"/>	Extremely important									

**8. How much do you think your own actions affect keeping yourself and others safe around trains? \***

*Mark only one oval.*

	1	2	3	4	5	6	7	8	9	10	
My actions don't make any difference at all	<input type="radio"/>	My actions have a huge impact									

**Students:** Thank you for your participation! Your answers will help your teacher understand how much you have learned about rail safety and help us keep our resources relevant.

**Teachers:** Sharing your assessment data with us will help us continually improve our resources. Please scan and email a copy of this assessment to [info@tracksafeeducation.com.au](mailto:info@tracksafeeducation.com.au) or upload in the 'Feedback & Giveaways' section of [tracksafeeducation.com.au](http://tracksafeeducation.com.au).

From the TrackSAFE Education team



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](mailto:info@tracksafeeducation.com.au). You can also visit our website at [tracksafeeducation.com.au](http://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)



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](mailto:info@tracksafeeducation.com.au). You can also visit our website at [tracksafeeducation.com.au](http://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)

# TrackSAFE Education: Program Evaluation

This 5 minute evaluation is designed to be completed at the end of delivering a whole TrackSAFE Education unit of work. It is voluntary, anonymous, and your participation is gratefully appreciated. To thank you for your time, we'll send you participation certificates and giveaways for your students: just register on our 'feedback and giveaways' page.

Please be as detailed and constructive as possible. Your answers will help us improve the units of work, and enable us to ensure TrackSAFE Education continues to provide teachers and students with appropriate resources and support in rail safety education.

\* Required



## 1. How did you hear about TrackSAFE Education?

(Please choose all that apply)

*Tick all that apply.*

- Colleague referral
- Web search
- Through booking an incursion/excursion run by a rail organisation
- Competition flyer/poster
- Teacher magazine or website
- Scootle
- For teachers, for students website
- Other teacher resource portal
- Other

## 2. What type of school do your students attend? \*

*Mark only one oval.*

- Government school
- Independent school
- Catholic school
- Home school
- Other:

## 3. What year/grade are the students in? \*

*Tick all that apply.*

- |   |                                  |
|---|----------------------------------|
| <input type="checkbox"/> Foundation (Prep/Kindergarten) | <input type="checkbox"/> Year 7  |
| <input type="checkbox"/> Year 1                         | <input type="checkbox"/> Year 8  |
| <input type="checkbox"/> Year 2                         | <input type="checkbox"/> Year 9  |
| <input type="checkbox"/> Year 3                         | <input type="checkbox"/> Year 10 |
| <input type="checkbox"/> Year 4                         | <input type="checkbox"/> Other   |
| <input type="checkbox"/> Year 5                         |                                  |
| <input type="checkbox"/> Year 6                         |                                  |
- .....

**4. Which learning area (subject) resources did you use? \***

*Tick all that apply.*

- English
- The Arts
- Health & Physical Education

**5. If you mixed units, please specify which lessons you used (e.g. English 1.1, 2.1, 3.1, HPE 3.2)**

.....

## Content and design

**6. Tell us what you think about the content and design of the unit of work overall. \***

*Mark only one oval per row.*

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
The teacher notes were easy to follow	<input type="radio"/>				
The unit of work flowed well from the first lesson to the last lesson	<input type="radio"/>				
The unit of work engaged the students	<input type="radio"/>				
The unit of work sparked student interest in safety	<input type="radio"/>				
The unit of work made students enthusiastic about learning	<input type="radio"/>				
The unit of work met my needs	<input type="radio"/>				
The unit of work met the needs of my students	<input type="radio"/>				
The program exceeded my expectations	<input type="radio"/>				
The program design is suitable	<input type="radio"/>				
The program design is an improvement on previous rail safety education programs I have seen	<input type="radio"/>				
The program design is an improvement on other safety education programs I have seen (e.g. road safety, drug safety, anti-bullying)	<input type="radio"/>				

# Benefits for students

7. As a class, what changes did you notice in the students overall? \*

Mark only one oval per row.

	Significantly improved	Improved	Stayed the same	Decreased	Significantly decreased
Knowledge in the learning area content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge in rail safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Skills in the learning area content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Skills in rail safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attitudes towards the learning area content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attitudes towards rail safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Please elaborate on your answers above. \*

.....

.....

.....

.....

9. The TrackSAFE Education unit of work helped students work towards the Australian Curriculum General Capabilities of... \*

(Please choose all that apply)

Tick all that apply.

- Literacy
- Information and Communication Technology (ICT) Capability
- Critical and Creative Thinking
- Personal and Social Capability
- Ethical Understanding
- Other: .....

10. Please elaborate on any of your answers above.

.....

.....

.....

.....

.....

# Overall feedback

11. **Would you recommend TrackSAFE Education to other teachers? \***

*Mark only one oval.*

- Yes
- No

12. **Why/why not? \***

.....

.....

.....

.....

.....

13. **How could we improve the program? \***

Please provide constructive feedback on any specific areas (e.g. lesson plans, teacher or student website, assessments) and your suggestions for improvement.

.....

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14. **Please provide any general comments on TrackSAFE Education: Rail Safety for Schools. \***

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Thank you for your participation! Your feedback will help us continually improve our resources. Please scan and email a copy of this evaluation to [info@tracksafeeducation.com.au](mailto:info@tracksafeeducation.com.au) or upload in the 'Feedback & Giveaways' section of [tracksafeeducation.com.au](http://tracksafeeducation.com.au).

From the TrackSAFE Education team

## HookED Describe ++ Map

The HookED Describe ++ Map scaffolds student thinking at surface, deep, and conceptual levels. The template provides students with visual support and prompts for both surface and deep features when they start writing, through:

- scaffolding for sentence structure and paragraphing
- increasing the number of ideas presented (quantity)
- deepening the quality of ideas presented.

### Key:

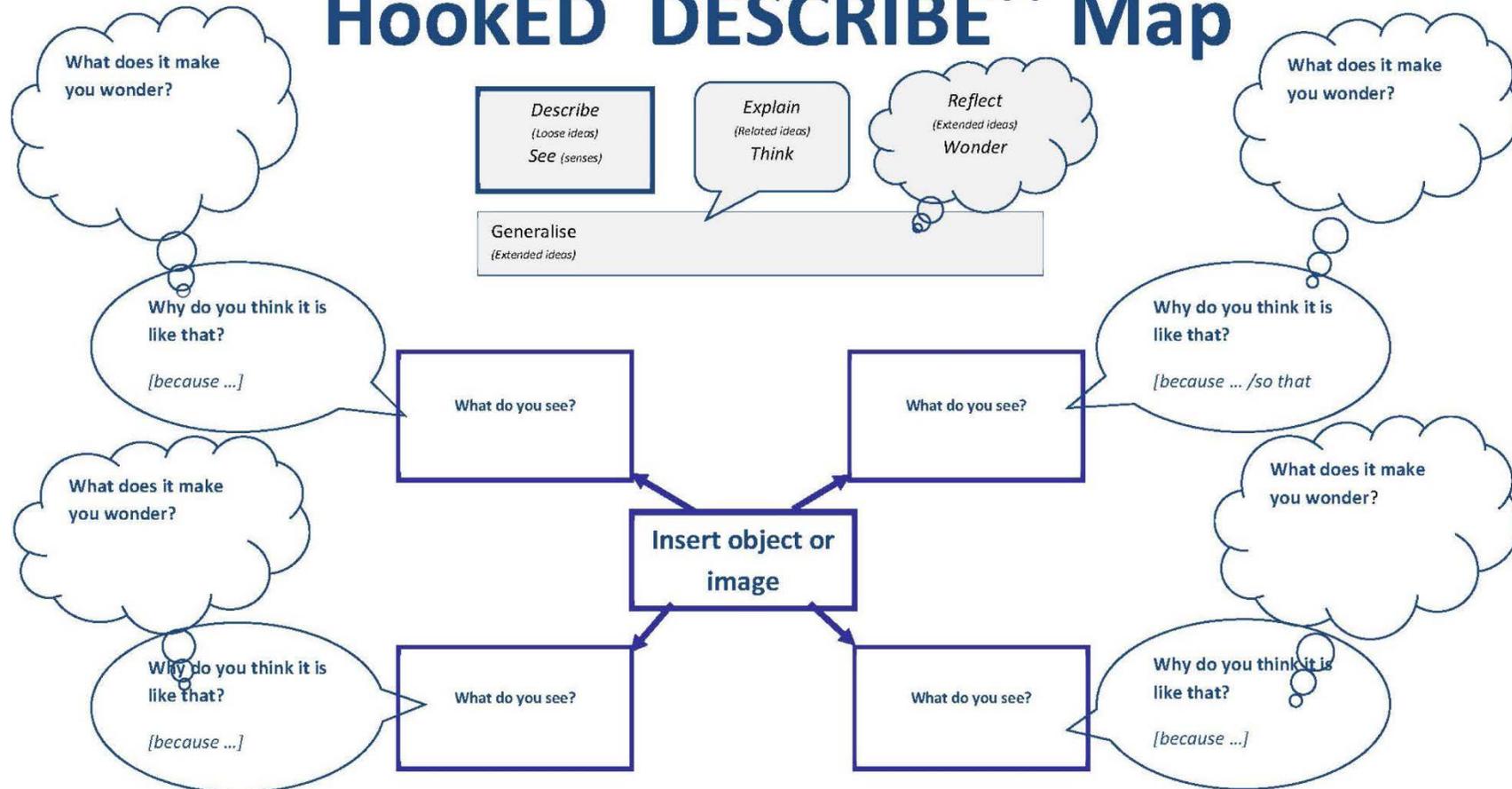
- Small rectangles ask students to describe what they can see (hear, smell, feel etc.).
- Speech bubbles ask students to explain how or why they think it is like this.
- Thought bubbles ask students what this makes them wonder or how effective this is.
- Extended rectangle asks students to make a generalisation.

