Lesson 3

Extending ideas about the use of evaluative language in visual and multimodal texts

Learning intention

Create a visual or multimodal text uses evaluative language devices to communicate a message about the rail network.

We have provided assessment rubrics at the back of this document (Appendix) for guidance as to how students may achieve the learning intention to differentiated standards.

Teacher Alert

Year 9 students should concentrate on how evaluation can be expressed directly and indirectly using devices – for example, allusion, evocative vocabulary and metaphor.

Year 10 students should concentrate on how people's evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication.

3.1 Justify a claim about a local rail safety issue

Ask students to write a persuasive text (structured argument) justifying a claim about rail safety needs of young people in your local community. They are to publish the claim as a post in a school or class blog for comment from the local community.

In their structured argument, they will provide a statement of the major perspectives or concerns relating to an issue; preview the structure of the arguments; structure the text to provide a major point for each paragraph with succinct elaboration; and conclude with a summary of the main issues or recommendations in the argument. Add images, statistics, pull out quotes, graphs and other graphics to the text to enhance the claim.

In developing their persuasive text, ask students to:

- **Use** the attached **Justifying a claim** template to draft your ideas before writing the text.
- **Self and peer edit** the text – check for run-on sentences, eliminate unnecessary detail or repetition, and provide clear introductory and concluding paragraphs.
- **Share** the text in an audience of your peers.
- **Seek** feedback on how the text might be improved.
- **Redraft** the text using the feedback provided.
- **Reflect** on, critique and further refine the text prior to publishing for an authentic audience on the blog.

Extension: Ask students to draft a structured persuasive argument to support the claim that in the future students will not need to be able to read or write text because visual literacy will be more important in everyday communication.

Justifying a claim

Select a claim made about the effectiveness of a visual or multimodal text in the previous activity. (Thesis)

Thesis:

Express opinions and points of view about the claim. (Possible arguments)

Opinions:

Identify areas of agreement (and disagreement) about the claim – your reasons and objections to the claim. (Argument points)

Reason for claim:	Reason for claim:	Objection to claim:	Objection to claim:
Grounds/evidence/ example:	Grounds/evidence/ example:	Grounds/evidence/ example:	Grounds/evidence/e xample:

Add a helping premise to each reason and objection, explaining why it is a reason for or objection to the claim – "This reason supports the claim because …", "This objection refutes the claim because …" (Elaboration and explanation linked to the claim)

This is a reason for the claim because …	This is a reason for the claim because …	This is an objection to the claim because …	This is an objection to the claim because …
Grounds/evidence/ example:	Grounds/evidence/ example:	Grounds/evidence/ example:	Grounds/evidence/ example:

Judge the strength of the overall reasons for the claim.		Judge the strength of the overall objections to the claim.	

Make an evaluation of the overall claim based on the reasons and objections. "In conclusion/Overall I think …" etc. (Reinforcement)

3.2 Create an imaginative, informative and persuasive multimodal campaign for a rail safety issue in your local community

Across the world, young people have used social media to campaign/lobby for safer outcomes for young people. For example:

- YOURS is a youth-led global organisation that acts to make the roads safer for young people: http://www.youthforroadsafety.org

- Fixers Road Savvy Campaign is organised by the Fixers, a movement of young people tackling issues they feel strongly about to make a difference to others. http://www.fixers.org.uk/home/road-savvy-campaign.php

Ask students how they would use social media to persuade an identified group in their local community to act safely around trains and tracks. Keep a record of the ideas shared.

Ask students to work as individuals or in pairs to:

Select an important rail safety issue for an identified group in their local community. This step may involve surveys of or focus groups with stakeholders to **identify** an important rail safety hazard or behaviour for this group.

Identify an action that would help keep this group safe around trains, tracks and level crossings.

Identify an action message that will appeal to the identified group.

List some of the evaluative language features you could use to enhance the persuasiveness of the message for the group.

Identify a clear purpose for your campaign. Refer to *The Behavior Wizard: The Fogg Behavior Grid*: http://www.behaviorwizard.org/wp/behavior-grid for some ideas on how to think about your purpose.

Your media campaign could be designed to:

- build awareness of your message,

- attempt to influence people,

- persuade people to take action, and/or

- reduce the incidence of unsafe behaviours around trains, tracks and level crossings.

For example, your campaign purpose may be to raise young people's awareness of the rail safety hazard and how to manage it, raise funds for your cause, reach new migrants in your community, build a community of young people who are passionate rail safety champions, or get people in your community to take personal responsibility for others' safety around trains, tracks and level crossings.

Choose up to three social media approaches to promote your campaign opinion or point of view – for example, blogs (Tumblr), social networks (Facebook), Twitter, online video (YouTube, Vimeo), widgets, infographics, multimodal posters (GlogsterEDU), Storify, photo sharing (Instagram, Flickr, Photobucket), podcasts, gamecasts (Minecraft), virtual worlds, vlogs, wikis, presentation sharing (Slideshare, Issuu) and forums.

