

## SAFER ROADS: HOW CAN ADVERTS MAKE US THINK 'PEOPLE', NOT 'CARS'?

*Timeframe:* this unit can be explored over **approximately 8 lessons**, but classes may choose to adjust the experience as part of a wider inquiry. **Students do not need to complete every task. Choices are provided.**

## OVER-ARCHING FOCUS

**Vision, Values and Key Competencies (NZC):** This unit is informed by the vision of students being informed decision makers and effective communicators for the benefit of their community. It foregrounds the values of *community and participation, integrity and respect*, and the key competencies of *participation and contribution* and *using language, symbols and texts*.



**English focus:** Literacy in English gives students access to the understanding, knowledge, and skills they need to participate fully in the social, cultural, political, and economic life of New Zealand and the wider world. **In this unit, students will undertake critical reading of advertisements in the context of their own actions around road safety in their community.**

**Literacy learning outcomes:** Use their reading/viewing/listening skills to understand how ideas are communicated to an audience through language and structure. For further information on Literacy in English contexts: <http://bit.ly/YeeLem>

## THE CONTEXT:

**Key understanding:** Advertisements are often produced to try and change what people buy, where they go and how they behave. New Zealand road safety advertisements encourage us to think of the other people on the roads around us, not just ourselves.

**Driving question:** If we think 'people' instead of 'cars', can we make a difference to what happens around us on the roads?

- How and why are road safety advertisements trying to change what people do on the roads?
- What impact do the advertisements have on me, and people around me?
- How can I turn what I have learned into actions that make a difference to the way my community and I travel?

Background notes from the NZTA: <http://www.nzta.govt.nz/about/advertising/drive-social>

*PLEASE NOTE: Teachers should be aware that this unit may involve the discussion of road crashes. It is likely there will be students in your class with first-hand experience of such issues, and sensitivity is advised. It is recommended that students are forewarned of the topic prior to the start of the unit, and that every effort is made to take students' individual circumstances into account.*

## PLANNING YOUR LEARNING INTENTIONS

Use the inquiry cycle to inform your planning: <http://englishonline.tki.org.nz/English-Online/Student-needs/Planning-for-learning/Planning-using-inquiry>. You might use the following evidence to establish your students' strengths and needs:

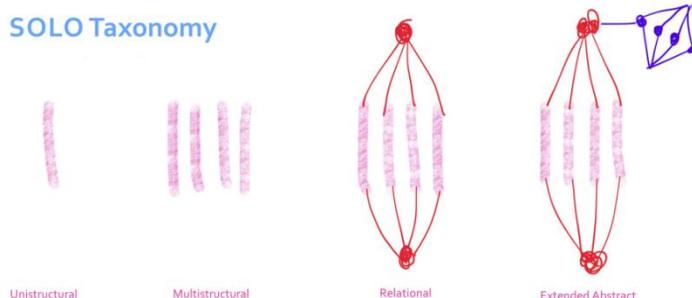
- Diagnostic testing e.g. AsTTle, PATs. Use the 'What Next' for reading on the AsTTle site to identify next steps for your students in this genre: <http://assessment.tki.org.nz/Assessment-tools-resources/What-Next>
- Assessment using Assessment Resource Banks (NZCER): <http://arb.nzcer.org.nz/>
- Review of previous assignments and learning completed by your learners
- Discussion with your students and their family/whānau: how can you integrate culturally responsive content and processes so the learning has direct relevance and meaning for them?

