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 9 & 10 English.

   Lesson 1: Bringing in ideas about the use of evaluative language in visual and multimodal texts

   1.1 Define terms
   1.2 Identify the evaluative language used to express an opinion or point of view in a visual or multimodal text

   Lesson 2: Connecting ideas about the use of evaluative language in visual and multimodal texts

   2.1 Compare texts used to promote rail safety
   2.2 Analyse a visual or multimodal text for evaluative language features used to express an opinion on rail safety

   Lesson 3: Extending ideas about the use of evaluative language in visual and multimodal texts

   3.1 Justify a claim about a local rail safety issue

   3.2 Create an imaginative, informative and persuasive multimodal campaign for a rail safety issue in your local community

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

   - Media and Multimodal Texts
   - Question Prompts for Analysing Visual and Multimodal Texts
   - Video and Poster Resources
   - 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, 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 for assistance. You can access our whole range of resources and read the FAQs at 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.

Preparation	☐ Read Teacher notes, review and select lessons, resources & assessments. ☐ Schedule the lessons into your program over a number of days or weeks. ☐ Check prior knowledge, skills & attitudes via the student self-assessment. ☐ Book an incursion from one of our partner organisations (optional). *(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).* ☐ Send home permission slips and letter to parents/carers.		
Suggested timeframe	**5+ hour pathway (best)**	**4+ hour pathway (better)**	**3+ hour pathway (good)**
1st hour	Lesson 1.1	Lesson 1.2	Lesson 2.2
2nd hour	Lesson 1.2	Lesson 2.2	Lesson 3.2
3rd hour	Lesson 2.1	Lesson 3.2	
4th hour	Lesson 2.2		
5th hour	Lesson 3.1		
On completion	☐ Check change in knowledge, skills or attitudes via the student self-assessment. ☐ Analyse change via the assessment of learning ☐ Use your usual assessment tool to assess within the English curriculum. ☐ Share your thoughts via the program evaluation. ☐ Promote your school's involvement by uploading student work/photos/videos.		
Follow up	☐ Check retention of knowledge, skills or attitudes via the student self-assessment (schedule in your calendar for approximately one term after completion).		

Key:

Lessons designed to **bring in** ideas	Lessons designed to **connect** ideas	Lessons designed to **extend** ideas

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 (Raftery 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
Language: Language for interaction	Year 9: Investigate how evaluation can be expressed directly and indirectly using devices, for example allusion, evocative vocabulary and metaphor (ACELA1552)	Comparing texts (about rail safety) that use evaluative language in different ways. **(Lessons: 1.2, 2.1)**
	Year 10: Understand that people's evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication (ACELA1565)	Explain why different evaluative language features are used in a visual or multimodal text to communicate messages about rail safety. **(Lesson: 1.2)**
Language: Expressing and developing ideas	Year 9: Analyse and explain the use of symbols, icons and myth in still and moving images and how these augment meaning (ACELA1560)	Identifying the use of symbols in visual and multimodal texts (about rail safety) and how these contribute to the viewers' understanding of the texts. **(Lesson: 2.2)**
	Year 10: Evaluate the impact on audiences of different choices in the representation of still and moving images (ACELA1572)	Experimenting with aspects of multimodal texts to establish the impact of evaluative/persuasive architecture. **(Lesson: 3.2)**
Literacy: Interacting with others	Year 9: Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for aesthetic and playful purposes (ACELY1741)	Use graphics and text animations to accompany spoken text to create a humorous "infotainment item" focused on rail safety. **(Lessons: 2.2, 3.2)**
	Year 10: Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and	Use assumptions about listeners, viewers and readers to try to position them to accept a particular point of

Strand and sub-strand	Content descriptions	Elaborations and links to lessons
	multimodal elements to influence a course of action (ACELY1751)	view about a rail safety issue in your local community. **(Lesson: 3.1)**
Literacy: Interpreting, analysing and evaluating	Year 9: Explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts (ACELY1745)	Identifying and commenting on the author's approaches and use of techniques, design, form and style in a visual or multimodal text about rail safety. **(Lessons: 1.1, 1.2, 2.1)**
Literacy: Creating texts	Year 9: Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features (ACELY1746)	Creating informative and argumentative texts with explanations, details and evidence about a rail safety issue for young people. **(Lessons: 3.1, 3.2)**
	Year 9: Review and edit students' own and others' texts to improve clarity and control over content, organisation, paragraphing, sentence structure, vocabulary and audio/visual features (ACELY1747)	Checking for run-on sentences, eliminating unnecessary detail or repetition, and providing clear introductory and concluding paragraphs. **(Lessons: 3.1, 3.2)**
	Year 9: Use a range of software, including word processing programs, flexibly and imaginatively to publish texts (ACELY1748)	Apply word processing functions (including outlining, standard styles and indexing) to create a multimodal text for a specific rail safety need in the local community. **(Lesson: 3.2)**
	Year 10: Create sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes, and that reflect upon	Presenting a structured argument by providing a statement of the major perspectives or concerns relating to an issue; previewing the structure of the arguments; structuring the texts to

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Strand and sub-strand	Content descriptions	Elaborations and links to lessons
	challenging and complex issues (ACELY1756)	provide a major point for each paragraph with succinct elaboration; and concluding with a summary of the main issues or recommendations in an argument. **(Lessons: 3.1, 3.2)**
	Year 10: Review, edit and refine students' own and others' texts for control of content, organisation, sentence structure, vocabulary, and/or visual features, to achieve particular purposes and effects (ACELY1757)	Reflecting on, critiquing and refining students' own texts prior to publishing for an authentic audience. **(Lessons: 3.1, 3.2)**
	Year 10: Use a range of software, including word processing programs, confidently, flexibly and imaginatively to create, edit and publish texts, considering the identified purpose and the characteristics of the user (ACELY1776)	Designing a webpage to support a multimedia campaign for a specific rail safety need in the local community. **(Lesson: 3.2)**

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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?

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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.

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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** or upload in the 'Feedback & Giveaways' section of **tracksafeeducation.com.au**.

From the TrackSAFE Education team

Lesson 1

Bringing in ideas about the use of evaluative language in visual and multimodal texts

Learning intention

Describe how a visual or multimodal text uses evaluative language devices to communicate 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 9 students should concentrate on how evaluation can be expressed directly and indirectly using devices – for example, allusion, evocative vocabulary and metaphor.

Year 10 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.

1.1 Define terms

- What is a visual text?

- What is a multimodal text[1]?

- What is evaluative language[2]?

- What is modality?

Refer to activities in Years 7 and 8 English Lesson 1 if students need to revise the meaning of the terms *visual text* and *multimodal text*. Clarify the technical vocabulary needed when looking for **representational** meanings, **interactive** meanings and **compositional** meanings within the text and between the text and the viewer. Also refer to the included resource **Question Prompts For Analysing Visual and Multimodal Texts**.

Ask students to:

- **brainstorm** all they know about *evaluative language* and how it is used to express an opinion or point of view. Use text, quotes, drawings and/or images to express these ideas. Provide examples of various texts and text types, including social media memes, using evaluative language as prompts if required.

- **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/, via the iPad app SOLO Hexagons, 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.

- **step back** from the resulting tessellation (clusters of hexagons) and make a group/class claim – "Overall we think 'evaluative language' is [make a claim] … because [give a reason] … because [give evidence]."

Keep this definition statement as evidence.

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[1] Multimodal text: combination of two or more communication modes (for example, print, image and spoken text, as in film or computer presentations). ACARA | The Australian Curriculum | Version 6

[2] Evaluative language: positive or negative language that judges the worth of something. It includes language to express feelings and opinions, to make judgments about aspects of people such as their behaviour, and to assess the quality of objects such as literary works. Evaluations can be made explicit (for example, through the use of adjectives as in: 'She's a lovely girl', 'He's an awful man', or 'How wonderful!'), however, they can be left implicit (for example, 'He dropped the ball when he was tackled', or 'Mary put her arm round the child while she wept.') ACARA | The Australian Curriculum | Version 6

Introduce *modality* as a way to indicate the strength of an opinion or position by highlighting examples of modal verbs, adjectives, adverbs and nouns in an existing text. Then get students to change these modal features to change the nature of the opinion or perspective presented by the text. For example, change *must* to *should*, *obvious* to *probable*, *rarely* to *always*, and *requirement* to *possibility*.