For original see [http://pamhook.com/wiki/HookED\\_Describe\\_Plus\\_Plus\\_Map](http://pamhook.com/wiki/HookED_Describe_Plus_Plus_Map)

### Instructions for use

1. Align the HookED Describe ++ map with the identified learning intention. For example, we are learning to describe [content] [context].
2. Place the idea or object to be described in the centre of the map.
3. Suggest possible attributes for description. E.g. the five senses, emotions, settings, etc.
4. Record the relevant characteristics in the attribute boxes that sit around the main idea.
5. Explain and or make links between the identified characteristics.
6. Make a generalisation about each attribute. E.g. What does this make you wonder? How effective is this?
7. Make a generalisation about the description. E.g. Overall .... because ...because”
8. Share the success criteria for description in the HookED Describe ++ Rubric.
9. With reference to the success criteria, students describe an idea or object using the relevant characteristics and the target vocabulary from the completed HookED Describe ++ Map. These descriptions can be written, oral or an annotated drawing. This process is iterative and can be repeated whenever new learning occurs enabling the descriptions to be improved.
10. Students self-assess/peer-assess and seek teacher feedback on their descriptions.
11. Students assess their learning outcome for the identified learning intention against the levels, explain why they have chosen this level of learning outcome for their work (feedback) and suggest where to next steps (feed up).
12. Record this in a student learning log.

# HookED DESCRIBE<sup>++</sup> Map



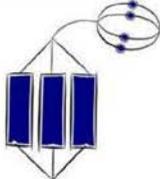
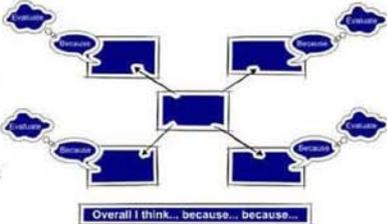
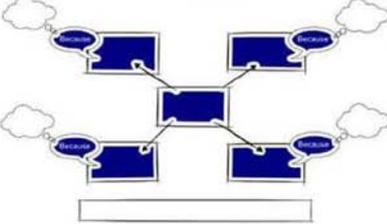
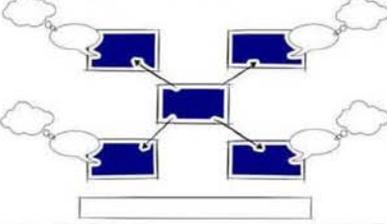
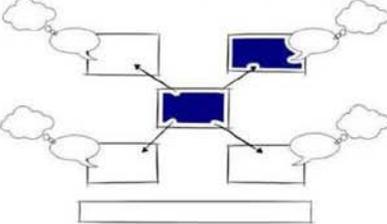
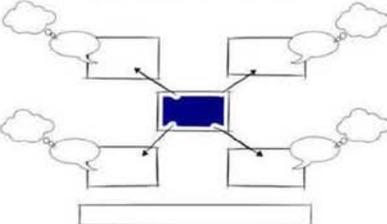
**Overall what do you think it was all about?**

*Overall I think [insert claim] because [insert reason] because [insert evidence].*

See Think Wonder Routine – Project Zero Visible Thinking.  
[http://pzweb.harvard.edu/vt/VisibleThinking\\_html\\_files/03\\_ThinkingRoutines/03\\_c\\_Core\\_routines/SeeThinkWonder/SeeThinkWonder\\_Routine.html](http://pzweb.harvard.edu/vt/VisibleThinking_html_files/03_ThinkingRoutines/03_c_Core_routines/SeeThinkWonder/SeeThinkWonder_Routine.html)

Adapted from original SOLO HookED Describe ++ Map © HookED, Pam Hook, 2011. All rights reserved  
Adapted from HOT Describe Map with permission © Hooked on Thinking, 2004.

HookED DESCRIBE++ Rubric

<p>Extended ideas</p> 	<p>My description identifies several features, links these and makes a generalisation. It integrates these generalisations into a new understanding.</p>  <p>Overall I think... because... because...</p>
<p>Related ideas</p> 	<p>My description identifies several features and links these by explanation</p> 
<p>Loose ideas</p> 	<p>My description identifies several features.</p> 
<p>One idea</p> 	<p>My description identifies one relevant feature.</p> 
<p>No ideas</p> 	<p>I need help to identify any relevant features.</p> 
<p>My learning outcome is _____ because _____ My next step is to _____</p>	

© HookED, Pam Hook, 2011. All rights reserved

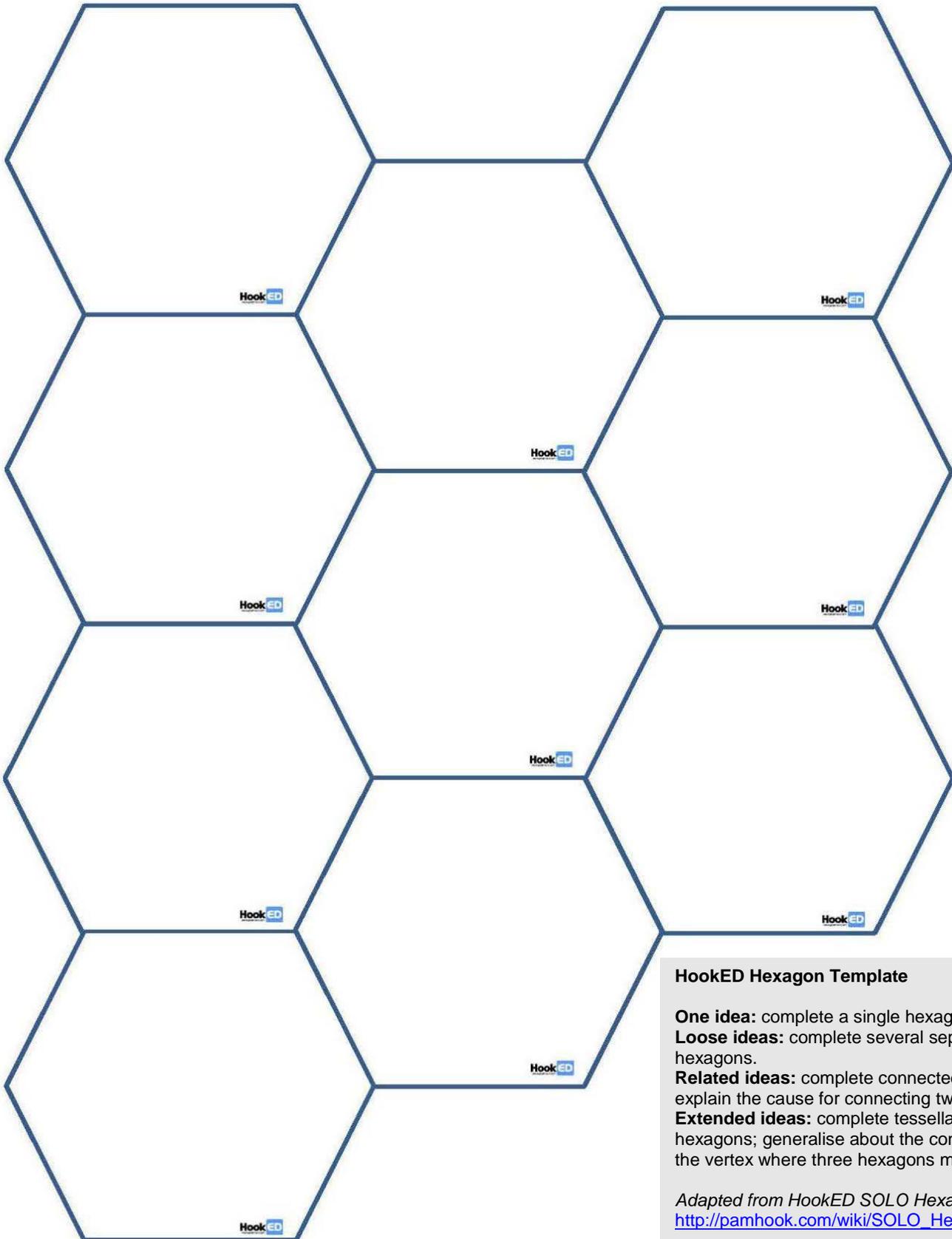
## HookED Hexagon Template

### 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 by printing or displaying on an interactive whiteboard.



#### HookED Hexagon Template

**One idea:** complete a single hexagon.  
**Loose ideas:** complete several separate hexagons.  
**Related ideas:** complete connected hexagons; explain the cause for connecting two edges.  
**Extended ideas:** complete tessellated hexagons; generalise about the connections at the vertex where three hexagons meet.