ENGLISH: READING, LISTENING, AND VIEWING   ACHIEVEMENT OBJECTIVES   LEVEL 4 & 5	
Select the achievement objectives that best match your students' abilities.	
Level 4	Level 5
<p><b>Processes and strategies</b> Integrate sources of information, processes, and strategies confidently to identify, form, and express ideas.</p>	<p><b>Processes and strategies</b> Integrate sources of information, processes, and strategies <b>purposefully</b> and confidently to identify, form, and express increasingly sophisticated ideas.</p>
<p><b>Purposes and audiences</b> Show an <b>increasing</b> understanding of how texts are shaped for different purposes and audiences.</p>	<p><b>Purposes and audiences</b> Show <b>an understanding</b> of how texts are shaped for different purposes and audiences.</p>
<p><b>Ideas</b> Show an <b>increasing</b> understanding of ideas within, across, and beyond texts.</p>	<p><b>Ideas</b> Show <b>an understanding</b> of ideas within, across, and beyond texts.</p>
<p><b>Language features</b> Show an <b>increasing</b> understanding of how language features are used for effect within and across texts.</p>	<p><b>Language features</b> Show <b>an understanding</b> of how language features are used for effect within and across texts.</p>
<p><b>Structure</b> Show an <b>increasing</b> understanding of text structures.</p>	<p><b>Structure</b> Show <b>an understanding</b> of a range of structures.</p>

## INTENDED LEARNING OUTCOMES [SOLO]

YOU WILL HAVE YOUR OWN PROCESS FOR DEVELOPING LEARNING INTENTIONS IN YOUR SCHOOL.  
SUGGESTED LEARNING OUTCOMES ARE LISTED BELOW.

### SOLO Taxonomy



This learning intentions in this unit are structured around the SOLO [Structure of the Observed Learning Outcomes] taxonomy [<http://www.johnbiggs.com.au/academic/solo-taxonomy/>]. This taxonomy can help us step thinking from surface to deep, assess the quality of the students' work, and ensure that we align our planned **learning intentions** to the **activities** and to the **assessment**. There is a clear hierarchy of thinking in SOLO from **prestructural** (cannot find an idea independently) to **Extended Abstract**.

Each level of this hierarchy is reflected in **verbs** that are typical of that level e.g. 'name an idea' is Unistructural.

**Select those that best match your students' learning needs.** Different students may have different learning intentions.

#### Unistructural

*(can identify a single idea; "on the lines")*

- Define 'persuasive'.
- Define 'purpose' and 'audience'.
- Define the purpose of a persuasive text.
- Identify one idea in a persuasive text.
- Name one language feature in a persuasive text.
- Name one aspect of structure in a persuasive text.

#### Relational

*(can identify more than one idea, and explain how they are related; "between the lines")*

- ❖ Classify the different language features.
- ❖ Classify the different structural features.
- ❖ Compare and contrast the ideas in a persuasive text.
- ❖ Explain the reasons for the use of language/structural features of persuasive text.
- ❖ Explain why one piece of persuasive text is more effective than another.
- ❖ Sequence the structure of their persuasive text.

#### Multistructural

*(can identify more than one idea but not link them "on the lines")*

- List several ideas in a persuasive text.
- Describe the purpose of persuasive text.
- Describe the language features used in a persuasive text
- Describe the structural features used in a persuasive text

#### Extended abstract

*(can identify and explain related ideas, and extend thinking beyond them; "beyond the lines")*

- ✎ Create a persuasive text.
- ✎ Create a set of criteria to critique a persuasive text.
- ✎ Reflect on the text and evaluate its success, in terms of its strengths and weaknesses.
- ✎ Generalise the features that are typical of persuasive texts.
- ✎ Integrate different sources of information to critique a persuasive text.

## PART 1 - OUR 'SOCIAL NETWORK'

*The aim of this activity: students, using their prior knowledge, will understand that we are all part of a system of road users. They will build up a picture of the people in their own community by exploring the journeys they make at similar times/places.*

There are a number of websites listed in the student materials. Depending on your technical set-up and your students' needs, you may wish to compile them as webquest for students to explore. Tools such as [www.livebinders.com](http://www.livebinders.com) or your own school's learning management system (e.g. Moodle, Google apps) would work well.

### IDENTIFY WHO SHARES THEIR JOURNEY TO SCHOOL EACH DAY

1. **Watch the NZTA advertisement, 'Drive Social'** (Youtube)
2. Ask the students to share their first impressions of the key ideas. Capture their initial ideas in the first two columns of a KWL chart, as a class. Interactive K-W-L creator: <http://www.readwritethink.org/classroom-resources/student-interactives/creator-30846.html>
3. Ask the students to **think about the journeys** they and their families make at a similar time each day e.g. the journey they make to school.
4. **Map their journeys** so the class builds a picture of the journeys across the class. You could map their journeys in ways that suit the class and your resources. *Choose from:*

**OPTION 1:** Using Google Maps [[https://maps.google.co.nz/.](https://maps.google.co.nz/)] print off a local area map and display. Students could use pins/label/string/highlighters to mark their journeys. *See notes on Google maps at the end of this part.*

**OPTION 2:** Create a physical map with the classroom as the local community – label parts of the room according to local landmarks and reconstruct the journeys by moving around the room.