Extension: Create a class wiki/database featuring examples of evaluative language and modal language. Build this resource as more examples are discovered.

Evaluative (and/or modal) language used to enhance the expression of an opinion or point of view	Example – insert an image or screen capture, or hyperlink to a visual or multimodal text, as an example of the use of the evaluative language feature.	Identify different viewers of the visual or multimodal text. e.g. young people, teenagers, retired people, new migrants.	Explain the possible effect of the evaluative language feature on these different viewers.

1.2 Identify the evaluative language used to express an opinion or point of view in a visual or multimodal text

Part A: Supported identification of evaluative language used to express an opinion or point of view in a visual or multimodal image

Model how to identify evaluative language (implicit and explicit) to express an opinion or point of view in a visual or multimodal text.

Students can choose between various texts and single text studies as follows:

Various texts study

Identify the persuasive and evaluative language features in a visual or multimodal text. You can refer to the included **Video and Poster Resources** or search online.

Show a range of railway-related visual and multimodal texts. Ask students to identify examples that meet the following criteria in the written and/or visual language of the text.

Persuasive text criteria	Written and/or visual text examples
Express an opinion or point of view.	"Your car won't protect you if you ignore the signs." http://www.behance.net/gallery/Rail-Safety/567099
Appeal to the emotions.	"My life is different now." http://www.humancreative.org.au/portfolio/qr-life-different-now/
	"Take care, Daddy." http://www.travellingartgallery.com/landscape/print/merchdetail/S732.html
Use evaluative language including allusion, evocative	"And trains win every time." http://oli.org/news/view/OLI-awards-for-rail-safety-public-education-and-PSAs

vocabulary and metaphor.	"Dumb ways to die" http://www.creativeblog.com/posters/poster-series-depicts-dumb-ways-die-6133374
	"You would never take a tiger for granted. Don't do so with a train." http://www.travellingartgallery.com/landscape/print/merchdetail/S483.html
Make a judgement or evaluation about the idea.	"Walking into danger" https://www.flickr.com/photos/themonster/5182415938/
Portray ideas in a positive or negative way.	"Don't let this happen to you." http://www.tracksafe.co.nz/KiwiRail%20A3%20poster.pdf
	"Remove your headphones, remove your risk" http://www.tracksafe.co.nz/media/posters-and-brochures
Sound authoritative.	"Getting hit is never fun" https://oli.org/education-resources/for-kids/safety-posters
	"Led by the North Dakota Safety Council" http://oli.org/news/view/OLI-awards-for-rail-safety-public-education-and-PSAs
Use modal language to suggest different levels of certainty or obligation.	"The most important stop of the day" https://www.smartrailworld.com/the-most-important-stop-of-the-day-worldwide-campaign-for-level-crossing-safety-marks-day-of-action
Make a direct appeal for action.	"Stay off. Stay alive." http://www.gvernon.com/portfolio/print/trimet.htm
	"Don't run the risk." http://www.teara.govt.nz/en/ephemera/20592/promoting-level-crossing-safety

Ask students to add annotations and mark-ups to texts to identify and explain visual and written language that shows positive or negative judgements or emotions about the rail network (people, places, objects and/or actions). Explain how the evaluative language features are designed to express a point of view that the viewer of the text might agree with or be influenced by.

Single text study

Explore how evaluative language, images and shapes work together to communicate an opinion or point of view in a visual or multimodal rail safety text.

Choose a visual or multimodal text to analyse with students.

Identify key words, phrases and images that convey ideas about the rail network – the places on the rail network, the people using the rail network, and/or the culture of safe behaviour on or around the rail network. Look for the use of evocative visual and textual language, allusions, metaphors, extended metaphors, metonymy, icons and/or symbolism.

Discuss the text with students. Ask them to:

- Identify the **context** and **purpose** of the visual or multimodal text.

- Identify an **opinion** or **point of view** expressed.

- Identify any **participants** (people, places and things – who, where and what) shown in the text.

- Describe how the participants are **connected/interact with each other** within the text and how this helps express the point of view.

- Describe how the participants are positioned to **connect/interact with the viewer** of the text and how this helps express the point of view.

- Identify any **evaluative language** (implicit and explicit). Look for textual and visual language devices such as allusion, evocative vocabulary and metaphor used to influence the viewer in particular ways.

- Identify any **modal language** used to modify the extent of the opinion or point of view expressed in the text.

- Identify **different viewers** of the texts.

- Identify **different value systems** that may be held by diverse viewers of the text.

- Describe how these different value systems may influence a **viewer's evaluation** of the text.

Refer to the included resources **Media and Multimodal Texts** or **Video and Poster Resources** for links to possible visual and multimodal texts that could be used in this activity.

Part B: Independent deconstruction of a visual or multimodal image

Ask students to work individually, in pairs or in small groups to:

Find an example of a visual or multimodal rail-related text featuring the present and/or the past – for example, a poster, image, blog post, video, meme, infographic, vlog, podcast, gamecast, Twitter stream or forum. The rail-related text should use evaluative language features (written and visual) to meet the criteria for a persuasive text. *Note: Teachers should approve the visual or multimodal texts selected for this activity to ensure they can provide for the depth of analysis expected at Year 9 and Year 10.*

Identify key words, phrases and images that convey ideas about the rail network – the places on the rail network, the people using the rail network, and/or the culture of safe behaviour on or around the rail network. Look for the use of evocative visual and textual language, allusions, metaphors, extended metaphors, metonymy, icons and/or symbolism.

Use the table below as a prompt to explore how the text uses:

- evaluative language including allusion, evocative vocabulary and metaphor, and
- modal language to suggest different levels of certainty or obligation.

Persuasive text criteria	Identify and describe the written and/or visual language feature used.	Explain how the language feature is used.
Express an opinion or point of view.		
Appeal to the emotions.		
Make a judgement or evaluation about the idea.		
Portray ideas in a positive or negative way.		
Sound authoritative.		
Make a direct appeal for action.		

Ask students to use the summary in the table to describe the different evaluative language features (and modal language modifiers) used in the text. To develop their description, they use the See Think Wonder strategy and the included resource **HookED Describe ++ Map**.

Ask students to place their visual or multimodal text in the centre of a large sheet of newspaper.

Ask students:

- **What can you see?** Describe the evaluative language in rectangles or Post-it notes placed around the edge of the text. Use technical language where appropriate.

- **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? Ask, "How does the evaluative language help me understand the opinion or point of view expressed in the text? Considering the different meanings people may take from the evaluative language, how does it affect the viewer (myself and others)?"

- **What does it make you wonder?** In the thought bubbles, suggest what the use of this evaluative language makes you wonder. How effective is the use of evaluative language with different viewers? How would you change it to make the message more persuasive for young people viewing the text? How would you change it to make it more effective for different ethnic communities?

Ask students to step back from the map and think about how the various uses of evaluative language are integrated into the visual or multimodal text. What is the effect of the evaluative language on the viewer? What was the writer's purpose? How effective was the use of the evaluative language in the text?

Then ask: What bigger or different ideas are communicated through the use of evaluative language in 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.

Ask students to pair up with another group.

Compare and contrast the evaluative language features used in different visual or multimodal texts. Describe the features used in the two texts. Explain how they are similar and how are they are different. Suggest reasons for any similarities or differences. Make a generalisation about the use of evaluative language features in the two texts.

Extension: Ask students to work in groups to plan, rehearse and deliver a humorous "infotainment item" presenting graphics and text animations along with a spoken text that describes how rail safety visual texts were designed in the past.

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 how a visual or multimodal text uses evaluative language devices to communicate a message about the rail network.