Adapted from HookED SOLO Hexagons  
[http://pamhook.com/wiki/SOLO\\_Hexagons](http://pamhook.com/wiki/SOLO_Hexagons)

## Media and Multimodal Texts

This resource accompanies the Years 7 & 8 and Years 9 & 10 English units of work. It is easiest to use this resource via your device or interactive whiteboard so you can click on the links provided (rather than printing).

The media and multimodal texts listed describe rail safety related incidents and initiatives under the following categories:

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**Trespass | Graffiti | Level Crossings | Points of view | Safety measures**

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Links to online texts are also available via our Media Library, in the high school student section of our website: <http://tracksafeeducation.com.au/students/high/media-library/media-reports/>.



### Teacher Alert

*The media and multimodal texts listed are intended for a high school audience. Included texts are listed for the purposes of critical analysis of texts from real life incidents, and are NOT intended to invoke shock or fear in students; or to portray a 'normalised' view that young people's behaviour is usually negative, inappropriate or irresponsible.*

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

## Trespass

### Teen survives train game

*Teen plays “chicken” with moving train.*

Illawarra Mercury, NSW; 9 Sep 2013

<http://www.illawarramercury.com.au/story/1761789/video-teen-plays-deadly-game-of-chicken/>

### Rail safety warning issued

*High school girls play chicken on tracks.*

The Examiner, TAS; 23 March 2013

<http://www.examiner.com.au/story/1384353/rail-safety-warning-issued/>

### Risking death – TasRail hits out

*Rail operator condemns group of young people behaving dangerously around trains.*

The Examiner, TAS; 9 July 2012

<http://www.examiner.com.au/story/157961/risking-death-tasrail-hits-out/>

### Jenna Betti, 14, killed after being sucked into train’s vacuum while retrieving her phone in California

*Teen trespassing on track dies trying to retrieve her phone.*

The Daily Telegraph, NSW; 5 March 2014

<http://www.news.com.au/world/jenna-betti-14-killed-after-being-sucked-into-trains-vacuum-while-retrieving-her-phone-in-california/news-story/709496d3cd10d947f023765cf1a5433d>

### A precious life lost in a moment of play

*Girl (9) killed died when she was hit by a fast-moving train.*

The Daily Telegraph, NSW; 27 January 2011

<http://www.dailytelegraph.com.au/news/sydney-news/a-precious-life-lost-in-a-moment-of-play/story-e6freuzi-1225995083943>

### **Track trespass one of several – Community outrage at train teens**

*Teenagers trespass using track as a short cut. Video*

Illawarra Mercury, NSW; 9 Sep 2013

<http://www.illawarramercury.com.au/story/1764890/video-community-outrage-over-train-track-trespass/>

### **Train stopped**

*Teenage girl trespassing on tracks delays trains.*

Maitland Mercury, NSW; 28 Aug 2012

(Not available online – check library catalogue or contact publisher)

### **Girl's feet severed in Mclver train station horror accident *Teenage girl (16) injured trying to cross train lines at an intersection.***

Perth Now News, WA; 3 March, 2014

<http://www.perthnow.com.au/news/western-australia/girls-feet-severed-in-mciver-train-station-horror-accident/story-fnhocxo3-1226843455574>

### **On a dangerous track**

*People fail to understand the risk of trespassing on tracks.*

The Advocate, TAS; 12 July 2012

<http://www.theadvocate.com.au/story/154743/on-a-dangerous-track/>

### **Rail death a tragic accident**

*A cane train kills a man lying on the edge of a railway track.*

Sunshine Coast Daily, QLD; 27 Aug 2012

<http://www.sunshinecoastdaily.com.au/news/struck-and-killed-on-rail-line-fatal-cane-train/1519246/>

### **Train checked after man climbs over wagons**

*Train stopped when young man observed climbing over wagons.*

The Advocate, TAS; 5 April 2013

<http://www.theadvocate.com.au/story/1411012/train-checked-after-man-climbs-over-wagons/>

### **Train ride death risk**

*Train driver speaks out about teen train surfers.*

The Advocate, TAS; 16 January 2013

<http://www.theadvocate.com.au/story/1240393/train-ride-death-risk/>

### **Teenage fools risk their lives in train surfing madness at Mordialloc Station**

*Teenagers train surfing.*

The Courier, VIC; 27 March 2014

<http://www.heraldsun.com.au/leader/inner-south/teenage-fools-risk-their-lives-in-train-surfing-madness-at-mordialloc-station/news-story/c1cf1b91a879349457eda58c0ef5743a>

### **Boy, 13, killed by train while running across tracks at Riddells Creek railway station**

*Boy struck and killed as he ran across tracks trying to change platforms.*

The Advertiser, SA; 14 October 2013

<http://www.adelaidenow.com.au/news/boy-13-killed-by-train-while-running-across-tracks-at-riddells-creek-railway-station/news-story/c26f7c05506209b29f4dccb01280846c>

### **Sixteen year old killed by train named**

*Three friends out walking, a boy and a girl - crossed the railway line, but a third teenager was struck by a northbound freight train and died.*

New Zealand Herald, NZ; 17 December 2013

[http://www.nzherald.co.nz/rail-accidents/news/article.cfm?c\\_id=1500877&objectid=11174016](http://www.nzherald.co.nz/rail-accidents/news/article.cfm?c_id=1500877&objectid=11174016)

### **Train drivers shocked by acts of stupidity**

*Man and three children run in front of train.*

The Advocate, TAS; 6 February 2014

<http://www.theadvocate.com.au/story/2070290/train-drivers-shocked-by-acts-of-stupidity/>

### Man killed by train, children found wandering on highway

*Man killed taking short cut across track.*

The Age, VIC; 8 April 2014

<http://www.theage.com.au/nsw/man-killed-by-train-children-found-wandering-on-highway-20140408-369ne.html>

### Man hit by train wouldn't have heard it coming

*Mother urges parents to tell children 'don't listen to [head]phones while you're walking'."*

The Age, VIC; 27 November 2013

<http://www.theage.com.au/victoria/man-hit-by-train-wouldnt-have-heard-it-coming-20131127-2ya8d.html>

### Train windscreen smash

*The windscreen of a freight train was damaged by youths throwing rocks.*

Kilmore Free Press, VIC; 15 Jun 2012

(Not available online – check library catalogue or contact publisher)

## Graffiti

### Train death of tagger should spur education program

*NSW Coroner recommends increase in public funding for education programs about dangers of trespassing in the rail corridor.*

Inner West Courier, NSW; 29 January 2013

(Not available online – check library catalogue or contact publisher)

### 'It took a second and Tre's no longer with us': coroner rules on tagger's death

*A summary of the Coroner's court recommendations after death of graffiti vandal Tre Toman.*

The Sydney Morning Herald, NSW; 24 January 2013

<http://www.smh.com.au/nsw/it-took-a-second-and-tres-no-longer-with-us-coroner-rules-on-taggers-death-20130124-2d94m.html>

### Rail tagger's tragic talent

*Tagger (18) killed by train in railway underpass.*

The Daily Telegraph, NSW; 25 January 2013

<http://www.news.com.au/national/nsw-act/rail-taggers-tragic-talent/story-fndo4bst-1226561193870>

### Queensland Rail program stamps out graffiti at Hemmant train station

*Station master's engagement with students stops graffiti incidents - Queensland Rail's community education RESPECT initiative.*

Brisbane East News, QLD; 10 January 2014

<http://www.couriermail.com.au/questnews/southeast/queensland-rail-program-stamps-out-graffiti-at-hemmant-train-station/news-story/c891a9fff07920dfc4e3ff2c72753c8>