5. **Label the journeys** by time, name of person, and type of transport.

6. **Identify which members of the class share journey times and places with them.** These people are their 'travel buddies'. They can give themselves a team name if they wish! The task could be extended to include members of family/whānau who may also be traveling at similar times.

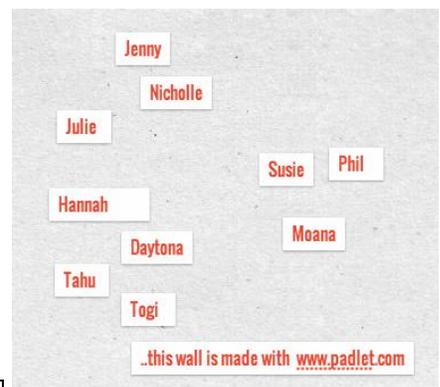
### DESCRIBE THE PEOPLE AND THEIR JOURNEYS

The aim of this task is to **understand more about at least ONE of the people who travel at the same time/on the same route** as them. To find out more about their 'travel buddies', they could choose from the following:

OPTION 1: Hotseat them [Hotseating: <a href="http://dramaresource.com/strategies/hot-seating">http://dramaresource.com/strategies/hot-seating</a> ]
OPTION 2: Interview them
OPTION 3: Talk with them and make a mindmap of the answers
OPTION 4: Sketch/create a picture of one of their travel buddies and label it with the information
OPTION 5: Round-the-group treasure hunt based on topics generated by the class that will help them find common interests with others: 'Find someone who travel at the same time as you....e.g. has a pet, shares a favourite food with you...'. They can generate questions for this, and search for people with whom they have something in common. They could ask them about: their family/whānau, what they enjoy doing, foods they dislike, their favourite holiday...and keep going until they find something they have in common with them.

### GROUP THE TYPE OF PEOPLE WITH WHOM WE SHARE OUR JOURNEYS

This task aims to **help students see themselves as part of a group of people** who are similar to them, with whom they have something in common. *They could choose from the following*



OPTION 1: Write their travel buddies names on post-it notes [or use a tool like Wallwisher: [www.padlet.com](http://www.padlet.com) and group them together by

similarities.

OPTION 2: Move around the room to stand with different people with whom they have something in common

OPTION 3: Use a graphic organiser to manipulate groups and label them with different people's names [Online graphic organisers: Freemind: <http://freemind.sourceforge.net/> or Mindmeister: <http://www.mindmeister.com/> or Bubbl.us: <https://bubbl.us/>

## FORM GENERAL CONCLUSIONS ABOUT YOUR 'TRAVEL BUDDIES'

This task aims to synthesise what they have learned in the previous tasks.

**Complete this sentence:** "When I travel to school, my journey is like a 'social network' because....". *They could choose to do this by:*

OPTION 1: A classroom discussion [How to debate in class: <http://www.nwabr.org/education/pdfs/PRIMER/PrimerPieces/Debate.pdf>]

OPTION 2: A walking debate  
[[http://www.nicurriculum.org.uk/TSPC/the\\_think\\_pack/classroom\\_toolbox/walking\\_debate.asp](http://www.nicurriculum.org.uk/TSPC/the_think_pack/classroom_toolbox/walking_debate.asp)]

OPTION 3: A sketch or visual statement

A Voicethread for the class [<http://www.voicethread.com>]