Extended ideas	My description identifies how evaluative language devices are used in a visual or multimodal text **AND** explains why these devices express evaluation in visual and or multimodal texts **AND** makes a generalisation about the effectiveness of the use of evaluative devices in the visual and multimodal texts.
Connected ideas	My description identifies how evaluative language devices are used in a visual or multimodal text **AND** explains why these devices express evaluation in visual and or multimodal texts.
Loose ideas	My description identifies how evaluative language devices are used 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.

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

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

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

Lesson 2

Connecting ideas about the use of evaluative language in visual and multimodal texts

Learning intention

Explain why a visual or multimodal text uses evaluative language devices to communicate 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 9 students should concentrate on how evaluation can be expressed directly and indirectly using devices – for example, allusion, evocative vocabulary and metaphor.

Year 10 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.

2.1. Compare texts used to promote rail safety

Ask students to share their **HookED Describe++ Map** from session 1.2 with another student:

Compare the two different visual or multimodal texts that you each analysed.

Look for similarities and differences in the way the texts use evaluative language and modal language modifiers.

Compare and contrast the evaluative language you identified; how it was used; the reasons why you think the evaluative language was used; how it makes you feel; and what it makes you wonder.

Next ask students to identify similarities and differences in use of evaluative language between rail safety texts used in different places (countries) and at different times (the past and the present).

For example, look for similarities in the use of evocative language, similes and metaphors in 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 webpages, or photographs featuring rail travel.

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

Revisit the initial group/class definition of evaluative language and improve it – "We think 'evaluative language' is … because [give a reason] … because [provide evidence]."

Extension: Ask students to create a visual checklist of the evaluative language features/techniques that they have located in visual or multimodal texts.

Students can develop their checklist by completing the following table.

Evaluative language features commonly used to express an opinion or point of view in visual or multimodal texts	Example – insert visual or multimodal text example of the use of the language feature.	Explain the possible effect of the evaluative language feature on different viewers.

Features used in a visual or multimodal text

Evaluative language used in a visual or multimodal text to express an opinion or point of view on travelling by rail *Examples below*	Describe how the evaluative language has been used to express an opinion or point of view. [bringing in ideas]	Compare and contrast the use of the evaluative language in different visual or multimodal texts. [relating ideas]	Generalise about the effective use of evaluative language in visual and/or multimodal texts. [extending ideas]
	Image 1.	Similarities:	
	Image 2.	Differences:	
	Image 1	Similarities:	
	Image 2.	Differences:	
	Image 1	Similarities:	
	Image 2.	Differences:	
	Image 1	Similarities:	
	Image 2.	Differences:	
	Image 1.	Similarities:	
	Image 2.	Differences:	
	Image 1.	Similarities:	
	Image 2.	Differences:	

2.2. Analyse a visual or multimodal text for evaluative language features used to express an opinion on rail safety

Interpret the evaluative language features used in the text, their purpose and their effect.

Ask students to find examples of **effective visual and/or multimodal texts with an effective message about rail safety**. Look for visual or multimodal texts on the resource list or find your own by searching advertisements (print and multimedia), resources from safety campaigns, transport posters, online media including blog posts and webpages, etc.

Note: Teachers should approve the visual or multimodal texts selected for this activity to ensure they hold sufficient challenge for analysis of evaluative language features (Year 9) or perspectives that change meaning (Year 10).

Use a *Stations* 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 is the persuasive message 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 evaluative language features used in the visual or multimodal text.

(Loose ideas)

What evaluative language features have been used to convey the opinions and points of view in the visual or multimodal text? Look for examples of the effective evaluative language features identified in the previous activities. For example, are metaphors or analogies used to make the opinion or point of view seem more familiar to the viewer? Identify any symbols or icons used in the text and make suggestions about their evaluative purpose.

In addition, explore for the use of evaluative/persuasive architecture in effective multimodal texts published online.

For example, multimodal texts may: offer a favour (**something for free**), knowing the reader will feel a need to return the favour (**reciprocity**); ask you to "like", "favourite" or "pin" the idea or spread it by re-tweeting, emailing a link, adding a badge or sticker to something (**commitment**); tell you about what others like you are doing on the site by providing data on numbers of downloads, popular purchases, detail on what others looked at/shopped for, number of retweets or favourites (**offer social proof**); refer to an expert or authority figure or an endorsement by an authority to enhance the truthfulness of a claim (**authority**); imply some opportunity or item is in short supply, limited in quantity or about to run out (**scarcity**); offer fake-comparison choices as decoys to frame the opportunity, idea or product as ideal (**framing**); direct the users' attention by making what is most relevant to the viewer stand out (**prominence/salience**); provide possibility trees to clarify the steps needed to achieve the sought-after behaviour (**pathways**); use images or evaluative text to increase emotional engagement with the idea or reduce feelings of guilt about the behaviour (**cognitive biases**).

For more information, refer to:

Design with Intent: 101 patterns for influencing behaviour through design by Dan Lockton with David Harrison & Neville A. Stanton. ISBN 978-0-9565421-1-3
(PDF) http://requisitevariety.co.uk/design-with-intent-toolkit

Station 3: How and why?

Explain how and why the different elements and features have been used to convey the opinion, point of view or message in the text.

(Related ideas)

How and why are these evaluative language features used to convey the safety message in the visual or multimodal text? What is the writer's purpose in using evaluative language in the text? How do the "evaluative language features" work together to reinforce or enhance the opinion or point of view expressed in the visual or multimodal text?

Station 4: How effective is it?

Express an opinion on the effectiveness of the use of evaluative language in a visual or multimodal text.

(Extended ideas)

Develop group or class criteria for assessing the effectiveness of the use of evaluative language and modifiers in a visual or multimodal text.

For example to what extent does the text: clearly identify the opinion or point of view of the rail safety message; use metaphor or simile to represent an opinion or point of view; allude to or draw on other texts, images or online memes1 to enhance the opinion or point of view; use modifiers to present the point of view more persuasively; use identifiable symbols to represent a point of view or opinion; use layout to focus attention on a point of view or opinion expressed in the text; use colour to express appropriate mood or emotion to enhance the opinion; 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. Groups choose their own ranking criteria for comparing and ranking the texts (see attached **Criteria Ranking Grid** as an example).

Extension: Ask students to plan, rehearse and deliver a humorous presenting graphics and text animations along with a spoken text that describes how opinions on the best way to educate the public about rail safety have changed over time.

Use assumptions about listeners, viewers and readers to try to position them to accept a particular point of view about the best way to educate the public about rail safety issues.

Search for images of "early rail safety posters" online.

When students are looking at the images, ask:

- How did people understand "rail safety" in the past?
- Was "safety" an expected part of everyday life in the past?
- What methods were used to communicate rail safety messages in the past?
- In what ways have rail safety education messages and texts changed over time?

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1 Online meme: http://en.wikipedia.org/wiki/Internet_meme

For more information, refer to:

The Age: Safety Message May Be Falling Off:

http://www.theage.com.au/victoria/safety-message-may-be-falling-off-20130914-2trrr.html

Always Remember "Safety First!" – Railway Employee Safety Campaigns from 1913:

http://turniprail.blogspot.co.nz/2011/05/always-remember-safety-first-railway.html

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.

How well does each visual or multimodal text: Example criteria inserted below.	**Text A**	**Text B**	**Text C**	**Text D**	**Text E**
clearly identify an opinion or point of view?					
use metaphor or simile to represent an opinion or point of view?					
allude to other texts, images or memes to enhance an opinion or point of view?					
use symbols to enhance an opinion or point of view?					
use evocative language to express an opinion or point of view?					
use modifiers to support an opinion or point of view?					
TOTAL					

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 why a visual or multimodal text uses evaluative language devices to communicate a message about the rail network.

Extended ideas	My explanation of a visual or multimodal text gives reasons for the use of evaluative language devices to help communicate meaning **AND** explains why these reasons are relevant **AND** makes a generalisation about the effectiveness of the choices made.
Related ideas	My explanation of a visual or multimodal text gives reasons for the use of evaluative language devices to help communicate meaning **AND** explains why these reasons are relevant.
Loose ideas	My explanation of a visual or multimodal text gives reasons for the use of evaluative language devices to help 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 underline 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?)

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

Remember: read the Teacher Notes first!

