

Lesson 1: Words of safety

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

TrackSAFE outcomes of this lesson

Students should be able to:

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

1.0 Whole class learning session (30mins)

Vocabulary

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

Introduce the topic of safety near train tracks.

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

Activities

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

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

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

Activity 1.1 Sorting verbs (30mins)

Preparation/resources: Stickers or highlighter pens, writing materials

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

Ask students to:

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

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

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

Activity 1.2 Identifying and labelling (30mins)

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

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

Ask students to:

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

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

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

Extension

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

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

Activity 1.3 Finding words from base words (30mins)

Preparation/resources: Writing materials

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

Ask students to:

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

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

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