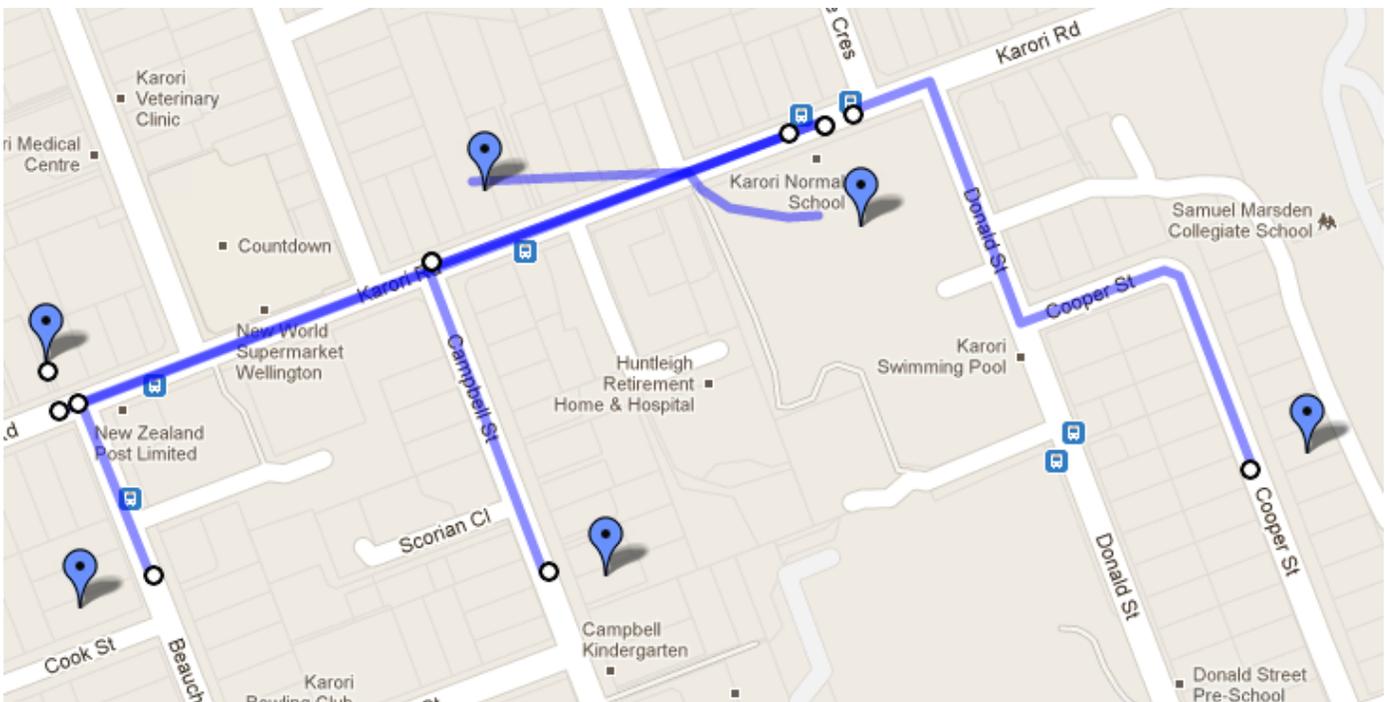
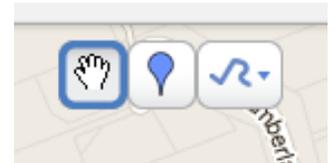
As a class, **discuss this statement:** "If we thought about the people we travel with, instead of our own journeys, behaviour on roads might be safer". The aim is to begin to introduce the idea of everyone having a role to play in a safer road system, and that we all share our individual journeys with others who are like us: You could debate this using a 'walking debate'.

## A NOTE ON USING GOOGLE MAPS

Google maps: <https://maps.google.co.nz/>.

To plot multiple journeys to school using Google maps:

- Go to 'my places' and 'create map' for your students' journeys. Save.
- Locate the map of your local community.
- Using the 'add a placemark' and 'draw a line along the roads' tools [see icons right], plot the different routes to school, saving them to your schools' map. The 'collaborate' tool will allow you to share the map with multiple students.



