

Lesson 5: I know enough to help others stay TrackSAFE

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

5.0 Whole class learning session (15mins)

Shared writing (informative texts)

Equipment/Preparation required: Whiteboard or IWB; flashcards created during the previous lessons; photos of platforms (printed or on IWB: see Media Library on [student website](#)); writing materials; computers or tablets.

Work with students to:

- **Identify** a group of train and track users in their local community who need help to have safe journeys.
- **Create** an informative text to tell the group about TrackSAFE actions.
- **Share** the message with the group who need help.

The informative text should tell the group how to use TrackSAFE actions to keep safe around trains and tracks. It could take the form of a letter to the editor of the local newspaper; report for the principal; notice in the school newsletter; post on the class blog; flyer for distribution to local pre-schools or child care centres; letter drop for local families; fridge magnet; letter to take home.

Ask students to:

- **Select** the form of text that will be best for the group.
- **Recall** TrackSAFE actions that help keep train and track users safe.
- **List** TrackSAFE actions that will help keep that particular group safe.
- **Add** any appropriate actions from the flashcards from Lesson 2.
- **Choose** the best actions to share in the text.

When writing the text, take care to include:

- An introductory sentence **outlining** the issue;
- Additional sentences **describing** the important TrackSAFE actions and **explaining** why these actions will keep the group safe (use 'because' or 'so that');
- Appropriate technical vocabulary;
- A closing sentence **summarising** how these actions will help keep people in the group safe.

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

Reflect on how well the text meets the success criteria for an informative text and any next steps.

Share the message with the group who need help to be safe around trains and tracks.

Extension: Ask students to think about any other things that could or should be changed (behaviour or infrastructure) to help keep the group safe around tracks and trains.

Activities

You can allocate the following activities to groups according to student learning needs.

Activities are designed so that students can complete their activity within a one hour lesson. Each group can be working on different activities at the same time, or do the same activity.

The activities conclude with share time so students can share what they have learned with their peers.

Activity 5.1 Collaborative book writing (30mins)

Beginning/emergent writers

Preparation/Resources: Writing materials; photos of platforms (see Media Library on [student website](#))

Note: You can substitute these photos using relevant images from your own community.

Develop a learning intention and success criteria for collaborating to write a book.

Ask students to work together to create a book to teach others to be safe on train platforms.

Ask students to:

- **Choose** a photo of a platform (or a photo of a platform from your local area).
- **Print** a copy of the photo.
- **Write (or dictate)** sentences that:
 - **Describe** how to stay safe while waiting for a train on the platform, and
 - **Explain** why these actions will help keep people safe. (Use words like 'because' or 'so that').
- **Attach** their writing to the photo.

Use the photos and writing from the group to create a book that will teach others to stay safe on train platforms.

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

Reflect on how well the collaborative book meets the success criteria and any next steps.

Extension: Students could invite families and people in the local community to contribute photos and sentences to build the experiences and expertise in the collaborative book.

Activity 5.2 Writing an informative text (30mins)

Early writers

Preparation/resources: Writing materials; computers/tablets with recording software (optional for extension activity).

Develop a learning intention and success criteria for writing an informative text.

Ask students to write an informative text to teach others how to stay safe when using a pedestrian level crossing to cross train tracks. It should include TrackSAFE actions like STOP, LOOK, LISTEN, and THINK.

The informative text should have a:

- title;
- introductory sentence;
- four supporting sentences; and a
- closing sentence.

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

Reflect on how well the text meets the success criteria for an informative text and any next steps.

Extension

Students could make recordings of themselves reading the informative text aloud.

They can record voice using the recording software on many electronic devices including mobile phones, tablets and computers, or using apps such as Voice Record Pro or GarageBand. They can save the recordings as audio files.

You can assist students to edit the recording using GarageBand (Mac/iPad) or Audacity (Windows).

The informative text audio files can be uploaded and embedded in a class blog or wiki.

Activity 5.3 Creating a booklet (30mins)

Fluent writers

Preparation/resources: Writing and art materials; computer or tablet with book publishing software (optional).

Develop a learning intention and success criteria for creating a booklet for use in class reading.

Ask students to create a booklet with information that tells people how to stay safe when around train tracks.

The content should:

- **Describe** actions that help people to stay safe around train tracks
- **Explain** why these actions will keep people safe around train tracks
- **Discuss** ways in which these actions can be shared with others in the community so they can be safe.

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

Reflect on how well the booklet meets the success criteria and any next steps.

Extension: Publish the book using a computer or tablet. There are many software programs and apps available. For example:

- iBooks Author (Mac) – can be embedded in a class wiki or blog.
- MS Word – use a booklet template, type your text and insert graphics on your pages.
- MS PowerPoint – add text and images to each slide (page)
- Photostory – import your photos or illustrations, add text, add sound (voice or music)
- KidPix – type your text, draw illustrations, and add your pictures.
- Kidspiration – map your content, then publish to Word
- Blog – add a post (or series of posts) to your class blog
- Book Creator (iPad) – create an e-book

5.4 Whole class share time (15mins)

End the lesson with share time.

Discuss with students how best they could let the wider school community know what they have learned about TrackSAFE actions during the unit of work.

They have created a variety of texts and booklets which could be used as take home reading texts, and for independent reading in class.

Writing pieces (including early writing, drawings and text) could also be:

- displayed in corridors and on noticeboards around the school
- published in the school newsletter
- submitted at the local train station for display
- published on the school website or wiki
- presented at assemblies
- uploaded to the [feedback and giveaways](#) section of the TrackSAFE Education website for sharing with other schools