Lesson 4: Safety is catchy

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

TrackSAFE outcomes of this lesson

Students should be able to:

- **Teach** others how to stay safe near trains and tracks

4.0 Whole class learning session (20mins)

Creating a slogan

Preparation/resources: Resource 2 displayed on electronic whiteboard/projector.

Note: You can edit this to add your own suitable to your local context.

Develop a learning intention and success criteria for creating a slogan.

- **Display** a variety of safety messages (slogans) promoting behaviour change or reinforcing desired behaviour. Resource 2 provides a sample for use on an interactive whiteboard/projector. Many more safety messages are available through an internet search. For example search Pintrest: http://www.pinterest.com/ or Google Image search for rail safety posters. Take care to choose messages that reinforce desired behaviours. Avoid fear based messages.

- **Discuss** the examples in terms of:
  - Message – what it the slogan telling us?
  - Audience – who is this message for?
  - Choice of vocabulary – what is common to most slogans? Is there rhyme/word play?
  - Visual design – how does it support the message?

- **Model** creating a slogan to promote safety near unfenced train tracks. Work through a method:
  - **Talk** about the message you wish to promote.
  - **Identify** the audience for your message – who is at risk around trains and tracks?
  - **Select** important vocabulary and
  - **Create** a succinct and meaningful slogan.
  - **Choose** a simple visual design.
  - **Apply** the message to the design

- o **Seek** feedback on your message
- o **Refine** the message, verbalising your decisions about the choices you make.
- Ask students to:
  - o Identify who is at risk in three different places in the students' local community around train tracks, pedestrian level crossings and on train platforms.
- **Label** three large sheets of newspaper with the three places (use images and/or words).
- **Stick** the three papers in different spots around the classroom
- **Give** each student nine post-it notes (3 per place) and ask students to:
  - o **Describe** (through drawing or text) three members of their community who would be at risk in each of these settings on the post-it notes
    e.g. train platform – teenagers doing dares, people in crowds, and adults with children in strollers)
  - o **Place** the post-it notes on the appropriate pages.

Activity

The following activity is designed as a whole class activity.

Activity 4.1 Communicating a meaningful message (40mins)

Preparation/resources: Writing and art materials; computers/tablets visual design software or internet access (optional).

Develop learning intentions and success criteria for writing a slogan and creating a complementary logo.

Ask students to work in pairs to write a TrackSAFE slogan and then create a logo to support it.

Ask students to:

- **Identify** a group of people in the local community who are at risk when they are interacting with the rail network. For example, people unable to read signs, someone whose attitude to safety could be more positive, people who are distracted, people who are tired.

    o **Describe** the group.

    o **Explain** why these people are at risk around trains and tracks.

- **Identify** the message you want to convey to this at-risk group

    o **Describe** the message.

    o **Explain** why this message might change peoples' knowledge, skills, attitudes and/or behaviours.

- **Create** a message (slogan)

    o **Identify** powerful vocabulary to use in the message. For example use words from the class TrackSAFE vocabulary display. Note: When new vocabulary is required you can add this to the display.

    o **Draft** a message.

    o **Refine** this message to make a slogan.

    o **Reflect** on how well the slogan meets the success criteria.

    o **Use** feedback to refine the slogan.

- **Create** a visual design for the slogan.

Provide opportunities for drafting, proof reading, conferencing, and publishing when creating the slogan and the visual design.

Graphic programs suitable for visual design include:

- MS PowerPoint

- 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/

Word cloud generators suitable for visual design include:

- Wordle: http://www.wordle.net/

- Tagul: http://www.Tagul.com

- Make Word Mosaic: http://www.imagechef.com/ic/word_mosaic/

- Word Sift: http://www.wordsift.com/

4.2 Whole class sharing (15mins)

Presenting, explaining and justifying word and design choices

Preparation/resources: None

Ask students to share their safety messages.

Allow students to explain their choice of slogan (vocabulary, rhyme etc.), its target audience and the elements of the visual design.

Insert and or embed the slogans in a class blog or wiki.

Print the slogans as flyers and encourage students to share these at home.