## PART 2 - WHAT IF...?

*The aim of this activity: students, using their knowledge from task 1, understand why thinking of journeys in terms of 'people' (OUR journeys), instead of 'cars' (MY journey) might help change the way we think about road safety.*

### IDENTIFY AT LEAST ONE DECISION THAT PEOPLE TAKE DURING THEIR JOURNEYS

With their 'travel buddies', ask them to **think about and identify at least one example of a decision that people have to make when travelling in the mornings**. *E.g. We choose the car, rather than walking; in the car, we decide whether to put on seatbelts; we cross the road; we decide whether to look for cars...'*

You could do this using one of the following:

OPTION 1: Creating a group brainstorm of ideas [Online graphic organisers: Freemind: <http://freemind.sourceforge.net/> or Mindmeister: <http://www.mindmeister.com/> or Bubbl.us: <https://bubbl.us/>]

OPTION 2: Tracing their journey again using the map from Task 1 and pausing at each key action

OPTION 3: Role-playing their journeys and freezing the action at each point of action [Freeze-framing/still images (dramatic technique): <http://www.dramaresource.com/strategies/still-images-a-freeze-frames>]

OPTION 4: Filming/photographing

### DESCRIBE WHAT HAPPENS BEFORE, DURING AND AFTER THAT DECISION IS MADE

1. **Select ONE of the decisions** (from the previous task) that they – or a whānau member - make during the journey.

2. **Describe in detail what happens** before, during and after they make their decision. They could show this by:

OPTION 1: Storyboarding their decision [Storyboarding: <a href="http://accad.osu.edu/womenandtech/Storyboard%20Resource/">http://accad.osu.edu/womenandtech/Storyboard%20Resource/</a> ; you could use a storyboarding app, such as Storyboard Quick Direct (Android - <a href="http://bit.ly/12ZBPma">http://bit.ly/12ZBPma</a> ) or simply take a series of shots with a mobile camera and annotate them.
OPTION 2: Create it using a story-creation app or comic creation app. [Storycreation apps such <a href="#">14 apps for story creation</a> (iOS), <a href="#">Pixton</a> or <a href="#">Comicmaster</a> ]
OPTION 3: Act out the decision, with friends or as a monologue.
OPTION 4: Write it out as a first-person narrative.
OPTION 5: Explore local stories of journeys e.g. via the NZTA <a href="http://education.nzta.govt.nz/resources/school-ethos-and-organisation/resources">http://education.nzta.govt.nz/resources/school-ethos-and-organisation/resources</a>

**RELATE THEIR DECISIONS TO THE IDEAS OF 'CARS' AND 'PEOPLE'.**

1. Now they understand the details of the decision that they make, they are going to try and look at it from two different points of view. They should **generate at least two 'what if?' questions**, one from the point of view of 'my journey' and another based on 'our journey'. For example:

<i>The decision</i> e.g. Crossing the road – what if...?'	
Thinking of <i>myself</i>	Thinking of <i>other people around me</i>
'What if...?' Question:  What if I ran across the road so I can get to school faster?	'What if...?' Question:  What if I thought about the cars that are driving along the road?

They may be able to think of several 'what if?' questions for each point of view. They could do this by:

OPTION 1: Using the table template above
OPTION 2: Using a graphic organiser or collaborative online document [Collaborative spaces: e.g. Google docs: <a href="http://www.docs.google.com">www.docs.google.com</a> or Wiki: <a href="http://www.wikispaces.com/">www.wikispaces.com/</a> ]
OPTION 3: Group/paired/whole class co-construction
OPTION 1: Using the table template above

2. Now, try to **predict the consequences** for each of the two 'what if?' scenarios. They could do this by:

OPTION 1: Using a futures wheel for one 'what if' question, then the other. Futures wheel: A futures wheel is a way of mapping out future consequences of an action or decision. You can find examples here: <ul style="list-style-type: none"><li>• Futures Wheel Diagram (Mindtools): <a href="http://www.mindtools.com/pages/article/FuturesWheelDiagram.htm">http://www.mindtools.com/pages/article/FuturesWheelDiagram.htm</a></li><li>• Futures Wheel diagram (example from Mindtools): <a href="http://www.mindtools.com/pages/article/FuturesWheelExampleDiagram.htm">http://www.mindtools.com/pages/article/FuturesWheelExampleDiagram.htm</a></li></ul>
OPTION 2: Performing, freeze-framing and thought-tracking two versions of the decision [Thought-tracking (dramatic technique): <a href="http://www.dramaresource.com/strategies/thought-tracking">http://www.dramaresource.com/strategies/thought-tracking</a> ]

## CREATE A GENERAL STATEMENT ABOUT WHAT IT MEANS TO 'TRAVEL SOCIAL'

This task invites them to **synthesise ideas from the previous tasks** to understand what the implications are of thinking about journeys in terms of others, rather than ourselves.