Lesson 3

Extending ideas about the use of evaluative language in visual and multimodal texts

Learning intention

Create a visual or multimodal text uses evaluative language devices to communicate 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 9 students should concentrate on how evaluation can be expressed directly and indirectly using devices – for example, allusion, evocative vocabulary and metaphor.

Year 10 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.

3.1 Justify a claim about a local rail safety issue

Ask students to write a persuasive text (structured argument) justifying a claim about rail safety needs of young people in your local community. They are to publish the claim as a post in a school or class blog for comment from the local community.

In their structured argument, they will provide a statement of the major perspectives or concerns relating to an issue; preview the structure of the arguments; structure the text to provide a major point for each paragraph with succinct elaboration; and conclude with a summary of the main issues or recommendations in the argument. Add images, statistics, pull out quotes, graphs and other graphics to the text to enhance the claim.

In developing their persuasive text, ask students to:

- **Use** the attached **Justifying a claim** template to draft your ideas before writing the text.

- **Self and peer edit** the text – check for run-on sentences, eliminate unnecessary detail or repetition, and provide clear introductory and concluding paragraphs.

- **Share** the text in 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 publishing for an authentic audience on the blog.

Extension: Ask students to draft a structured persuasive argument to support the claim that in the future students will not need to be able to read or write text because visual literacy will be more important in everyday communication.

Justifying a claim

Select a claim made about the effectiveness of a visual or multimodal text in the previous activity. (Thesis)

Thesis:

Express opinions and points of view about the claim. (Possible arguments)

Opinions:

Identify areas of agreement (and disagreement) about the claim – your reasons and objections to the claim. (Argument points)

Reason for claim:	Reason for claim:	Objection to claim:	Objection to claim:
Grounds/evidence/example:	Grounds/evidence/example:	Grounds/evidence/example:	Grounds/evidence/example:

Add 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)

This is a reason for the claim because …	This is a reason for the claim because …	This is an objection to the claim because …	This is an objection to the claim because …
Grounds/evidence/example:	Grounds/evidence/example:	Grounds/evidence/example:	Grounds/evidence/example:

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. (Reinforcement)

3.2 Create an imaginative, informative and persuasive multimodal campaign for a rail safety issue in your local community

Across the world, young people have used social media to campaign/lobby for safer outcomes for young people. For example:

- YOURS is a youth-led global organisation that acts to make the roads safer for young people: http://www.youthforroadsafety.org

- Fixers Road Savvy Campaign is organised by the Fixers, a movement of young people tackling issues they feel strongly about to make a difference to others. http://www.fixers.org.uk/home/road-savvy-campaign.php

Ask students how they would use social media to persuade an identified group in their local community to act safely around trains and tracks. Keep a record of the ideas shared.

Ask students to work as individuals or in pairs to:

Select an important rail safety issue for an identified group in their local community. This step may involve surveys of or focus groups with stakeholders to **identify** an important rail safety hazard or behaviour for this group.

Identify an action that would help keep this group safe around trains, tracks and level crossings.

Identify an action message that will appeal to the identified group.

List some of the evaluative language features you could use to enhance the persuasiveness of the message for the group.

Identify a clear purpose for your campaign. Refer to *The Behavior Wizard: The Fogg Behavior Grid*: http://www.behaviorwizard.org/wp/behavior-grid for some ideas on how to think about your purpose.

Your media campaign could be designed to:

- build awareness of your message,

- attempt to influence people,

- persuade people to take action, and/or

- reduce the incidence of unsafe behaviours around trains, tracks and level crossings.

For example, your campaign purpose may be to raise young people's awareness of the rail safety hazard and how to manage it, raise funds for your cause, reach new migrants in your community, build a community of young people who are passionate rail safety champions, or get people in your community to take personal responsibility for others' safety around trains, tracks and level crossings.

Choose up to three social media approaches to promote your campaign opinion or point of view – for example, blogs (Tumblr), social networks (Facebook), Twitter, online video (YouTube, Vimeo), widgets, infographics, multimodal posters (GlogsterEDU), Storify, photo sharing (Instagram, Flickr, Photobucket), podcasts, gamecasts (Minecraft), virtual worlds, vlogs, wikis, presentation sharing (Slideshare, Issuu) and forums.

Identify suitable drivers for behavioural change that could make the social media campaign more successful.

For example, refer to the attached **Top nine influencers table** to help you identify possible campaign approaches when trying to persuade others. Also refer to media campaigns or memes that go viral.

Create persuasive texts suitable for use in a multimedia campaign to promote the message. The texts should use evaluative language (written and visual) to persuade members in this group to act in a safe way around tracks and trains and level crossings on the rail network.

Self and peer edit these texts – check for run-on sentences, eliminate unnecessary detail or repetition, and provide clear introductory and concluding paragraphs.

Draft copy for your social media campaign using evaluative language features and modalities described in the earlier activities. Include written text, images, video and/or audio files in your copy.

Write copy to fit the different parameters of the various social media selected for your campaign.

Reflect on, critique and further refine the text prior to publishing online for an authentic audience.

Use the copy to mock up a series of screenshots showing how you would integrate the promotion of the rail safety message across different social media platforms. Annotate your screen images with explanation and justification. Make modifications to your mock ups to represent how they will be adapted for mobile devices.

Seek feedback from young people in your community on the effectiveness of your evaluative language in your campaign messages. For example, create opportunities to present the social media mock up to young people in your local community and the people who look out for them – students at your school, parents, local business owners and/or local body politicians.

Extension: Ask students to take action and collaborate with others to create a social media campaign to address the issue in your local community and help keep an identified group in your local community safe around trains, tracks and level crossings.

Refer to:

- Socialbrite, a free learning hub for non-profits and change-makers – power guides, tools, tutorials, reports, resources and more: http://www.socialbrite.org/sharing-center

- YOURS, a youth-led global organisation that acts to make the roads safer for young people: http://www.youthforroadsafety.org

- Fixers Road Savvy Campaign organised by the Fixers, a movement of young people tackling issues they feel strongly about to make a difference to others: http://www.fixers.org.uk/home/road-savvy-campaign.php

Teacher Alert

Year 9 *students should concentrate on the use of* *evaluative language* *to persuade others viewing their social media campaign.*

Year 10 *students should concentrate on* *identifying and managing the different perspectives* *viewers might have of the evaluative language used in the campaign.*

Top nine influencers table

Top nine influencers	Discuss how you can use this "influencer" to make the visual/multimodal texts in the social media campaign more persuasive.
Messenger: who communicates the information	Who is the most effective messenger for the audience?
Incentives: actions to minimise loss	What incentives can we offer?
Norms: what others are doing	How can we make this safe behaviour appear like a social norm?
Defaults: going with the flow	What is the easiest default behaviour (same old same old) for the viewer to adopt?
Salience: we notice what is new	What is the first thing we want the viewer to notice?
Priming: we follow subconscious cues	What clues could we use to prompt the desired behaviour?
Affect: how we feel	What evaluative language techniques (and modal language) can we use to make the viewer feel good about the desired behaviour change?
Commitments: seek consistency and reciprocity	How can we provide opportunities for the viewer of the multimodal text?
Ego: do things that make us feel better about ourselves	What can the viewer do that will make them feel better about themselves?

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 or multimodal text uses evaluative language devices to communicate a message about the rail network.

Extended ideas	I can create a visual or multimodal text using evaluative language devices to communicate a message **AND** I can explain why I have chosen to use these devices in the texts **AND** I can make a generalisation about the effectiveness of my use of evaluative devices in the visual and multimodal texts.
Connected ideas	I can create a visual or multimodal text using evaluative language devices to communicate a message **AND** I can explain why I have chosen to use these devices in the texts
Loose ideas	I can create a visual or multimodal text using evaluative language devices to communicate a message **BUT** I am not sure why and where to use the devices in the 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.

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?)