### Graffiti express

*Graffiti attack tags new trains before they are in use.*

Newcastle Herald, NSW; 13 Oct 2012

(Not available online – check library catalogue or contact publisher)

### Buzz beats graffiti vandals

*State Rail [sic] trials high-pitched Mosquito devices designed to drive young people away from graffiti hot spots.*

The Daily Telegraph, NSW; 28 May 2013

<http://www.dailytelegraph.com.au/news/buzz-beats-graffiti-vandals/story-fni0cx4q-1226651709640>

### Vandals ignore safety advice

*Graffiti attacks continue on rail corridor.*

The Examiner, TAS; 26 March 2014

<http://www.examiner.com.au/story/2172557/vandals-ignore-safety-advice/>

### Graffiti vandal made bankrupt after failing to pay clean-up bill

*Refusing to pay a court imposed \$25,000 clean-up bill has resulted in the graffiti gang member responsible being made bankrupt.*

The Herald Sun, VIC; 15 November 2013

<http://www.heraldsun.com.au/news/law-order/graffiti-vandal-made-bankrupt-after-failing-to-pay-cleanup-bill/news-story/f8c9df396563502d0688eb22ae607bc4>

### Huge graffiti spree derails VLine train

*Graffiti wrecks a V/Line train carriage. Mural (25m) will cost thousands of dollars to scrub off.*

The Herald Sun, VIC; 24 April 2014

<http://www.heraldsun.com.au/news/victoria/huge-graffiti-sprees-derails-vline-train/news-story/830236eae506fc2d9f5bda4e75258815>

### Police investigate after vigilante films clash with train vandals in Melbourne

*Vigilante films train vandals and puts footage on YouTube.*

The Herald Sun, VIC; 11 June 2013

<http://www.heraldsun.com.au/news/victoria/huge-graffiti-sprees-derails-vline-train/news-story/830236eae506fc2d9f5bda4e75258815>

## Level crossings

### Youth braked too late to stop fatal train collision

*A teenager (17) collides with a commuter train at an uncontrolled rail crossing.*

Stuff Dominion Post, NZ; 18 Feb 2013

<http://www.stuff.co.nz/dominion-post/news/wairarapa/8316370/Young-girl-dies-as-teen-brakes-too-late>

### Rail crossing horror smash near Morrinsville

*Elderly driver (76) in collision with a freight train at protected level crossing with lights and bells in good working order.*

Waikato Times, NZ; 2 Jul 2012

<http://www.stuff.co.nz/waikato-times/news/7202571/Rail-crossing-horror-smash-near-Morrinsville>

### Ballarat police baffled at pedestrian boom gate behaviour

*Police amazed by the number of people who risked their lives by illegally crossing train tracks.*

Ballarat Courier, VIC; 14 June 2012

<http://www.thecourier.com.au/story/125569/ballarat-police-baffled-at-pedestrian-boom-gate-behaviour/>

### Port Kembla crossing on track for safety

*Education shown to be effective way of reducing danger as research shows accidents at level crossings are largely a driver behaviour issue.*

Illawarra Mercury, NSW; 21 Jun 2013

<http://www.illawarramercury.com.au/story/1586739/port-kembla-crossing-on-track-for-safety/>

### Motorists urged to pay attention

Police officers target motorists to come to a complete stop at level crossings without boom gates.

Katherine Times, NT; 14 Aug 2013

(Not available online – check library catalogue or contact publisher)

### **Killed by early train**

*Man died after being hit by a train.*

The Daily Telegraph, NSW; 21 Jun 2012

(Not available online – check library catalogue or contact publisher)

### **Knocked over hard on road to independence**

*Young disabled woman hit by train after wheelchair stuck in crossing. Different crossing surfaces are needed for the disabled.*

New Zealand Herald, NZ; 20 Mar 2013

[http://www.nzherald.co.nz/nz/news/article.cfm?c\\_id=1&objectid=10872345](http://www.nzherald.co.nz/nz/news/article.cfm?c_id=1&objectid=10872345)

### **Heroic attempts fail to stop rail accident**

*Rescuers try to pull trapped woman from wheelchair after chair becomes stuck in tracks.*

Waikato Times, NZ; 26 Feb 2013

(Not available online – check library catalogue or contact publisher)

### **Allansford man, 22, dies in railway crossing crash**

*Footballer dies when his vehicle collides with an empty goods train.*

The Standard, VIC; 20 March 2013

<http://www.standard.net.au/story/1375359/allansford-man-22-dies-in-railway-crossing-crash/>

### **Pair's lucky escape from train collision**

*Woman fails to observe train and drives into path of train.*

The Advocate, TAS; 16 August 2010

<http://www.theadvocate.com.au/story/687441/pairs-lucky-escape-from-train-collision/>

### **North's drivers run rail crossing gauntlet**

*The North has by far the highest number of boom gate accidents outside of metropolitan areas.*

Townsville Bulletin, QLD; 11 March 2014

<http://www.townsvillebulletin.com.au/news/norths-drivers-run-rail-crossing-gauntlet/news-story/3779b4ead0d5b53d368a0e3e0dcba7d7>

## Points of view

### Other perspectives on impact and trauma after a rail incident or collision

#### When their world turned upside down

*A parent describes the effect of the death of her daughter (9) who had climbed onto the railway track and was hit by an express train.*

Illawarra Mercury, NSW; 11 June 2011

<http://www.illawarramercury.com.au/story/635737/more-heartache-for-grieving-mum/>

<http://www.illawarramercury.com.au/story/634160/coledale-grieves-for-little-girl-hit-by-train/>

#### Victim's mother wants reparation

*The mother of a young woman who was hit by a train when her wheelchair got stuck at a railway crossing says people are responsible for the tragedy and should pay reparation.*

New Zealand Herald, Auckland; 20 Mar 2013

[http://www.nzherald.co.nz/nz/news/article.cfm?c\\_id=1&objectid=10872358](http://www.nzherald.co.nz/nz/news/article.cfm?c_id=1&objectid=10872358)

#### Editorial

*Train drivers' trauma caused by reckless decision making of others.*

The Advocate, TAS; 1 Apr 2013

(Not available online – check library catalogue or contact publisher)

#### Death on the rails: Flinders train driver tells of trauma

*Train driver describes his experiences and nightmares.*

The Advocate, TAS; 9 August 2013

<http://www.theadvocate.com.au/story/1695356/death-on-the-rails-flinders-train-driver-tells-of-trauma/>

#### TasRail plea after fatal crash

*TasRail reiterates plea for motorists to take care at both passive and active crossings and to think about the experience of the train driver approaching a level crossing.*

The Examiner, TAS; 6 May 2012

<http://www.examiner.com.au/story/86391/tasrail-plea-after-fatal-crash/>

### **Hospital staff set up critical care demo**

*Young farmer (18) describes time in critical care after being hit by a train when driving a tractor.*

Waikato Times, NZ; 14 Jun 2012

<http://www.stuff.co.nz/waikato-times/farming/fieldays/7100707/Hospital-staff-set-up-critical-care-demo>

### **Agencies pass buck in taking any blame**

*Kiwi Rail takes the blame for last month's tragic accident at Morningside.*

New Zealand Herald, NZ; 20 Mar 2013

[http://www.nzherald.co.nz/business/news/article.cfm?c\\_id=3&objectid=10872346](http://www.nzherald.co.nz/business/news/article.cfm?c_id=3&objectid=10872346)

### **Train pranks rile drivers parents asked for halp [sic]**

*Tasmanian train drivers fed up with vandalism on tracks during school holidays.*

The Mercury, TAS 22 April 2014

<http://www.themercury.com.au/news/tasmania/train-pranks-rile-drivers-parents-asked-for-halp/news-story/6bc3cbf8a52abcfce57beee14f5d1dfa>

## Safety measures

### Technologies, strategies and education

#### Blog: Rail Life

*It's your journey. Get up to speed on the railway and get the facts on staying safe.*

<http://rail-life-talk.tumblr.com/>

#### Push for safer level crossing technology

*A radio break-in system that warns vehicles to stop as they approach level crossings is being considered to make level crossings safer.*

The Herald Sun, VIC; 16 September 2012

<http://www.heraldsun.com.au/news/national/push-for-safer-level-crossings-technology/news-story/1c4797da3ea42587613273795f423171>

#### Safety bid on track

*Radio break-in technology "hacks" car stereos as they approach rail crossings to broadcast safety messages.*

Townsville Bulletin, QLD; 02 Apr 2013

(Not available online – check library catalogue or contact publisher)

