Lesson 3: Spreading safety around

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

TrackSAFE outcomes of this lesson

Students should be able to:

- **Describe** what they themselves need to do to stay safe on the train network.
- **Explain** why they need to do those things.
- **Teach** others how to stay safe near trains and tracks.

3.0 Whole class learning session (20mins)

Shared writing (editing procedures)

Preparation/resources: Resource 1 displayed on electronic whiteboard or copied onto whiteboard.

Note: This procedure is provided in an editable format to allow you to adapt to suit your students' needs and local context.

Develop a learning intention and success criteria for editing a written procedure.

Show Resource 1.

- **Explain** that this draft procedure has some steps that are out of order, and although the steps all begin with verbs, the verbs are a mix of correct and incorrect tenses. This is to allow the modelling of editing.

- **Read** the procedure aloud.

- **Demonstrate** your process for editing.

- **Read** aloud again.

- **Explain** that you are checking that the steps start with a verb – but that something doesn't sound quite right.

- **Ask** students to help you establish what the problem and how it can be fixed.

- **Fix** the tense of the verbs.

- **Read** aloud again.

- **Explain** that something is still not right and you are checking if you have the steps in the right order.

- **Ask** students to help you establish what the problem is with the order - and how it may be fixed.

- **Fix** the steps that are out of order.

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

Extension: Look to the collection of verbs in the TrackSAFE vocabulary flash card collection. Discuss the tense of the verbs. Write a version of all the verbs that are appropriate for use in writing procedures, e.g., running – add run, waiting – add wait. Make this a separate list.

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 3.1 Writing and editing instructions (40mins)

Preparation/resources: Photos of pedestrian level crossings or local photos (see Media Library on student website; writing materials and scissors; computers/tablets with flow charting/sequencing/editing/graphic software or internet access (optional).

Develop a learning intention and success criteria for writing instructions.

Ask students to choose a photo of a pedestrian level crossing, then:

- **Write** draft instructions on sentence strips to tell other students how to stay safe when using a pedestrian level crossing.
- **Check** that each instruction starts with a verb.
- **Arrange and re-arrange** the sentence strips into a logical order.
- **Share** the sentence strips with another student and get feedback on how the content and the order of the instructions can be improved.
- **Edit** the draft sentence strips in response to the feedback.
- **Add** a heading to the sentence strips

This activity could also be done using flow charting and sequencing software such as:

- MS Word – insert charts
- MS PowerPoint: Insert sequence chart.
- Gliffy: http://www.gliffy.com/
- Kidspiration: http://www.inspiration.com/Kidspiration
- Inspiration: http://www.inspiration.com/

If time permits, pair students differently and repeat the feedback and editing process

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

Extension

Ask students to choose a photo from the photos of pedestrian level crossings to match their instructions.

They may prefer to go with an adult to visit a local crossing in their community and take their own photos.

Add the instructions to the photo and use a computer program to create a chart or poster to display at school or in the local community.

Online graphic programs suitable for poster design include:

- Tux Paint: http://www.tuxpaint.org/
- Draw.To: http://draw.to/new
- ABCya Paint: http://www.abcya.com/abcya_paint.htm
- timtim: http://www.timtim.com/coloring/drawing/
- Crayola Digi Colour: http://www2.crayola.com/coloring_application/index.cfm
- One Motion: http://www.onemotion.com/flash/sketch-paint/
- Kerpoof: http://www.kerpoof.com/#/activity/draw
- Glogster: http://www.glogster.com/

Activity 3.2 Writing a procedure – platform safety (40mins)

Preparation/resources: Copy of or display of scenario on a whiteboard or electronic whiteboard; writing materials.

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

Provide students with the following scenario and ask them to follow the instructions:

Imagine you have to help someone who has never been on a station platform or seen a train before. You have to keep them safe between arriving at the station, and when the train stops to pick up passengers. This person doesn't know where the yellow line is and doesn't even know what one looks like. They think you might be teasing them and exaggerating how big trains are and how fast trains travel.

- **Write** a draft procedure with instructions to tell this person what to do to stay safe. To do this:
    - Fold a piece of writing paper in half (or if using a computer, create a table with two columns).
    - Identify the steps the person should follow in the left hand column.
    - Identify the reasons why each step is important for safety in the right hand column.
- **Share** the instructions with another student and ask for feedback against the success criteria.
- **Publish** the writing using word processing software.

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

Extension: Students can develop their own scenario for a group of people who might need instructions to stay safe. Choose a different context. Share this scenario with the class.

Activity 3.3 Writing a procedure – track safety (40mins)

Preparation/resources: Copy of or display of scenario on a whiteboard or electronic whiteboard; writing materials.

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

Provide students with the following scenario and ask them to follow the instructions:

Imagine that your aunt, uncle and your cousins (aged 3 and 5 years of age) move to the country to a large property. You visit them and find that an unfenced single train tracks run through one of the paddocks near their house. What dangers can you predict for your cousins? What would you like your aunt and uncle to teach your cousins and why?

- **Write** a draft procedure with the instructions you would like your aunt and uncle to share with your cousins to help keep them safe. To do this:
  - o **Fold** a piece of writing paper in half (or if using a computer, create a table with two columns).
  - o **Identify** the steps your cousins should follow in the left hand column.
  - o **Identify** the reasons why each step is important for their safety in the right hand column.
- **Share** the instructions with another student and ask for feedback against the success criteria.
- **Publish** the writing using word processing software.

Extension: Create a poster of the instructions that your aunt and uncle could stick up in your cousins' bedroom.

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

Online graphic programs suitable for poster design include:

- Tux Paint: http://www.tuxpaint.org/
- Draw.To: http://draw.to/new
- ABCya Paint: http://www.abcya.com/abcya_paint.htm
- timtim: http://www.timtim.com/coloring/drawing/
- Crayola Digi Colour: http://www2.crayola.com/coloring_application/index.cfm
- One Motion: http://www.onemotion.com/flash/sketch-paint/
- Kerpoof: http://www.kerpoof.com/#/activity/draw
- Glogster: http://www.glogster.com/