Extended ideas	I can create an action/product to help people keep safe on and around the rail network **AND** I can explain why the action/product will be effective in helping to keep people safe **AND** I seek feedback on the effectiveness of the [insert action/product] and make improvements in response.
Connected ideas	I can create an action/product to help people keep safe on and around the rail network **AND** I can explain why the action/product will be effective in helping to keep people safe.
Loose ideas	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. *[using text, oral language, drawing, visual arts, dance, drama, music etc.]*

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 * Varies state to state
Ballast	Rocks around the tracks and sleepers which help support the weight and vibrations of the train.	

Word or phrase	Meaning	What it can look like * Varies state to state
Emergency Help button	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. Should be used in emergencies to ask for help from: • Ambulance – e.g. sick or injured person • Police – e.g. when feeling unsafe due to being followed, a fight • Fire service – e.g. fire at station or surrounding area • Train control – e.g. to warn of potential fatal incident such as person on tracks • Similarly to the misuse of Triple Zero (000), penalties can apply for misuse.	

![TrackSAFE Education - Rail Safety for Schools logo]

Word or phrase	Meaning	What it can look like * Varies state to state
Gap	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. The safety message 'Mind the gap' is often used to help prevent injuries from people falling into the gap.	

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

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

Can be separate or adjacent to a pedestrian level crossing. |

 |

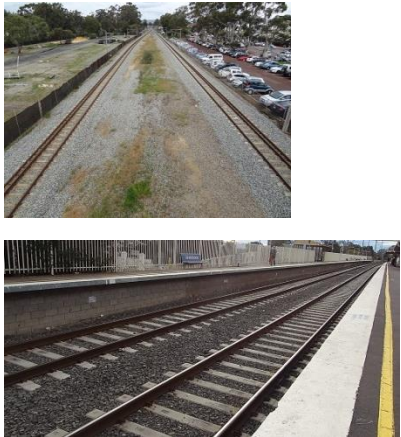| Word or phrase	Meaning	What it can look like * Varies state to state
Overhead power lines	High voltage electrical wires which power electric trains. Highly dangerous due to the high voltage levels – can be between 1500V DC and 25 kV AC. Also known as overhead wires.	

![TrackSAFE Education - RAIL SAFETY FOR SCHOOLS]

Word or phrase	Meaning	What it can look like * Varies state to state
Pedestrian Level Crossing	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: • Road sign (Railway Crossing) • Other warning signs (e.g. DO NOT CROSS WHILE LIGHTS ARE DISPLAYED OR ALARM SOUNDING) • Warning lights (flashing) • Warning red man lights (flashing) • Warning bells (ringing) • Gate, boom gate or other barrier • Maze (to make people look left and right) • Stop line • Double lines to walk between • No safety features (usually on private property e.g. farm) Can be separate or adjacent to a level crossing.	

Glossary

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

Word or phrase	Meaning	What it can look like * Varies state to state
Sleepers	Rectangular concrete or wooden supports for train tracks, which are laid perpendicular to (between) the tracks. Help spread the weight of the train and keep the tracks parallel.	
Train	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. Have wheels which run on tracks. Only run in forward (not reverse) so driver switches ends when moving a train in the opposite direction. Also known as passenger train, freight train, goods train, coal train, cane train, diesel, and steam train.	

Word or phrase	Meaning	What it can look like * Varies state to state
Train station	A place where people catch a train. Also known as railway station or station.	
Train tracks	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.	

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

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.

....

....

....

....

....

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...]

....

....

....

....

....

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.

....

....

....

....

....

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	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	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	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	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** or upload in the 'Feedback & Giveaways' section of **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. You can also visit our website at tracksafeeducation.com.au for further information, and to see how student images, videos and work samples are used.

Kind Regards
The TrackSAFE Education Team
A TrackSAFE Foundation initiative

(Please tick the applicable response)

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

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

Student Name _____   **Date** _____

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

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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.

- [ ] Foundation (Prep/Kindergarten)
- [ ] Year 1
- [ ] Year 2
- [ ] Year 3
- [ ] Year 4
- [ ] Year 5
- [ ] Year 6
- [ ] Year 7
- [ ] Year 8
- [ ] Year 9
- [ ] Year 10
- [ ] Other

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)**

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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	◯	◯	◯	◯	◯
The unit of work flowed well from the first lesson to the last lesson	◯	◯	◯	◯	◯
The unit of work engaged the students	◯	◯	◯	◯	◯
The unit of work sparked student interest in safety	◯	◯	◯	◯	◯
The unit of work made students enthusiastic about learning	◯	◯	◯	◯	◯
The unit of work met my needs	◯	◯	◯	◯	◯
The unit of work met the needs of my students	◯	◯	◯	◯	◯
The program exceeded my expectations	◯	◯	◯	◯	◯
The program design is suitable	◯	◯	◯	◯	◯
The program design is an improvement on previous rail safety education programs I have seen	◯	◯	◯	◯	◯
The program design is an improvement on other safety education programs I have seen (e.g. road safety, drug safety, anti-bullying)	◯	◯	◯	◯	◯

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	⬭	⬭	⬭	⬭	⬭
Knowledge in rail safety	⬭	⬭	⬭	⬭	⬭
Skills in the learning area content	⬭	⬭	⬭	⬭	⬭
Skills in rail safety	⬭	⬭	⬭	⬭	⬭
Attitudes towards the learning area content	⬭	⬭	⬭	⬭	⬭
Attitudes towards rail safety	⬭	⬭	⬭	⬭	⬭

8. Please elaborate on your answers above. *

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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.

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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** or upload in the
'Feedback & Giveaways' section of **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)
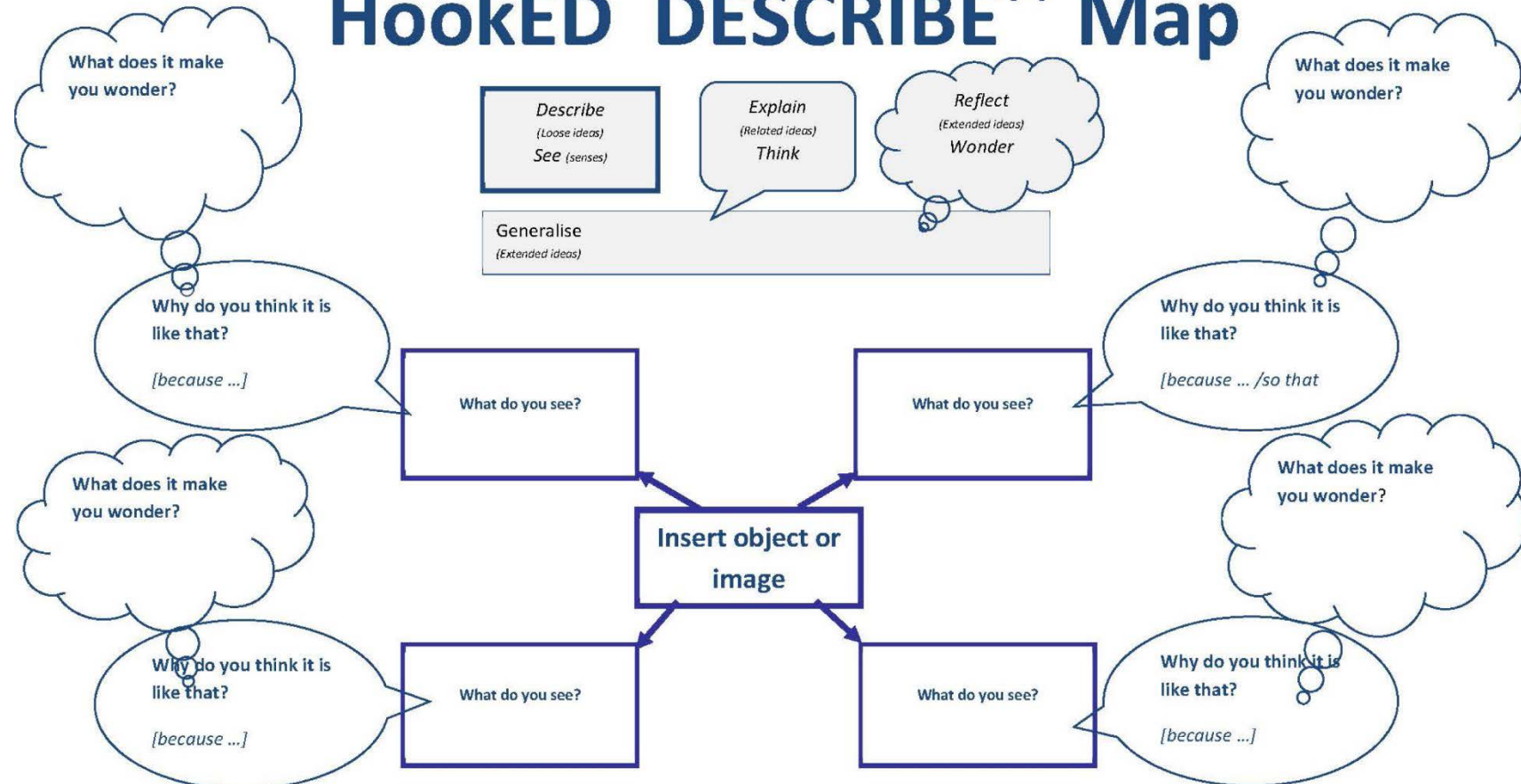- deepening the quality of ideas presented.