#### Hi-tech crossings

*New safety measures and warning signs, trialled at level crossing.*

The Chronicle (Toowoomba), QLD; 30 Mar 2013

(Not available online – check library catalogue or contact publisher)

#### Hopes radio puts an end to railway crossing close calls

*Pixie radio technology break-in system is trialled at the Malu Quarry Rd level rail crossing.*

The Chronicle, QLD; 20 December 2013

<http://www.thechronicle.com.au/news/potentially-life-saving-radio-technology-is-being-/2120644/>

### **Audible warning at Grandchester crossing**

*New audible alarms support sight-impaired teen remain active in the community.*

Moreton Border News, QLD; 14 Jun 2013

(Not available online – check library catalogue or contact publisher)

### **Pollies had crossing their sights for Brendan**

*Local railway crossing has audible alarms installed.*

Queensland Times, QLD; 30 May 2013

<http://www.qt.com.au/news/pollies-had-crossing-in-their-sights-for-brendan/1887864/>

### **Rail crossing signs ‘need replacing’**

*Coroner recommends all Tasmania’s railway crossing signs be replaced following an investigation into the death of a man at a railway crossing.*

The Examiner, TAS; 4 Sep 2013

(Not available online – check library catalogue or contact publisher)

### **Editorial: Rail crossing separation must be part of the final plan**

*A safe and efficient central city rail transport requires a complete "grade separation" of rail, road and foot traffic. This will involve funding for pedestrian overpasses, street closures, rail cuttings or tunnels.*

New Zealand Herald, NZ; 01 Mar 2013

[http://www.nzherald.co.nz/nz/news/article.cfm?c\\_id=1&objectid=10868414](http://www.nzherald.co.nz/nz/news/article.cfm?c_id=1&objectid=10868414)

### **Safety focus**

*Queensland Rail's Community Engagement team remind local residents not to ignore signs, lights and boom gates at level crossings.*

The Advocate (Ayr), QLD; 29 Jun 2012

(Not available online – check library catalogue or contact publisher)

### **Trains can't stop quickly you can**

*Rio Tinto supports Rail Safety week.*

Pilbara News, WA; 31 Jul 2013

(Not available online – check library catalogue or contact publisher)

### **Rail warning after teen girl killed**

*KiwiRail urges people to be cautious around rail lines. "Every single death or injury on the railway network is avoidable if people approaching it actively recognise the hazards that exist and obey the warning signs and signals."*

New Zealand Herald, NZ; 18 Feb 2013

(Not available online – check library catalogue or contact publisher)

### **Rail safety team**

*Queensland Rail's community engagement team visits shopping centre to drive home the message that ignoring level crossings could be potentially deadly.*

The Chronicle (Toowoomba), QLD; 28 Aug 2012

(Not available online – check library catalogue or contact publisher)

### **New safety system at rail crossings**

*New safety measures and warnings will be trialled at rail level crossings near Ipswich and Toowoomba to curb near-misses and commuter disruptions.*

The Queensland Times, QLD; 1 Apr 2013

<http://www.qt.com.au/news/new-safety-system-trial-at-rail-level-crossings/1812209/>

### **Police safety drive**

*Police target known trouble spots on Melbourne's rail network after a teenager was killed by a train while walking on rail tracks, despite the train sounding its whistle. A pair of headphones was found close by.*

The Saturday Age, VIC; 30 Jun 2012

(Not available online – check library catalogue or contact publisher)

### Don't go off the rails

*Footy fans attending the Grand Final urged to take care as new figures reveal an average of one person a week is hit by Melbourne trains and trams.*

The Herald Sun, VIC; 27 Sep 2013

(Not available online – check library catalogue or contact publisher)

### Farmers warned to watch for trains

*Farmers advised to take safety precautions when working next to active railways during busy harvest season.*

Terang Express, VIC; 05 Dec 2013

(Not available online – check library catalogue or contact publisher)

### Fatal crash crossing upgrade

*Railway crossing in recent fatality has been earmarked for an upgrade with flashing lights and boom barriers.*

Warnambool Standard, VIC; 20 Mar 2013

<http://www.standard.net.au/story/1375169/fatal-crash-crossing-due-for-safety-upgrade/>

### Sucrogen's safety concern

*School holidays a high risk time for cane trains.*

Whitsunday Guardian, QLD; 27 Jun 2012

(Not available online – check library catalogue or contact publisher)

### Look out for cane trains

*School holidays a high risk time for cane trains.*

Daily Mercury, QLD; 28 June 2012

<http://www.dailymercury.com.au/news/look-out-for-cane-trains/1433205/>

### Cane rail safety

*Parents reminded to tell children about danger from cane trains.*

Tully Times, QLD; 28 Jun 2012

(Not available online – check library catalogue or contact publisher)

### **Pedestrians risk lives to cross tracks**

*Victoria Police and V/Line launch a blitz on pedestrian and motorist behaviour around level crossings after a string of recent incidents and near-misses on train tracks.*

Ballarat Courier, VIC; 15 June 2012

(Not available online – check library catalogue or contact publisher)

### **Daredevils still putting lives at risk**

*TasRail urge public to take care as train drivers report many concerning incidents on and around the tracks.*

The Advocate, TAS; 1 Apr 2013

<http://www.theadvocate.com.au/story/1400296/daredevils-still-putting-lives-at-risk/>

### **Crossing safety to get boost**

*GPS technology used to warn drivers of approaching trains.*

The Advocate, TAS; 1 Apr 2013

(Not available online – check library catalogue or contact publisher)

### **Werribee rail black spot changes urged on level crossing**

*Changes recommended to dangerous level crossing after accident.*

The Age, VIC; 26 December 2013

<http://www.theage.com.au/victoria/werribee-rail-black-spot-changes-urged-on-level-crossing-20131225-2zwo9.html>

### **In the driving seat to cut rail crossing death toll**

*Coroner's report calls for safety systems that will support the road user to make safer decisions at level crossings.*

The Age, VIC; 22 October 2013

<http://www.theage.com.au/comment/in-the-driving-seat-to-cut-rail-crossing-death-toll-20131022-2vyll.html>

### Putting rail safety on the right track

*New wireless technology development allows all vehicles to communicate and exchange information creating 360-degree driver awareness at level crossings.*

The Age, VIC; 21 September 2010

<http://www.theage.com.au/national/education/putting-rail-safety-on-the-right-track-20100920-15jjv.html>

### Here's how 472 of us were almost crossed out

*Queensland Rail's new campaign to raise awareness of safety at level crossings uses crosses to represent 472 recorded near-misses at level crossings.*

MX Brisbane, QLD; 27 Jun 2012

(Not available online – check library catalogue or contact publisher)

## **Sample Poster (Visual Text) Analysis**

This resource is designed to be used as a sample of how to write a visual text analysis. Students should create their own analysis during the relevant learning experience.

### **Overview**

#### **Year 7**

Trains move faster than you

Year 7 (12-13 year old) students should concentrate on clarifying the use of gaze, angle and social distance to create perspective.

#### **Year 8**

Spray-painting poster

Year 8 (13-14 year old) students should concentrate on clarifying how allusions to other texts can enhance and/or layer the meaning of a visual or multimodal text.

#### **Year 9**

Trespassing could cost you more than a fine

Year 9 (14-15 year old) students should concentrate on how evaluation can be expressed directly and indirectly using devices, for example allusion, evocative vocabulary and metaphor.

#### **Year 10**

Pick up the pieces

Year 10 (15-16 year old) students should concentrate on how people's evaluations of texts are influenced by their value systems; the context; and the purpose and mode of communication.

## Analysis

Year 7

Trains move faster than you



*Terminology and learning objective: gaze, angle and social distance*

This poster consists of a photograph of a young person, male or female (the victim seems gender-neutral) in a body bag with only their face showing through the gap in the zip. At the bottom of the poster the slogan reads 'Trains move faster than you. Only cross at pedestrian gates'. It is most likely to be an urban setting.

This is a *high angle shot* looking directly down onto the victim. A white *light* shines onto their face, creating shadow on the right-hand side. The *gaze* is indirect as we view the victim who is unaware of us. We see them as someone's child, someone's sibling, grandson or granddaughter, friend, neighbour... We also see them as the emergency service people might (the police, ambulance staff), as the train driver who hit the victim might. As this young person is unknown to us, we see them as a victim, and we are sad that someone so young has died in this way. That it is such a tragic and unnecessary waste of life. Their family, with a much closer association, will be devastated by the loss of their loved one.

