

Lesson 2: Extending our safety skills to others

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

TrackSAFE outcomes of this lesson

Students should be able to:

- **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

2.0 Whole class learning session (20mins)

Modelled writing (report writing)

Preparation/resources: Whiteboard or electronic whiteboard

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

Talk briefly about your last train trip and explain that you are going to write a report about the safety measures you used whilst on the platform. For example, walking and standing behind the yellow line, holding onto your child's hand, or holding onto the stroller handle.

Use whiteboard, electronic whiteboard or chart to allow all students to easily see the writing process. Model writing a report. When writing:

- **Include an introduction** (an opening paragraph) to describe the purpose of the report and set the scene in time, place and circumstances.
- **Organise** the writing into sections (paragraphs).
- **Use headings**, sub headings and bullet points to clarify the points you raise.
- **Finish with a closing paragraph** summarising what happened in the report.
- **Think aloud** - *'for this part I want to use bullet points'* to list the reasons you used a particular safety measure.
- **Use factual language** and technical vocabulary about trains and tracks.
- **Use the present tense** and write in the third person.

Model opportunities for drafting, proof reading, conferencing, and publishing, when writing the report.

After writing, go back and demonstrate that you are checking your report against the success criteria. For example, you are checking that the use of bullet points and punctuation is correct.

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 2.1 Writing a report (40mins)

Preparation/resources: Writing materials or computer/tablet

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

Ask students to write a report on teaching someone to keep safe when on a platform, or at a pedestrian level crossing. Ask students to:

- **List** all the things that could make a person unsafe around trains and tracks in your community.
- **Identify** someone in their local community they would like to help be safe near trains and tracks.
- **Describe** this person
- **Explain** why they would like to help them learn to be safe.
- **List** what the person needs to learn to be safe. Note: Students can use photos on the TrackSAFE Education [student website](#) to establish what could be taught.
- **Write a report** on how to teach someone to stay safe around trains and tracks. The final report should include:
 - **an introduction** outlining the importance of track safety and establishing positive attitudes to safety
 - **paragraphs** describing:
 - how to find out what the student knows already
 - how to find out a student’s attitude to safe practice around trains and tracks
 - how to teach the TrackSAFE actions
 - **headings**, sub headings and bullet points
 - **a conclusion** – summarising what is in the report
- **Reflect** on how well the report meets the success criteria for writing a report.
- **Improve** the report.

Provide opportunities for drafting, proof reading, conferencing, and publishing, when writing the report.

Extension: Include paragraphs in the report on:

- How to find out the level of student understanding of the TrackSAFE actions (“know how” and “know why”).
- How to improve a student’s attitude towards TrackSAFE actions.

Activity 2.2 Using sentence starters (40mins)

Preparation/resources: Resource 2; Writing materials or computer/tablet

Develop a learning intention and success criteria for using sentence starters when writing a report.

Ask students to use the sentence starters in Resource 2 to write a report on train and track safety.

Ask students to:

- **Choose** a sentence starter from Resource 2 and copy it.
- **Pick** a person or a group in your local community who might benefit from learning more about TrackSAFE actions.
- **Use** bullet points to add two to five pieces of information about TrackSAFE actions that would be helpful for that person or group.
- **Add** a conclusion to the report.
- **Swap** your report with another student working on the same activity.
- **Provide feedback** to each other on the use of ideas and bullet points in the report.

Provide opportunities for drafting, proof reading, conferencing, and publishing, when writing the report.

Activity 2.3 A report to help the community (40mins)

Preparation/resources: Writing materials; arrange a visit from a member of the community who has additional challenges when catching trains (or assist students to arrange); arrange to visit a station or a visit from local station staff (or assist students to arrange).

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

Ask students to read the following scenario and complete the activities:

Many people take catching a train (and getting around the platform) for granted. It is no big deal. They listen to the announcements, follow the arrows and read the signs when they need to. They easily walk over, up, around, and through curbs, steps, ramps, and grates on their way to the yellow line. They easily know where to stand on the platform. If we asked them to describe the journey they took to get to the yellow line, they probably would not remember.

For others it is not that easy. Announcements can sound like a buzz; signs can look blurry or unreadable; and curbs, uneven surfaces and narrow crowded tunnels are barriers that need special thoughts and strategies to pass. Communicating what they need can be difficult. Getting safely to the platform to wait behind the yellow line is not straightforward.

- **List** all the physical and intellectual actions needed to catch a train (or get onto the platform).
- **Identify** a group in your community who would find catching a train challenging. Think about people who are especially vulnerable around trains and tracks. For example people can find train travel challenging because of physical or intellectual disabilities; because they are caring for young children; or because they are a senior with limited mobility, vision or hearing.
- **Talk** with members of the group (and/or their carers) to find out the actions they find challenging and why.
- **Highlight** any physical and/or intellectual disabilities that present a special challenge for your group.
- **Explain** why each highlighted action might present a challenge for your group.
- **Identify** the features that already exist to help your group overcome these challenges and successfully and safely ride the trains.
- **Think** about how these features could be improved.
 - Talk with the people involved – e.g. the train users with disabilities or challenges and station staff.
 - Research different approaches to designing for people with physical or intellectual disabilities.
- **Summarise** your best ideas for making safe train travel available for your group.

- **Share** your ideas with the people involved - e.g. the train users with disabilities or challenges and station staff.
- **Write a report** on how we can ensure safe access to stations and trains for your group. Your report should outline existing features and opportunities for improvement to enhance their safe train journeys.
- **Reflect** on how well your report meets the success criteria for report writing. For example, check that it has an introduction to the topic, bullet points and a summary to close.
- **Share** your final report with the members of your community group. Ask for feedback on your recommendations.

Provide opportunities for drafting, proof reading, conferencing, and publishing, when writing the report.

Extension: Share your report with your local community train operator or rail staff, disability advocates, and/or community groups. Complete an audit of your school and identify any barriers that exist for students and families with physical and intellectual challenges. Work with others to address these barriers. Become an advocate for enabling equal access to public places for everyone.