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

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).

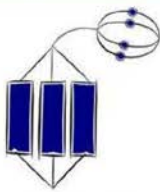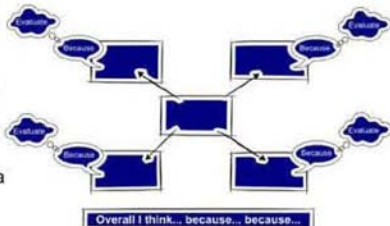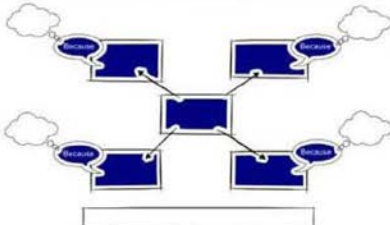12. Record this in a student learning log.

HookED DESCRIBE⁺⁺ Map

What does it make you wonder?

Describe (Loose ideas)
See (senses)

Explain (Related ideas)
Think

Reflect (Extended ideas)
Wonder

What does it make you wonder?

Generalise (Extended ideas)

Why do you think it is like that?

[because …]

What do you see?

What do you see?

Why do you think it is like that?

[because … /so that

What does it make you wonder?

What does it make you wonder?

Why do you think it is like that?

[because …]

What do you see?

Insert object or image

What do you see?

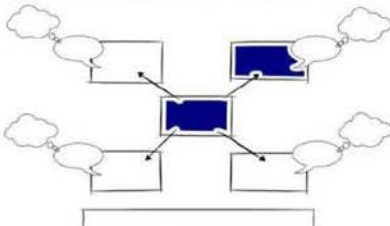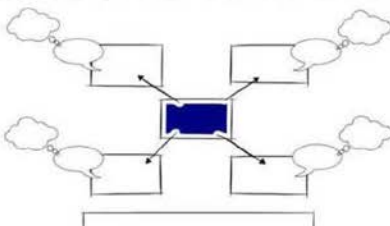**Why do you think it is like that?**

[because …]

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

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.

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HookED DESCRIBE++ Rubric

Extended ideas	My description identifies several features, links these and makes a generalisation. It integrates these generalisations into a new understanding.
Related ideas	My description identifies several features and links these by explanation
Loose ideas	My description identifies several features.
One idea	My description identifies one relevant feature.
No ideas	I need help to identify any relevant features.

My learning outcome is _____ because_____
My next step is to _____

© 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.
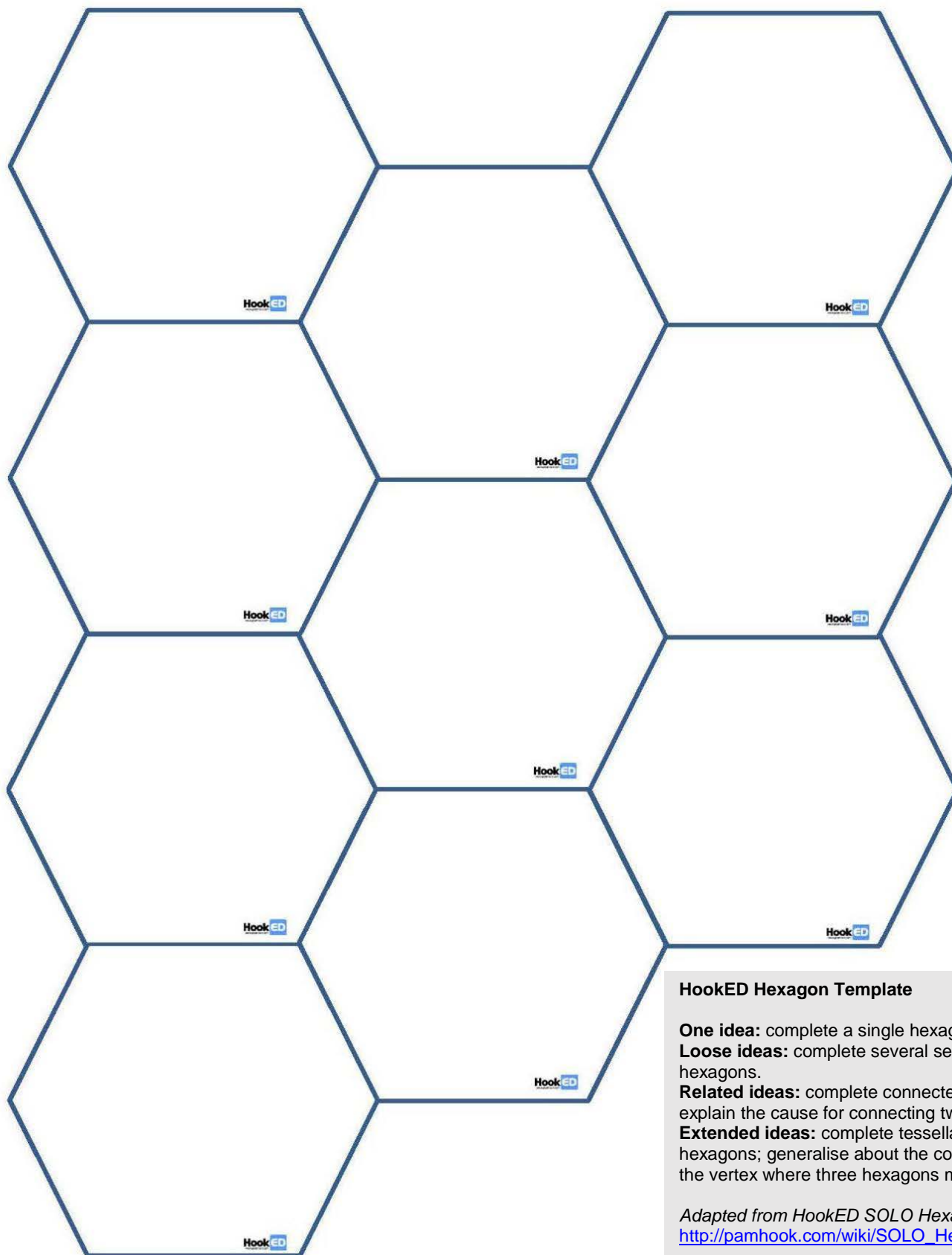
HookED Hexagon Template

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

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:

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 McIver 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 her 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/c26f7c05506209b29f4dccf01280846c

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

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/c891a9ffff07920dfc4e3ff2c72753c8

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-spree-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-spree-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

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

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

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

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)