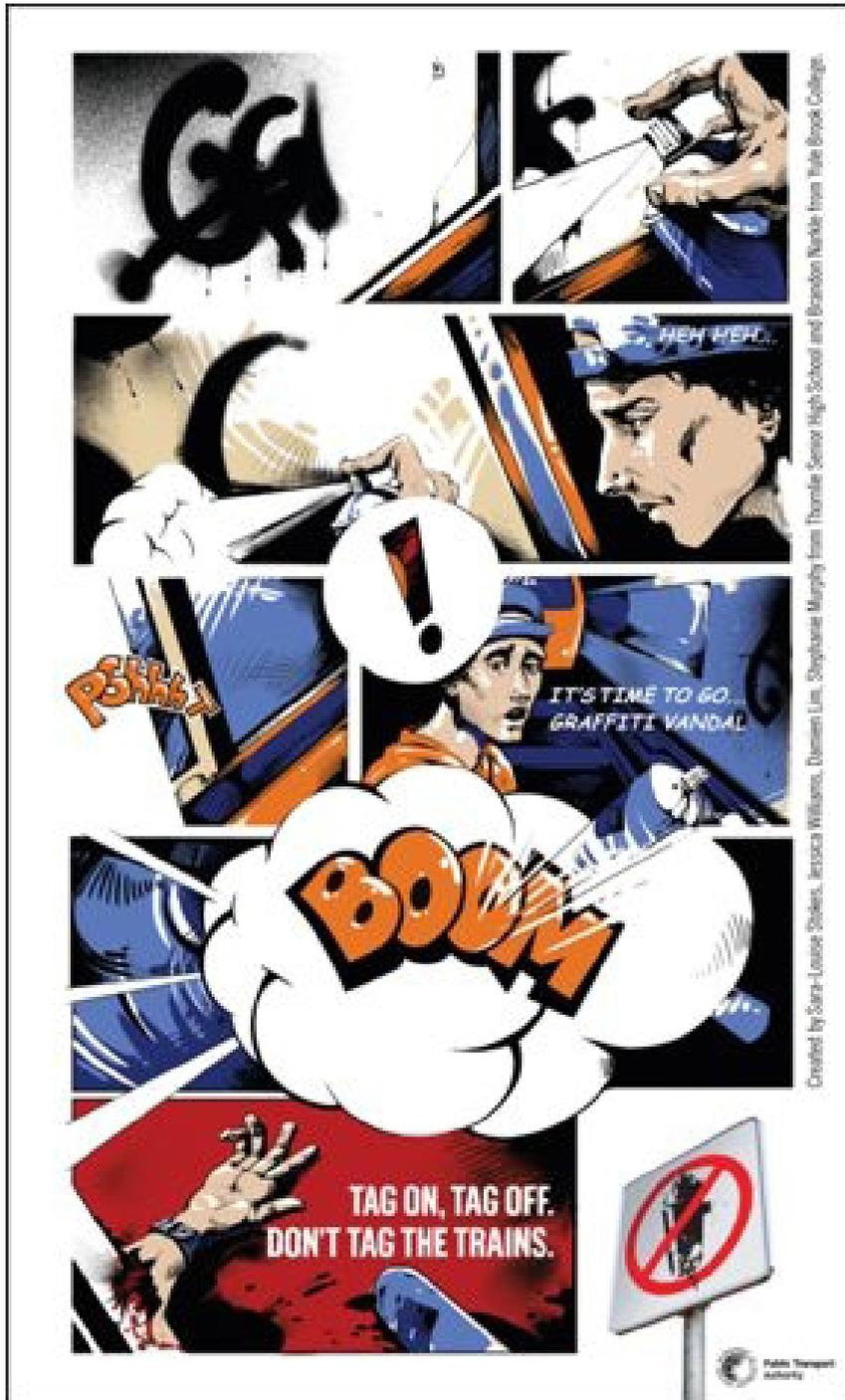
The *layout* is effective in that our eyes are drawn to the victim's face in the top right of the poster. We then follow the lines of the open zip downwards to where the teeth meet, join together and *symbolise* a railway track.

The blue and red *colours* reflected in the shiny fabric of the body bag, represent the flashing lights of the police car or a similar emergency vehicle. The bright white light at the bottom centre of the poster symbolizes the train's light and can be looked at from two perspectives – the light moving along the track (the zip) towards the victim and secondly, coming towards us, the viewer, so that we see through the eyes of the victim, as seen in the flare given off by the bright light.

The two lines of bold white *font* are block style along the left hand margin, instead of being centred. The second line has smaller font than the first. This helps to create *balance* because of the off-centre placement of the victim's face in the top right of the poster.

Year 8

Spray-painting



*Terminology and learning objective: how allusions to other texts can enhance and or layer the meaning of a visual or multimodal text.*

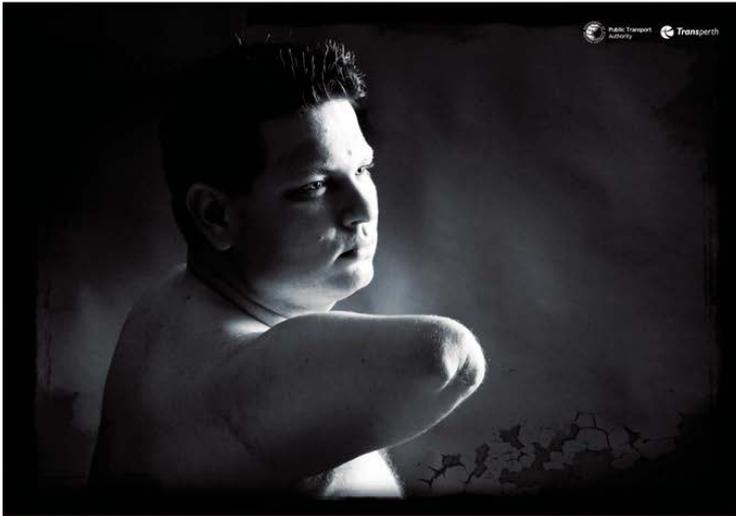
This poster uses *allusion* in this poster as it is like a graphic novel in its style and layout, which will appeal to viewers. The 'story' focuses on a train tagger who, while tagging, has a nasty accident and loses his hand when hit by another train.

The viewer gets drawn in as they follow the comics to make meaning. The *close-ups* of the tag and spray can, zoom out to become an *oblique angle* of the tagger's face. The train, that he is tagging, becomes *personified* or humanized when it says 'Pshhht', "It's time to go graffiti vandal". The tagger, with a puzzled look on his face, is then hit by another passing train. The use of *onomatopoeia* 'Boom!' and the *movement lines* show the impact of the train hitting the young man. The final comic cell is a *high angle shot* looking down on the severed arm of the tagger and lying alongside, the can of spray- paint. The *slogan*, in this final cell, is in bold white font and reads 'Tag on, Tag off. Don't tag the trains" This slogan could also be seen as an *allusion* to The Karate Kid feature film where Danny learns to "Wax on. Wax off" as part of his martial arts training; as well as the process of electronic ticketing 'tagging on and off' when catching a train. In this case, however, the "Tag off" means that his tagging arms gets cut off.

The design of the poster means that the viewer doesn't have to see a horrific image of the severed limb. The comic shot of the arm, while being quite gruesome, would be even more shocking if portrayed in a 'real' image. The comic also protects the viewer from seeing the real impact of the collision with the train. The message for the viewer is enhanced by the use of the graphic novel genre as it has appeal for a young (and possibly not so young) audience.

Year 9

Trespassing could cost you more than a \$200 fine



Public Transport Authority Transperth

**TRESPASSING COULD  
COST YOU MORE  
THAN A \$200 FINE.**



**STAY OFF THE TRACKS**

There's no good reason for you to be on the tracks. The penalty is \$200 or your life.

*Terminology and learning objective: directly and indirectly using devices, for example allusion, evocative vocabulary and metaphor.*

In this poster we are presented with a highly *emotive* black and white *image* of a young man holding towards the camera his right arm, which has been amputated below the elbow. Below the photograph, on a contrasting orange, red and yellow background is a pun 'Trespassing could cost you more than a

\$200 fine.' At the foot of the poster the crossed railway tracks become a symbolic cross, signifying death, and together with the imperative Stay off the tracks, and slogan 'There's no good reason for you to be on the tracks. The penalty is \$200 or your life' bring across a strong message for the Transperth and Public Transport Authority WA railway campaign.

