

Lesson 5: Sharing investigation results

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.).
- **Explain** the purpose of the physical elements of the train network (pedestrian level crossing, train tracks, platform etc.).
- **Describe** how adults keep us safe near trains or train tracks,
- **Explain** why adults do those things.
- **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.

5.0 Whole class learning session (20mins)

Preparation/resources: Electronic whiteboard/projector and computer/tablet with internet access

Encourage each group to give a brief verbal report of their investigation to the class.

When explaining to the class students should:

- **Describe** what they did
- **Share** the most significant results
- **Explain** the safety message from the results - what does their investigation tell us about safety around trains and train tracks?
- **Identify** any one group in the community who would benefit best from knowing the information they have found out

Discuss the variety of text types and media that can be used to share their safety message with groups who will most benefit in the community.

Use discretion and seek parent approval before deciding whether to show students the original “Dumb Ways To Die” campaign from Metro Trains Melbourne, which can be viewed on YouTube at <http://youtu.be/IJNR2EpS0jw>. If you decide not to show this ad, you could either simply describe the purpose of the ad without showing it, choose an alternative advertisement, or skip to the next part of the lesson.

Explain to students that this three-minute safety advertisement was designed to curb preventable train-related deaths for teenagers. It went viral (you could point out the number of views on YouTube at the time of viewing), and has been described as ‘the most awarded ad this planet has ever seen’ (Source: Gruen Planet, Series 3, Episode 2: 18 September 2013).

Discuss the advertisement, focusing on the creative choices that were made by the creators who wanted to change teenager's behaviours around safety around train tracks. Encourage students to consider why these choices were made.

Extension: Students could play the games on the free Dumb Ways To Die app, then discuss whether the app enhances the safety messages of the original campaign.

Note: For reference and research purposes, this episode of Gruen Planet can be found at <http://www.abc.net.au/tv/programs/gruen-planet/>. The discussion about the Dumb Ways To Die campaign is in the last segment of this episode. (Note: this episode is rated PG and may not be suitable for young viewers).

There is also an opportunity to further explore the Dumb Ways To Die advertisement in Lesson 2 of the HPE unit of work.

Activity

The following activity is designed for differentiation and flexibility, so you or the students can chose an appropriate method of communicating the message to the audience.

Activity 5.1 Communicating the TrackSAFE message (40mins)

Preparation/resources: Depends on method chosen

Develop a learning intention and success criteria for communicating a TrackSAFE message about staying safe near trains and tracks.

Ask students to:

- **Choose** a method of communicating the TrackSAFE message about staying safe around trains and tracks to the identified group within the school community or across the wider community.
- **Ensure** the method chosen is accessible and appropriate to the community group, e.g. Twitter may not be the most appropriate method to communicate with a group of seniors who do not have access to the internet.

Options include: Advertisement, animation (Try Puppet Pals HD app), artwork, baking, board game, brochure, cake decoration, cartoon, carving, chart, comic strip, computer game, cupcakes, dance, diorama, drama, drawing, documentary, flyer, graph, game, haiku, “how to” guide, illustrated story, infographic (try <http://infogr.am/>), jingle, lesson, letter, logo, mask, map, mime, montage, musical performance, mural, news report, photo essay, pamphlet, performance, pick a path, picture book, postcards, poster, poem, puppet show, radio show, rap, recipe, role play, rubric, scrapbook, slideshow, sculpture, shop window display, song, speech, t-shirt, television commercial, trading cards, tweet, video, webpage...or the students’ own ideas!

The TrackSAFE messages students create can be shared any number of ways, such as at a school assembly; in the school newsletter, wiki, blog, or YouTube channel; in a local newspaper, on the noticeboard at a local supermarket, library or train station; on the radio, and on the tracksafeeducation.com.au and [au and beonthesafeside.com.au](http://au.beonthesafeside.com.au) websites.

For students who need extra help to start, here are some example activity scaffolds - you can also add your own.

Write a tweet

If your school or class has a Twitter account you may be able to “Tweet” or publish your important report findings using Twitter.

Write a series of tweets to let readers know about what you found out, or to direct your followers to your report on the class blog or wiki. Tweets can only be 140 characters long, so you will need to be very thoughtful about your choice of words while still getting your message across. Depending on the number of account followers you might be able to share your new learning about safety around train tracks across the wider school community.

Publish a news report

Write a description of your safety message for the school newsletter, wiki or blog, or for your local newspaper. If this is published online your description will be available for anyone who accesses the websites – possibly people far outside your local school community.

Your report should explain what you did, what you found out, and what you know about improving their safety near train tracks. Use bullet points in your report.

Make a picture book or comic strip

Use your new learning to make reading material (picture book or comic strip) for students in the earlier year levels. These materials could be copied and distributed to junior classes in the school. Think about the vocabulary that you would use for this age group. Consider using illustrations and labels.

Remember that younger students are very unlikely to be near train tracks unless supervised by someone older, so your reading material should reflect this.

Create a lesson

Write lesson notes for teachers to use before taking a class on a train trip. Your lesson notes should include the use of bullet points.

What will this lesson cover, what activities should the teacher offer and what should the students know after the lesson is over?

Include two short tests for the teacher to use (before the lesson and after the lesson) to ensure that the students have learnt new things about staying safe near train tracks.