Question Prompts for Analysing Visual and Multimodal Texts

1. Representational meaning
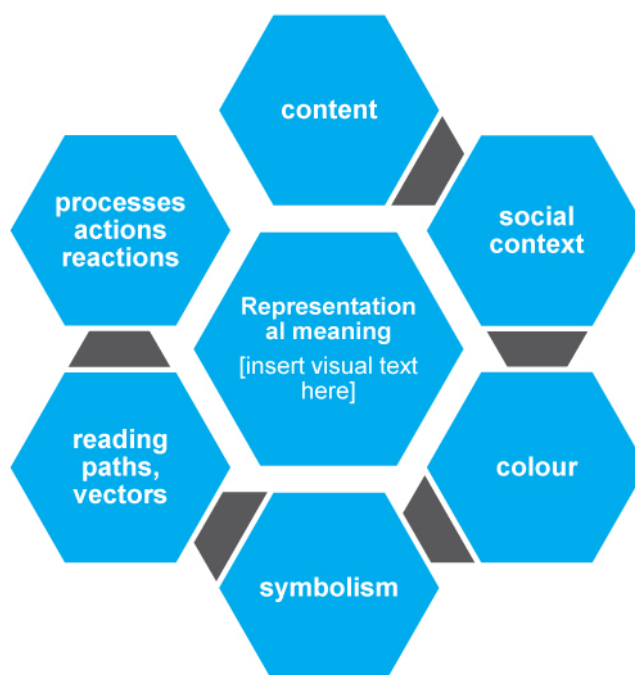
Representational meaning prompts

Content: What is the text about? What is the purpose of the text? What is the subject of the text? Who can you see? What can you see? Who or what is in the text and/or represented by the text? Who has been excluded or marginalised in the text? How would the meaning of the text alter if one of these subjects were removed or changed?

Processes – actions and reactions: What is going on? What is happening in the text? How is it happening? What transactions/exchanges are shown? Who or what is involved in the transaction? Who is acting? Who is reacting? Who or what are they reacting to? How are they reacting? Is the interaction realistic or exaggerated? How would the meaning of the text alter if one of these actions or interactions were removed or changed in some way?

Social context: When and where was the text created? Who is/was the intended audience? Think about context of the text in terms of the time, place, culture and society. How would our understanding of the text shift if the social context for the image was removed or altered?

Reading paths and vectors: What is the reading path in the text? (Usually starts with the most salient image moving to least salient – left to right, top to bottom.) Think about the lines (vectors)

that draw the viewer's eye along reading paths towards identified focal points. Where are your eyes drawn to? What vectors (visible/invisible lines) lead you from one participant to another? (Gaze, protrusions, gesture can indicate a vector.) What focal point/s for the vectors can you identify? How are these vectors used to frame the subject of the text? How would our understanding of the text alter if a vector were removed or altered, changing the reading path?

Colour: What colours are used in the text? How are the colours used (and/or organised) in the text? Why are the colours used (and/or organised) in this way? Are the colours used to symbolise something (a culture, emotion, brand, product); create mood, impact or contrast; or attract attention? How do the colours make you feel? How would our understanding of the text alter if one or more colours were removed or altered?

Symbolism: What symbols are identified in the text? How are symbols used in the text? Look for symbolic images, logos, language, typography, colours and shapes used to represent ideas. How would our understanding of the text alter if the symbols were removed or altered?

2. Interactive meaning
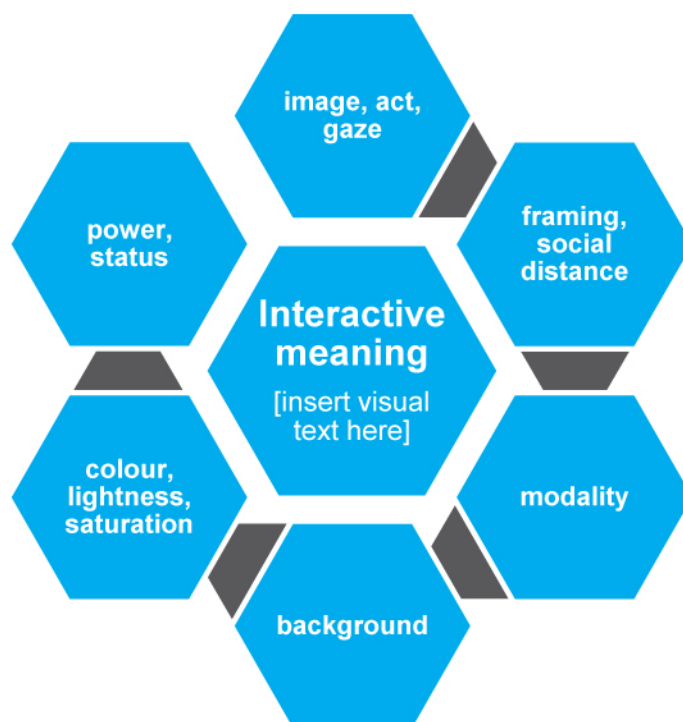
Interactive meaning prompts

Within the text and between the text and the viewer:

Image, act and gaze (demand/offer): How does the composer use gaze to engage with the viewer of the text? Does the subject's gaze demand attention? For example, does the subject simulate direct attention by looking (gazing) directly at the viewer of the text? Or is the subject's gaze an offer – ambiguous, open to diverse interpretation? What is the emotion and/or the relationship expressed in the gaze? What does the gaze suggest about how the subjects feel? What does the gaze suggest about the relationship between subjects in the text?

Framing and social distance: What is framed within the visual field of the text? How is framing used within the visual field of the text to create social distance? How does the framing let you determine the social distance between subjects in the visual field? How much space is shown between the characters? What is suggested by characters who are close to (or far away from) each other? Is the relationship between subjects private or public? Does the framing include or exclude subjects within the visual field? Does the framing allow the interactions to be viewed from a public perspective (long shot); a social perspective (full shot); a personal perspective (medium shot); or an intimate perspective (close-up shot)? Look for any internal or external framing. Is it

framing for enclosure (strong framing) or framing for openness (weak framing)? Is it framing designed to isolate part of the visual field or is it framing designed to include?

Modality: What level of realism is suggested by the text? What level of realism is suggested by the modalities of the different images and backgrounds within the text? Are the images drawn realistically with great detail – to make them seem more real, in the present or factual (high modality)? Do the images lack detail – to make them seem vague or abstract, from a fantasy, an idealised world or fictional future (low modality)? Are different modalities used within the visual field of the text?

Background: Is the background contextualised or non-contextualised? Is the context cultural, historical, situational or personal? Does the context provide clues as to the place, time and/or setting? What is the modality of the background – is it real or abstract? How does the context or lack of context of the background interact with the other images and shapes in the text?

Colour, lightness and saturation: How is colour, lightness or saturation used to create an interaction between different elements in the visual text? How is colour, lightness or saturation used to create an interaction between the text and the viewer? For example, warm colours bring the viewer closer; cool colours keep the viewer at a distance. A feeling of heat is created by using overexposed colours; a feeling of coolness or isolation by using underexposed colours. What is the degree of brightness across the text? Is the brightness evenly distributed across the text? What is the direction of the light source? (Shadows suggest concealment; bright light suggests hope or significance; soft lighting suggests romance.) How are shade, shadow and light used to indicate time of day? How is brightness, shade or shadow used to make parts of the text stand out?

Power and status: How are power and status demonstrated by the interactions and relationships suggested within the text? How are power and status suggested between the text and the viewer? How does the text make you feel? Are you dominated, abused, revered or applauded by the text?