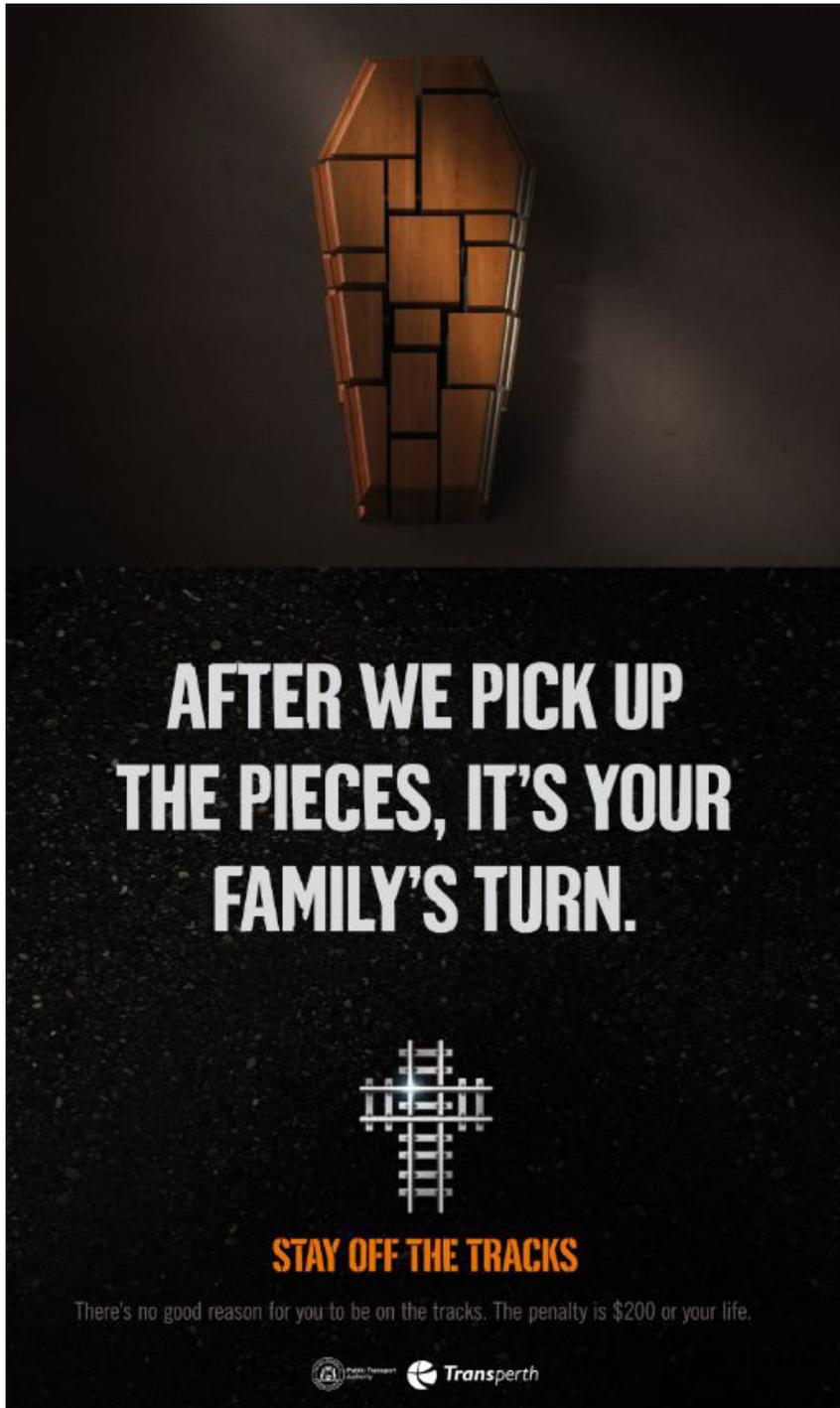
The *oblique*, slightly *high-angled shot* focuses on his facial expression, but the stump is more *salient* by being deliberately placed closest to the viewer. His face, unsmiling, is lit by *side lighting* and surrounded by shadow. His nakedness suggests vulnerability but his facial expression could also suggest that he is accepting of the loss and feels comfortable enough to display it to a wider audience. He is not looking at the viewer, but away into the distance – an *averted Gaze*. This allows the *Gaze* to be non-confrontational – as the viewer we are able to look at his injury with curiosity or pity or whatever emotions we feel and not feel guilty for judging him or examining the stump closely. There is a sense of *Direct Gaze* as he wants us to look at his arm. The shadow is a subtle *frame* around the victim. By viewing the person, not just the amputation, it is more real, more human and we realise that accidents like this do happen.

The bright orange, red and yellow *colours* of the background provide contrast to the photograph above, but they also add weight to achieve balance within the poster. The *composition* of the poster relies on the golden rectangle or the golden ratio that is visually or aesthetically pleasing. The photograph, although smaller than the much larger contrasting section, is the more *salient* in terms of the composition. The emphasis and impact lie with the photograph. The *colours* are *symbolic* of danger and there is deliberate *framing* with the red-orange around the edge of the yellow centre. The yellow, usually associated with happiness, draws attention to the symbolic railway cross at its heart. The use of space between the pun and the cross helps the viewer to glean several messages from the poster. The bold black capitalised font of the *pun* is centred. The use of the capitalized *font*, which is more difficult to read than lower case, makes us concentrate on what the pun is saying, as we make links to the image above.

The *language devices* used in the poster are clear in their message. The *pun* is less direct than other examples of language used as it requires some thinking and linking between the image and language. The two meanings of ‘cost’ refer to a financial cost of \$200 but more importantly, the physical and emotional impact of the loss of a limb or (as another link is made to the symbolic railway cross) ultimately the loss of life. The use of the *personal pronoun* “you” directly targets the viewer and the *imperative* commands the viewer to “Stay off the tracks’. The slogan, while having a colloquial tone, reiterates the ultimatum to the viewer, with “The penalty is \$200 or your life”. The use of ‘penalty’ here seems almost an understatement when referring to the loss of life.

Year 10

Poster 4: Pick up the pieces



*Terminology and learning objective: how people's evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication.*

This poster consists of three separate but connecting parts within its *composition*. A jig-saw coffin, made up of pieces of wood fitted together, sits at the top of the poster. The *pun* 'After we pick up the pieces, it's your family's turn' is written below this in large white bold *font* on a black background. At the foot of the poster the crossed railway tracks become a *symbolic* cross, signifying death, and together with the *imperative* Stay off the tracks, and *slogan* 'There's no good reason for you to be on the tracks. The penalty is \$200 or your life' bring across a strong message for the Transperth and Public Transport Authority WA railway campaign.

Our attention is drawn immediately to the *image* of the coffin with its many blocky parts fitted together. Why is it like this we ask? Our curiosity is satisfied by the *pun* below the image where reference is made to "pieces" – both literally and metaphorically, giving meaning to the image. "After we pick up the pieces" refers to the police, emergency services and train staff who literally pick up the 'pieces' or remains of the victim after an accident. The *metaphorical* meaning refers to the emotional impact that the accident will have on your family who have to deal with this tragic loss of a family member when "it's your family's turn" to pick up the "pieces". The use of *space* between the pun and the cross helps the viewer to build their understanding from several messages within the poster. The use of the capitalized *font*, which is more difficult to read than lower case, makes us concentrate on what the pun is saying, as we make links to the image above it. The full stop at the end of the sentence suggests finality.

As the viewer, we gaze upon the coffin, which symbolizes a dead person, rather than upon a person. It is almost a sense of the surreal as the victim is anonymous and this anonymity suggests that it could be us in the coffin. There is no hint made as to what age, gender, or race the victim is. The only thing that we know, as the viewer, is that our family is involved. The repetition of the *personal pronouns* 'you' and 'your' target you as a potential victim.

The diagonal *lighting* illuminates the coffin in the darkness of the morgue with darkness creating a shadowy, spooky atmosphere. This *high angle shot* looks down on the coffin and is intercepted by the light from the top left which creates a subtle framing by the darkness around it. The same lighting angle is highlighted in the railway cross symbol which is a similar shape to the coffin itself. Light reflects off where the tracks meet at the top left intersection. The black background is also lit from the top left as we can see flecks of shiny gravel shining in the top left section of the background.

The *composition* of the poster relies on the golden rectangle or the golden ratio that is visually or aesthetically pleasing. The photograph or shot, although smaller than the much larger black contrasting section, is the more *salient* in terms of the composition. The emphasis and impact lie with the image of the coffin. The viewer's eye, initially drawn to the coffin image, is led down to the weighty lower section of the poster by the large bold white font contrasting heavily with the black. The eye is drawn through the font, which is centred on the poster, to the vertical railway track leading to the imperative and slogan.

## Video and poster resources

This resource accompanies the Years 7 & 8 and Years 9 & 10 English units of work. It is easiest to use this resource via your device or interactive whiteboard so you can click on the links provided (rather than printing).



### Teacher Alert

*The videos and posters listed are intended for a high school audience. Included texts are listed for the purposes of critical analysis of texts from real life incidents, and are NOT intended to invoke shock or fear in students; or to portray a 'normalised' view that young people's behaviour is usually negative, inappropriate or irresponsible.*

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

## Rail Safety Videos

Links to video resources are also available via our Media Library, in the high school student section of our website: <http://tracksafeeducation.com.au/students/high/media-library/rail-safety-videos/>.

