

# Feet First term 1: walking and road safety

Updated 2023



Key understanding: Walking benefits people, places and our planet.

Driving question: Walking – what difference can I make?

- Define walking.
- Explain the benefits of walking.
- Predict how using sustainable transport such as walking might improve people, places and the planet.

## Activity 1.1 English: road safety and writing explanations

Achievement objectives – see New Zealand Curriculum English levels 1-4 speaking, writing and presenting.

### Example learning intentions

Define explanation writing.

Define the purpose of explanation writing. (The how and why something operates or works).

Describe the surface language features of explanation writing.

Describe the deeper language features of explanation writing.

Compare and contrast the similarities and the differences between different examples of explanation writing.

Explain why one piece is richer than another.

Sequence the process of explanation writing.

Explain the reasons for the deeper and surface features.

Create a piece of writing.

Reflect on your writing and critique the strengths and weaknesses.

## Learning experiences

*Select the learning experiences that best match the abilities of your student and that support your learning intentions.*

Use a data projector to explore different examples of explanation writing.

With your students, show them ARBs English assessment examples at varying levels. (You will have to register):

### [Assessment Resource Banks](#)

Brainstorm all of the times that explanation writing would be useful in everyday life.

Define 'explanation writing': discuss as a class and then get every student to record their own response. Paste onto a wall chart as their start up position for this genre.

Look through school journals and identify examples of explanation writing.

Enlarge onto A4 and in groups, name and discuss the surface features.

Repeat this learning experience and highlight the deeper features.

Look at the form of the writing: what message it is conveying? Has it been successful?

Give groups of students a range of material (newspapers, magazines, library books etc), and get students to identify other examples of explanation writing.

Identify the success criteria with the students so they can assess for learning as they progress.

Compare and contrast different exemplars on TKI, stating the differences and the similarities.

Compare and contrast the similarities and the differences between explanation writing from newspapers and magazines.

Select an appropriate topic and, using a story board, plan out a sequence for a piece of writing; model this to the class and display it.

Create a piece of explanation writing using road safety as your theme. You may wish to use images to support your writing.

Possible contexts:

- walking school bus
- kea crossings
- traffic plans
- skateboard safety
- parent parking
- pedestrian safety
- bicycle safety
- safety clothing
- driveways
- your own choice.

Share your writing with 2 other people before you present it. Respond appropriately to their critique.

Reflect on how successful your writing was. How could you improve it before it is published?

Select an appropriate audience to share your writing with.

As a class, publish all your examples online so that other classes can read them.

## Assessment

### Learning area: English

	I can identify several relevant surface/deeper language features, can explain their purpose and can make generalisations about features of language in explanation writing.
	I can identify several relevant surface/deeper language features of explanation writing and can explain their purpose.
	I can identify several relevant surface/deeper language features of explanation writing.
	I can identify one relevant surface/deeper language feature of explanation writing.
	I need teacher help to identify surface/deeper language features of explanation writing.

### Key competency: using language, symbols and text

	I can communicate ideas by including a generalisation, a prediction or a justification in written explanation.
	I can communicate information by explaining the ideas in detail and can accurately sequence the process.
	I can explain several relevant ideas using text.
	I can explain one relevant piece of information using text.
	I need teacher help to explain information using text.

## Internet resources

[TKI – English exemplars](#)

[English Online \(TKI\)](#)

[BikeReady](#)

[Living Streets Aotearoa](#)

[Cycling Action Network](#)

## Thinking resources

Build a wall with surface and deeper features that can be used as a learning resource for other students.

Find a piece of explanation writing and evaluate it using your success criteria rubric. Then modify the writing to make it better.

Identify all the students who use the walking bus and locate their houses on Google earth using geo-tags.

Decide on something that you are going to explain and only do it through mime.

PMI: Should ten-year-olds be able to drive to school?

## What if questions

*Use these questions for class and group discussions or for writing.*

What if there were no explanations about anything?

What if writing had no punctuation?

What if you could not include images in explanation writing?

What if all explanations had to be humorous?

What if all explanations could only be spoken and not written?

## Activity 1.2. English: road safety and visual language

Achievement objectives – see New Zealand Curriculum English levels 1-4 listening, reading, and viewing: visual language/viewing.

Select the media that is the most suitable to teach this unit of visual language:

- static image
- infographic
- advertisement.

### Example learning intentions

Define visual language.

Define a sign.

Identify the purpose of signs.

Define the purpose, surface and deeper features of an infographic, static image or advertisement.

Identify the signs that keep students safe.

Compare and contrast different signs in local area.

Explain the consequences of not having signs.

Explain the message that images convey.

Create an infographic, static image or advertisement.

Reflect on the effectiveness of the message they are trying to convey.

Evaluate own learning and progress.

#### **Visual language(viewing)**

Identify audience and purpose for a range of visual language text (static image, infographics, advertising from performing art productions).

Identify how colour, text or font size has been used for impact.

Read a visual text and identify the message being conveyed.

Make value judgements about a range of visual language texts and justify opinions.

#### **Visual language (presenting)**

Identify a specific purpose and audience for a visual language text.

Plan a visual language text that conveys a key message about road safety.

Create visual texts that can be understood, responded to and appreciated by others.

### Learning experiences

*Select the learning experiences that best match the abilities of your student and that support your learning intentions.*

Use Google Maps to locate your local area. Pin the location where each person lives.

