

Lesson 2: Helping others stay safe

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

TrackSAFE outcomes of this lesson

Students should be able to:

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

2.0 Whole class learning session (20mins)

Modelled writing (writing procedures)

Preparation/resources: Electronic whiteboard, whiteboard or chart.

Develop a learning intention and success criteria for writing procedures.

Model writing a procedure:

- **Identify** the audience for your writing - talk briefly about the audience for your writing and explain you are going to write a procedure for friends to follow.
- **Identify** the context for the procedural writing.
Explain that your friends are walking from your house to the train station. You are worried about them because they have not visited you before, do not know the area and are inexperienced with using the pedestrian level crossing near your house. You can show the route your friends will follow using Google Maps: <https://maps.google.com/maps>
- **Share** photographs of the TrackSAFE actions you use (when walking to the station) and want to share with your friends.
- **Order** the photos.
- **Use** the photos to make a list the important TrackSAFE actions you want to include in the procedure for your friends to follow.
- **Explain** why it will be important for your friends to follow these actions.

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

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

Activity

The following activity is designed as a whole class activity.

Activity 2.1 Writing procedures (40mins)

Preparation/resources: Writing materials

Develop a learning intention and success criteria for writing procedures.

Ask students to:

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

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

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

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

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