Rail Safety Videos: <http://www.railsafety.co.nz/railsafetyvideos.html>

Rail safety crossing video – Victoria Australia: <http://youtu.be/Hrak9uoz1p4>  
(This film was shown on television in December 2007 in the state of Victoria in response to a number of serious level crossing accidents in the state).

Victorian Government Level Crossing Advertisement: [http://youtu.be/G59LUeJ\\_tCk](http://youtu.be/G59LUeJ_tCk)

TES: Athletics champion in new 'track death' campaign:

<http://www.tes.co.uk/article.aspx?storyCode=6225136>

Transnet Freight Rail: Family Railway Level Crossing Safety Video: <http://youtu.be/OeV-Y-k2FBE>

Network Rail: Level Crossing Safety: <http://youtu.be/0TooQIOqW-o>

Network Rail: Railway Crossings TV Ad: See Track Think Train: <http://youtu.be/Uy-slfsW7tg>

Network Rail - Level Crossings: They're life savers, not time wasters: [http://youtu.be/tVoT0hQ\\_9HE](http://youtu.be/tVoT0hQ_9HE)

Network Rail Music Video created by Britwell Youthclub: <https://youtu.be/oCmMhf7GjcA>

Railway Safety Fix on ITV: <http://www.fixers.org.uk/news/9056-11208/railway-safety-fix-on-itv.php>

Operation Life Saver: Rail Safety Education: <http://oli.org/video>

Operation Life Saver: Rail Safety Education: For Kids: <http://oli.org/video/category/for-young-people>

Network Rail Safety Ad – Rapper Wretch 32: <https://www.theguardian.com/uk-news/video/2013/sep/19/network-rail-wretch-32-video>

Ride SunRail: Railroad Safety in the Classroom: <http://youtu.be/dHNR8JVBU8M>

Thomas the Tank Engine Wooden Railway level crossing crash: <http://youtu.be/m5s6Goa9ZGU>

Rail Smart: Train Driver's Plea for railway level crossing safety: <http://youtu.be/GkV-UUyZ0As>

Live and Let Live (1947): <https://archive.org/details/LiveandL1947>

The Last Clear Chance (1959): [https://archive.org/details/Last\\_Clear\\_Chance\\_The](https://archive.org/details/Last_Clear_Chance_The)

Days of Our Years (1955): <https://archive.org/details/DaysOfOu1955>

Great Northern Rail "Why Risk Your Life?" - Railroad Safety Film - 1940s:

<http://youtu.be/BqpayZ2JqIU>

Union Pacific Railroad "The Last Clear Chance" – 1959 - Val73TV Railroad Grade Crossing Safety: [http://youtu.be/agDQUlx5b\\_8](http://youtu.be/agDQUlx5b_8)

Rio Grande Railroad "Getting Off on the Right Foot" - Railroad Safety Film circa 1972:

<http://youtu.be/4Rx57jVGfso>

Rio Grande Railroad "Use Your Head!" - 1940's Train Safety Education:

<http://youtu.be/zzsUzuW76OE>

Southern Pacific Rail Road "Dangerous Playground" - 1950's Educational Safety Film:

<http://youtu.be/Bt7bQTix3ck>

Union Pacific Rail Road 1940's film "Look Listen and Live" - car safety at railroad crossings:

<http://youtu.be/-2tgPjKFE8k>

WDTV LIVE42 "Safety near trains" featuring the New York Central - 1960's Educational Documentary: <http://youtu.be/iZO2NKDjDvU>

Beware The Friendly Dragon - Train Safety (for children): <http://youtu.be/ON1iNR5HPoQ>

## Railway Posters

Links to poster resources are also available via our Media Library, in the high school student section of our website: <http://tracksafeeducation.com.au/students/high/media-library/poster-campaigns/>

Railroad Safety Posters – Norfolk Southern Corporation:  
<http://www.bestfriendofcharleston.org/safetyposters.html>

CTA Rail Safety Campaign “It’s Not Worth Your Life. Stay off the tracks” Posters:  
<http://www.transitchicago.com/safety/>

Poster: If you drop your phone, get an employee to help

Poster: Trains move as fast as 55 m.p.h. and approach more quickly than you realize

Poster: People don't belong on the tracks

Poster: Only a few feet separate you from 600 volts

Poster: The platform is not a playground

Poster: Stand clear of the platform edge until your train arrives

Queensland Rail: Simple Ways to be Rail Smart Posters: available in [TrackSAFE Education Media Library](#)

Queensland Rail: Train Etiquette Posters: available in [TrackSAFE Education Media Library](#)

South Australia: Stay Switched On Poster: <http://www.dpti.sa.gov.au/stayswitchedon>

Operation Lifesaver Canada: Rail Safety Posters:  
<http://www.operationlifesaver.ca/resources/general/>

National Railway Museum: Posters: <http://www.nrm.org.uk/ourcollection/posters.aspx>

National Railway Museum: Railway Posters: <http://www.nrm.org.uk/ourcollection/posters>

Estonian Railways Rail Safety Campaign: Notice the train: <http://ole.ee/rong/en/public-railway-safety-campaign-notice-the-train/>

Train Posters: <http://www.travelpostersonline.com/train-posters-18-c.asp>

Train Art: <https://www.kingandmcfaw.com/prints/trains>

Vintage Railway Posters: <https://www.kingandmcgaw.com/prints/national-railway-museum?category=vintage-railway-posters>

Operation Life Saver – Public Rail safety

Posters: <http://www.slideshare.net/oplifesaver/publicrail-safety-posters>

Track Off Safety Message Posters:

<http://www.trackoff.org/ResourceCentre/Resource?id=3&type=3>

Association of American Railroads Safety Section: Poster 153:

<http://home.mindspring.com/~railroadimages/aars-478.htm>

## Dear Parent/Carer

You may be receiving this letter because your child or teen is learning about rail safety at school. We encourage you to take an interest in and be involved in the TrackSAFE Education: Rail Safety for Schools program. What you say and do really matters.

## What we model matters

As adults we have an important role to play in all keeping young people safe. What we say and what we do around trains, trams, tracks and level crossings matters. Students learn how to manage their safety near trains, tracks and pedestrian level crossings from the messages and practices of all members of the school community. This includes parents, other students, family members, teachers, police and rail authorities.

Trains and trams surprise us. They are surprisingly fast, surprisingly quiet and surprisingly heavy. We do not hear them coming, they move great distances in short lengths of time, and they can take a long time to stop. It matters that as parents and carers we:

- STOP LOOK LISTEN THINK and only cross train or tram tracks at designated crossings;
- Use the signs, lights and bells to cross safely;
- Always walk in safe areas away from tracks;
- Stand and walk well behind the yellow or white line on the platform to avoid being knocked over by passing trains or trams, or onto the tracks by other passengers;
- Remove headphones and pause a phone conversation before crossing tracks.



## How students learn matters



It matters that we find time to listen to and talk with young people about how best to manage the influence of peer pressure, the effects of headphones and hoodies on what we can hear, and any other distractions that can put us in danger in a rail environment.

However, simply knowing about how to keep safe around trains and tracks does not necessarily mean that young people, especially when they are in the company of other young people, will act in ways that keep themselves safe.

### Why does rail safety education matter?

35% of people seriously injured in train collisions are young people.

Most incidents are preventable.

Quality, deep learning from a young age can help.

### How TrackSAFE Education works

Our program encourages students to actively and skilfully identify and explore the rail safety challenges for young people within their local community. The learning process is teacher led, student centred and

designed to be integrated into the Australian Curriculum learning areas of English, The Arts (Drama) and Health & PE.

By working together to explore, develop and act on local solutions to local problems, students can directly influence their own safety, and the safety of other young people, in and around rail environments. TrackSAFE Education enables students to develop capabilities for keeping themselves and their friends safe.

### Get involved!

The teacher can give you ideas on how you can best support the specific lessons they are doing at school. You can also encourage your child or teen to visit our student pages at [tracksafeeducation.com.au](http://tracksafeeducation.com.au) to learn more about rail safety at home.

For further information please visit our website at [tracksafeeducation.com.au](http://tracksafeeducation.com.au) and click on 'parents and community', or contact us at [info@tracksafeeducation.com.au](mailto:info@tracksafeeducation.com.au).

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

**Keep the  
rail safety  
conversation  
going!**



**#railsafety**  **tracksafeeducation**  **@TrackSAFEed**

*Please note you assume responsibility for sharing your child/a child in your care's images.*