3. Compositional meaning
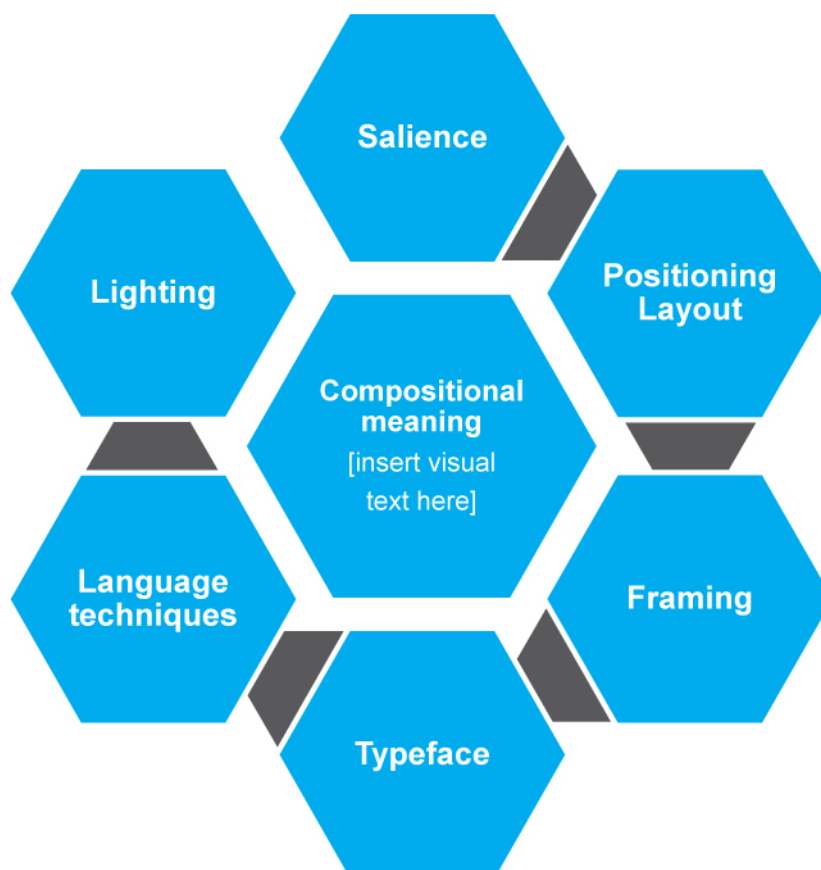
Compositional meaning prompts

Salience: What is the first thing you notice when you look at the image? (Size, focus, colour and distance can give visual weight to a participant.) What catches your attention? Which subject do you see first? What is its size in relation to other subjects in the field of view – larger or smaller? Where is the subject positioned - in the background or foreground? What is the subject's colour/brightness in relation to the other subjects and background in the text? What are the reasons why this subject is the salient image for the text?

Positioning and layout: Where are the different text elements positioned – top/bottom, centre/margins, left/right? Are they in the foreground, mid-ground or background? How are the elements arranged with respect to each other – juxtaposition? Are different text elements close together or far apart? Are different elements in the top third, middle third or bottom third? (Rule of Thirds). What angle are the participants viewed from? (Vertical angle determines power – viewed from above suggests the viewer is in a position of power, viewed from below suggests participant

has power over the viewer, viewed straight on suggests equality between participants and viewer.) Which position increases the prominence/dominance of the participants? Which position decreases the importance/dominance of the participants? Which position changes the focus of the visual text? Where is the first place/last place the eye looks on a visual text? Think about the layout of the elements in terms of balance, proportion, shape, and use of space. How does the position of whitespace affect the text?

Framing: What is framed within the visual field of the text? How is framing used within the visual field of the text to create strong and weak subjects? Does the framing include or exclude the viewer? What perspective does the framing encourage in the viewer of the text – a public perspective (long shot); a social perspective (full shot); a personal perspective (medium shot); or an intimate perspective (close- up shot)?

Typeface: How does the use of font, capitals/lower case, size, weight, italics, bold make parts of the visual text prominent or less prominent?

Language techniques: How are language techniques used to communicate different messages in the text – the use of repetition, imperative, puns, alliteration, pronouns (that exclude or include), rhetorical questions, emotive language, jargon, parallel construction, slogan, minor sentences, contractions, colloquialisms, metaphors, similes, etc.?

Lighting: What are the differences between light and dark within and across the visual text? Are the differences in lighting strong, weak or minimal?

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.

English

Resource

Analysis

Year 7

Trains move faster than you

TRAINS MOVE FASTER THAN YOU
ONLY CROSS AT PEDESTRIAN GATES

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

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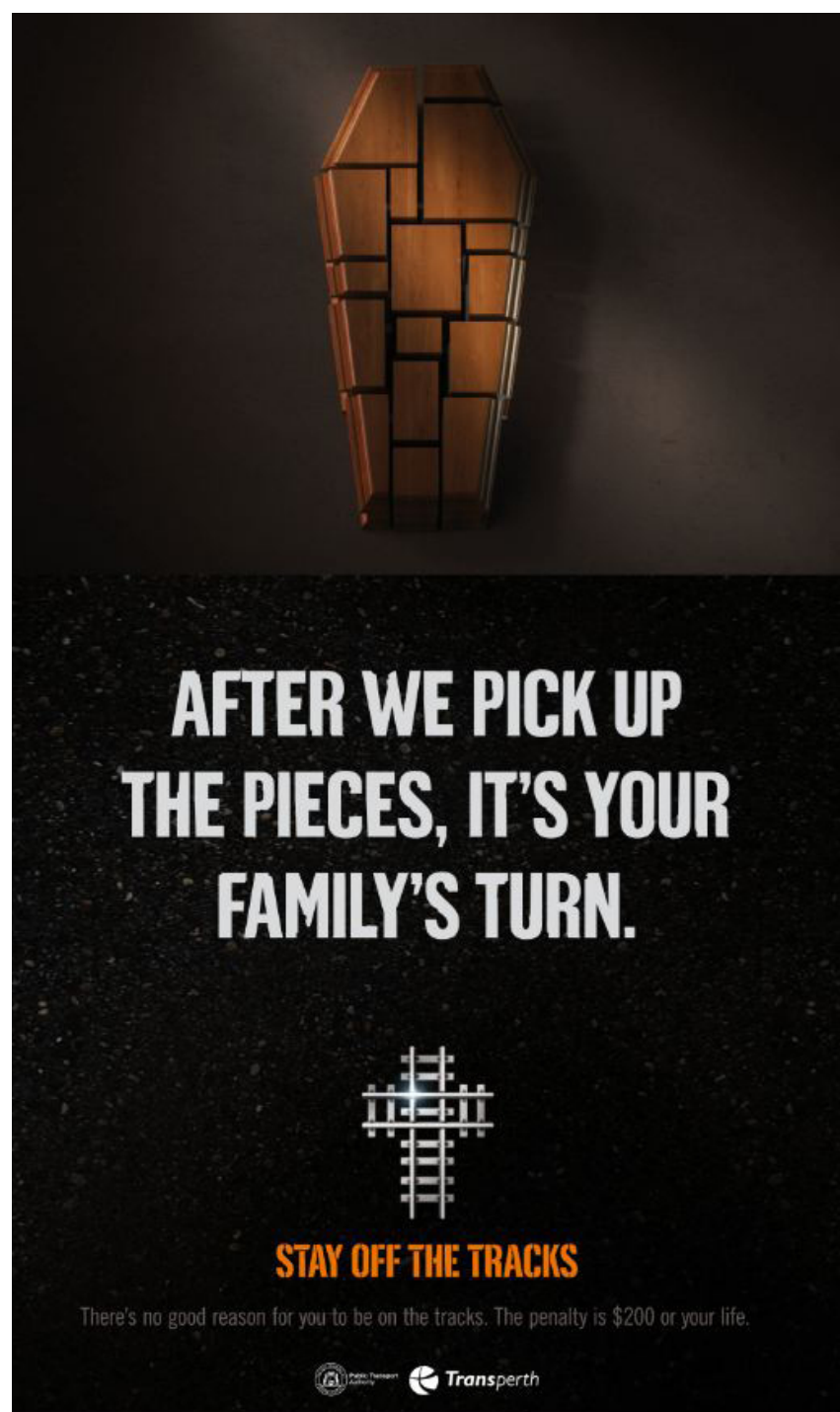
Terminology and learning objective: how people's evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication.

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

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-sIfsW7tg

Network Rail - Level Crossings: They're life savers, not time
wasters: 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-peopl

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

Days of Our Years (1955): https://archive.org/details/DaysofOu1955

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

http://youtu.be/BqpayZ2JqlU

Union Pacific Railroad "The Last Clear Chance" – 1959 - Val73TV Railroad Grade Crossing Safety: http://youtu.be/agDQUIx5b_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

WDTVLIVE42 "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.kingandmcgaw.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

Information
for parents & carers

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 to learn more about rail safety at home.

For further information please visit our website at tracksafeeducation.com.au and click on 'parents and community', or contact us at 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.