1. Based on the previous activities, draw general conclusions by co-constructing individual/pair/group/class statements (or more than one) that responds to this question:
  - *What would happen if everyone travelling on the roads thought 'people' (our journeys), instead of 'cars' (my journeys)?*

Consider, for example: Would the roads be safer? Would we be calmer/happier? Would there be fewer crashes? Would the roads be better designed? Would more people cycle?

2. What other questions do they still have? Share them. For example, would this even be possible? What if a minority of people didn't think that way, or wouldn't?

*The aim of this activity: students will explore background material on travel and road issues. They should begin to **integrate different sources to understand the key ideas, purpose and audiences** that they might see in persuasive texts aimed at the way people use our roads.*



*Resources are listed at the end of Part 3.*

## IDENTIFY AND LIST THE ISSUES ON OUR ROAD

In this task, they will **imagine that they are in charge of the roads and rail across New Zealand, like the New Zealand Transport Agency (NZTA)**. They will explore the issues that are important as they try to influence how people use the roads in New Zealand, especially related to young people.

Read a selection of the background material [see resources] to **identify** at least one reason (or **list** more than one) why we might want to change the way we use the roads. Suggested resources:

- Drive Social: <http://www.drivesocial.co.nz/>
- Road safety tips (NZTA) <http://www.nzta.govt.nz/traffic/info/students-parents/safety-tips.html#smart>
- Road safety adverts from NZTA: <http://www.nzta.govt.nz/about/advertising/index.html>

### *Vehicle safety:*

- Use speed limits safely: <http://www.nzta.govt.nz/resources/factsheets/33/speed-how-to-use-speed-limits-safely.html>

### *Safer behaviour*

- Point of View videos: <http://education.nzta.govt.nz/stay-safe/useful-videos>
- Fatigue and staying alert while driving: <http://www.nzta.govt.nz/resources/factsheets/24/index.html>
- Safety belts and airbags: <http://www.nzta.govt.nz/resources/factsheets/30/safety-belts-and-airbags.html>
- Stay safe: information for students: <http://education.nzta.govt.nz/stay-safe/info-sheets> and <http://education.nzta.govt.nz/stay-safe/printed-resources-from-nzta>
- In car safety: <http://www.5min.com/Video/In-Car-Introduction---Safety-Tips-145243779>

- Car safety videos: <http://www.5min.com/Tag/car%20safety?CategoryID=18>
- Students against drunk driving: <http://www.sadd.org.nz/index.html>

*Types of travel:*

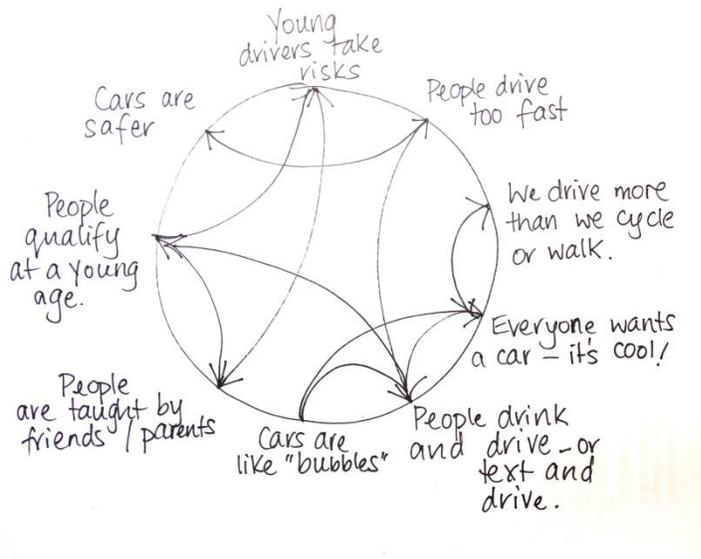
- Ways to get around (NZTA): <http://www.nzta.govt.nz/traffic/ways/index.html>
- Urban driving simulation: [http://www.youtube.com/watch?v=wGXhgb\\_XTPs&feature=related](http://www.youtube.com/watch?v=wGXhgb_XTPs&feature=related)