Use a class list and Google Earth to calculate the distance each student travels to school.

Use Google street view to drive around the local area.

Get students to plan a route the class will walk around so that students can identify different signage.

Define a 'sign' and the 'purpose of a sign'.

Find as many different types of signs as possible and get the students to classify the different types of signs. Describe when signs are useful.

List the criteria that a warning sign should have – develop success criteria with students.

Photograph signs in your area. In groups, get students to sequence them in the order they encounter them on their walk.

In groups, get students to select their own categories and then put the photos in the correct categories (then repeat this, getting the students to select different categories).

Put examples of the signs photographed in your area up on a data projector. In pairs, get the students to explain to each other what each sign means.

Create some scenarios from your walk, considering the causes and effects of what would happen if you did not have certain signs in certain places.

## **Static Images**

Go to TKI and look at exemplars for static images; share with students.

[Static image exemplars \(TKI\)](#)

In groups, get students to brainstorm on charts what they liked didn't like about a range of images viewed.

Define 'static image' and record the responses of the students on a wall chart or mapping tool.

Describe the surface and deeper features of a static image.

Develop success criteria for students to self-assess against.

Put these into a self-assessment rubric for creating a static image about road safety.

Compare and contrast selected static images, stating the similarities and the differences.

Explain why and how certain features have been used effectively.

Using the students' self-assessment rubric as a guideline, get students to plan a static image about road safety incorporating the criteria that they selected as important.

Decide on the best way of presenting this (looking at elements such as text, font, digital vs physical, colour etc).

Create a static image.

## **Infographics**

Search for infographics on Google; share different examples with students.

Explore these links with students as a whole class:

[Infographic \(Wikipedia\)](#)

[63 of the best infographics](#)

[The complete infographics guide](#)

Define 'infographic' and record the student responses on a wall chart or mapping tool.

Look for infographic examples in school journals, other magazine or online.

Describe the surface and deeper features of an infographic example.

What is the likely target audience for selected infographics?

Develop success criteria for students to self-assess against for when they create their own infographic.

Compare and contrast selected infographics.

Explain what appeals the most and explain why and how certain features have been used effectively.

Create their own infographics on a road safety issue. Decide on the issue and target audience.

## **Advertisements**

Look at examples of road safety advertisements.

[Current marketing campaigns \(Waka Kotahi\)](#)

Define 'advertisement' and record the responses of the students on a wall chart or using a mapping tool.

Identify the message that each advertisement is trying to convey.

Identify what makes a good advertisement for children and what makes a poor advertisement.

Describe the surface and deeper features of an advertisement.

Develop success criteria for students to self-assess against.

Brainstorm all of the advertisements that students like that are currently showing on TV.

What sort of advertisements appeal or do not appeal?

Compare and contrast selected advertisements on road safety, stating the similarities and the differences.

Explain why and how certain features have been used effectively.

Explain the key messages in each advertisement; what is the message being conveyed?

If you were to make an advertisement, what are the key safety issues in your community that you would like to highlight?

Storyboard, using sticky notes, a possible outline for an advertisement.

Refer to the success criteria to evaluate your ideas. Have you included all of the key elements? Is every frame relevant to your message?

Design a rubric for others to review your outline. Get other groups to critique your storyboard. Re-modify your thinking.

Create your own advertisement using class devices and video-editing software.

- When it is completed, get your group to assess against the success criteria before it is previewed.
- Create a reviewer's evaluation sheet so that you can receive feedback.
- Show your advertisement to two other people and respond to their feedback. Modify your advertisement if you need to.
- Select the most appropriate audience to share this with and invite feedback on the final product.
- Evaluate by completing a PMI on your advertisement.
- Is your advertisement appropriate to share with a wider audience?

## Assessment

### Learning area: English

	I can make generalisations about the impact that language features have on visual language.
	I can identify several relevant surface/deeper language features and explain how they are used for effect in visual language.
	I can identify several relevant surface/deeper language features in visual language.
	I can identify one relevant surface/deeper language feature.
	I need support to recognise a language feature.

### Key Competency: Using language, symbols and text

	I can convey a generalisation and put into another context when creating a static image/infographics using ICT.
	I can explain the meaning of the imagery that the static image/infographic conveys and can include analogy/metaphor using ICT.
	I can convey more than one relevant piece of information to create an infographic/static image using ICT.
	I can convey one piece of relevant information to create an infographic /static image using ICT.
	I need help to create an infographic using ICT.

## Internet resources

[Visual Language: Static Images \(English Online, TKI\)](#)

[TKI: Exemplars and resources](#)

[English Online](#)

[Best infographic design apps and websites \(Common Sense Education\)](#)

[Current marketing campaigns \(Waka Kotahi\)](#)



## Thinking resources

Using a Google map, locate and geo-tag interesting road safety signs from around the world that you find on Google images.

Select an advertisement and substitute this format by presenting the advertisement by mime.

Brainstorm as many ways as possible in which you could communicate messages, e.g. a message in sand.

Create a resource in Māori or another language that your school could use to teach visual language to younger students.

Create a new sign that needs to be in your area from a safety related issue that you have identified.

## What if questions

*Use these questions for class and group discussions or for writing.*

What if we had no road signs?

What if all of our signs were in dots and dashes?

What if we were not allowed to use images on signs?

What if we were only allowed to communicate through images?

What if we had no vision? How could we communicate road safety messages?

What if there were no advertisements allowed on the main NZ channels?