Identify suitable drivers for behavioural change that could make the social media campaign more successful.

For example, refer to the attached **Top nine influencers table** to help you identify possible campaign approaches when trying to persuade others. Also refer to media campaigns or memes that go viral.

Create persuasive texts suitable for use in a multimedia campaign to promote the message. The texts should use evaluative language (written and visual) to persuade members in this group to act in a safe way around tracks and trains and level crossings on the rail network.

Self and peer edit these texts – check for run-on sentences, eliminate unnecessary detail or repetition, and provide clear introductory and concluding paragraphs.

Draft copy for your social media campaign using evaluative language features and modalities described in the earlier activities. Include written text, images, video and/or audio files in your copy.

Write copy to fit the different parameters of the various social media selected for your campaign.

Reflect on, critique and further refine the text prior to publishing online for an authentic audience.

Use the copy to mock up a series of screenshots showing how you would integrate the promotion of the rail safety message across different social media platforms. Annotate your screen images with explanation and justification. Make modifications to your mock ups to represent how they will be adapted for mobile devices.

Seek feedback from young people in your community on the effectiveness of your evaluative language in your campaign messages. For example, create opportunities to present the social media mock up to young people in your local community and the people who look out for them – students at your school, parents, local business owners and/or local body politicians.

Extension: Ask students to take action and collaborate with others to create a social media campaign to address the issue in your local community and help keep an identified group in your local community safe around trains, tracks and level crossings.
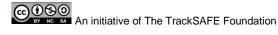
Refer to:

- Socialbrite, a free learning hub for non-profits and change-makers – power guides, tools, tutorials, reports, resources and more: http://www.socialbrite.org/sharing-center

- YOURS, a youth-led global organisation that acts to make the roads safer for young people: http://www.youthforroadsafety.org

- Fixers Road Savvy Campaign organised by the Fixers, a movement of young people tackling issues they feel strongly about to make a difference to others: http://www.fixers.org.uk/home/road-savvy-campaign.php

Teacher Alert

Year 9 students should concentrate on the use of *evaluative language* to persuade others viewing their social media campaign.

Year 10 students should concentrate on *identifying and managing the different perspectives* viewers might have of the evaluative language used in the campaign.

Top nine influencers table

Top nine influencers	Discuss how you can use this "influencer" to make the visual/multimodal texts in the social media campaign more persuasive.
Messenger: who communicates the information	Who is the most effective messenger for the audience?
Incentives: actions to minimise loss	What incentives can we offer?
Norms: what others are doing	How can we make this safe behaviour appear like a social norm?
Defaults: going with the flow	What is the easiest default behaviour (same old same old) for the viewer to adopt?
Salience: we notice what is new	What is the first thing we want the viewer to notice?
Priming: we follow subconscious cues	What clues could we use to prompt the desired behaviour?
Affect: how we feel	What evaluative language techniques (and modal language) can we use to make the viewer feel good about the desired behaviour change?
Commitments: seek consistency and reciprocity	How can we provide opportunities for the viewer of the multimodal text?
Ego: do things that make us feel better about ourselves	What can the viewer do that will make them feel better about themselves?

Source: Summarised from MINDSPACE: Influencing Behaviour through Public Policy (UK Institute for Government and the Cabinet Office, 2 March 2010): http://www.instituteforgovernment.org.uk/our-work/better-policy-making/mindspace-behavioural-economics

Appendix: Differentiated assessment rubrics

We have provided guidance for how students may achieve differentiated standards within these learning activities.

English

This rubric may assist you in assessing student achievements within the Australian Curriculum. Results can be recorded via your usual assessment record method.

Create a visual or multimodal text uses evaluative language devices to communicate a message about the rail network.

Extended ideas	I can create a visual or multimodal text using evaluative language devices to communicate a message **AND** I can explain why I have chosen to use these devices in the texts **AND** I can make a generalisation about the effectiveness of my use of evaluative devices in the visual and multimodal texts.
Connected ideas	I can create a visual or multimodal text using evaluative language devices to communicate a message **AND** I can explain why I have chosen to use these devices in the texts
Loose ideas	I can create a visual or multimodal text using evaluative language devices to communicate a message **BUT** I am not sure why and where to use the devices in the text.

Rail Safety

This rubric may assist you in assessing student achievements within the suggested rail safety outcomes of this lesson. Results can be reflected in the included assessment of learning.

Create an action or product to help keep ourselves and others safe on and around the rail network.

(What have you done to help keep yourself and others safe on or around the rail network?)

Extended ideas	I can create an action/product to help people keep safe on and around the rail network **AND** I can explain why the action/product will be effective in helping to keep people safe **AND** I seek feedback on the effectiveness of the [insert action/product] and make improvements in response.
Connected ideas	I can create an action/product to help people keep safe on and around the rail network **AND** I can explain why the action/product will be effective in helping to keep people safe.
Loose ideas	I can create an action/product to help people keep safe on and around the rail network **BUT** I am not sure if it will be helpful. *[using text, oral language, drawing, visual arts, dance, drama, music etc.]*