1. Students could: read alone, in pairs, or use a jigsaw activity [<http://www.jigsaw.org/>]
2. List and **organise** the different ideas as a class. You could do this by:

Using a shared doc [e.g. Google docs: <a href="http://www.docs.google.com">www.docs.google.com</a> or Wiki: <a href="http://www.wikispaces.com/">www.wikispaces.com/</a> ]
Mapping using a graphic organiser [e.g. Freemind: <a href="http://freemind.sourceforge.net/">http://freemind.sourceforge.net/</a> or Mindmeister: <a href="http://www.mindmeister.com/">http://www.mindmeister.com/</a> or Bubbl.us: <a href="https://bubbl.us/">https://bubbl.us/</a> ]
Complete a template together
Each student takes turns to 'interview' each other about what they have discovered

**ORGANISE THE CHALLENGE BY AUDIENCE AND PURPOSE**

1. As pairs/groups/class, plot the way they might impact on each other using a 'connections circle' (systems thinking chart). Systems thinking can help us see 'the big picture', understand how different issues impact on each other, and help us explore problems where solutions are not obvious. The aim is to highlight the way the roads are part of a wider system that we all share and are responsible for.



- Systems thinking: <http://www.watersfoundation.org/index.cfm?fuseaction=stdm.whatwhyhow>, a [connections circles](#), and [an example from a US school](#).

2. Discuss:
  - **Identify** the different groups of people involved in the road system?

- **Describe** the key issues. How are they **related**?
- **Generate** ideas: How do you target issues that are part of a wider system that we all use? Who has responsibility to be safe? Why?

#### GENERATE QUESTIONS/CRITERIA FOR THE NZTA ADVERT

1. Look at the system chart and discuss **the key ideas that you might expect to see in a successful advert that seeks to persuade people to think of others, not themselves.**
2. Create a series of criteria or questions to ask themselves as they explore the advertising campaign 'Drive Social'. For example,
  - a. How well does the advert persuade young people?
  - b. Would people really think like this?
  - c. How do we stop people wanting to own cars?

*The aim of this activity: students integrate sources of information and prior knowledge (from tasks 1, 2 and 3) to understand the ideas, language and structure in a New Zealand Transport Agency advertisement.*

The mission!

NZTA want you to **road test their new advert**. Will it make a difference?

They would like some advice on **why and how persuasive advertisements can make a difference** – and whether this particular advertisement is likely to be successful.



#### IDENTIFY AND DESCRIBE THE FEATURES IN A PERSUASIVE TEXT

1. Watch at least ONE of the persuasive texts from the NZTA's online channel: <http://www.nzta.govt.nz/about/advertising/index.html>. For example:
  - ['Drive Social'](#)
  - ['Don't bail out'](#)
  - ['Legend'](#)
2. Persuasive website: <http://www.drivesocial.co.nz/> (interactive multimedia)
3. After they have watched one advertisement, and using it as a context or example, individually/in pairs/as a class, explore some of these questions:
  - **Define** 'persuasive text'.
  - **List** the features that they think make a text persuasive.
  - **Identify** the purpose and the audience
  - **Identify** one point/list more than one point that the advertisement is trying to make about how we use the roads
  - **Identify** one feature/list more than one feature Identify used in the advert to try to get ideas across to the audience.

They could do this using graphic organiser, post-it notes, brainstorm or a class collaborative discussion or document.

#### ORGANISE FEATURES OF PERSUASIVE TEXTS

As a class, **organise** their ideas under different headings, such as: **ideas, language** (vocabulary, phrases, visual effects, point of view, connotation..), **structure** (beginnings, endings, sequence)  
 They could do this around the room, using an online collaborative space e.g. *they may group all their ideas related to words and phrases, and call it 'language'*.

**GENERATE CRITERIA**

1. Look across the notes and **create** a set of criteria for a successful persuasive text. For example, if an advertisement is going to persuade its audience, what might we expect it to do well?

*Resources on persuasive texts include:*

- ARBS: Making meaning in persuasive texts (Levels 4 and 5): <http://arb.nzcer.org.nz/searchenglish.php>
- English Online – features of text forms (argument): <http://englishonline.tki.org.nz/English-Online/Teacher-needs/Reviewed-resources/Reading/Features-of-text-forms/Arguments>
- Purpose: Persuade (AsTTle): <http://e-asttle.tki.org.nz/content/download/1001/4032/file/Persuade.pdf>
- How does understanding text features benefit reading comprehension? (NZCER): <http://arb.nzcer.org.nz/supportmaterials/english/understanding-text-features.php>

**CRITIQUE THE ADVERTISEMENTS**

1. Explore the first text again. You might want to use/adapt the following chart to capture ideas:

	Questions to consider	Your notes	Evidence e.g. examples from the text
Purpose and audience	Describe the <b>purpose</b> of the text – what is the director trying to tell us?		
	Who is the <b>audience</b> ? Who is being targeted?		
	Describe how the text makes you <b>feel</b> .		
Incidents	List the <b>causes</b> of any incidents in the videos.		
	Describe the <b>message(s)</b> that the text(s) sends		

	about road safety in and around cars.		
	Compare and contrast the way different text(s) <b>convey their message</b> .		
	Identify the different <b>characters / points of view</b> . Whose view do we not hear?		
	<b>What do you know about</b> road safety? How this texts the same/different to your own experience?		
	Describe the way the text relates to the <b>'big ideas' we have discussed about road safety</b> .		
	How well would it persuade its audience?		
Language features	Explain how you know <b>who</b> the text is for.		
	Identify/describe how the director uses different shots / group of shots / camera angles / setting / special effect / lighting.		
	Identify/describe the <b>characters</b> : How does the director show you what they are like?		
	Identify/describe how the director creates <b>mood and feeling</b> : what techniques are being used?		
	Identify/describe the use of <b>music</b> in the text. How is it used to develop character, ideas, or mood?		
	Identify/describe how the <b>dialogue and sound</b> (or absence of them) show you the key idea(s).		
	Identify/describe the main <b>events</b> . How do the different events, and the way they are <b>ordered</b> , tell you about the main ideas?		
	Identify/describe the <b>beginning and ending</b> : why are they the same? Different?		

2. Using the features that they grouped under 'language' etc., complete 'magic sentences' after they have watched it (individually/pairs/class), on paper or in a collaborative document. Magic sentence: There is a literature version of this activity available <https://docs.google.com/document/d/1cDuMfLXR1VmWT2wuTT7Z7yVK2lkqPC2HCAwhKeAoizM/edit>, shared by Ian McGilchrist, via *English Online*.

The author/creator	[verb]*	Aspect of persuasive text (language/structure)	[purpose]*	Idea
e.g. The NZTA	uses	A close-up shot of smiling faces	to show us	It's a good idea to think of others as we drive.

\* You could provide *verbs* and *purpose* phrases, or they could generate their own.

3. Explore a second text, and repeat the process.
4. Compare and contrast the two texts, using the criteria developed by the class.
5. Discuss which one is most successful and why [via vote/debate]
6. Return to the KWL activity from the first learning experience and complete the final column about what they have learned.
7. Discuss:
  - a. How and why are road safety advertisements trying to change what people do on the roads?
  - b. What impact do the advertisements have on me, and people around me?
  - c. **How can I turn what I have learned into actions that make a difference to the way my community and I travel?**

### POSSIBLE ASSESSMENTS: ENGLISH

Students can have a choice about the way they show their understanding about how these persuasive texts work, such as:

**OPTION 1: An essay or extended piece of writing that explains how one or more of the advertisements is working**

**OPTION 2: A presentation to the NZTA agency, unpacking how well the advert has impact on young people.**

**OPTION 3: A blog post that explores how a text works – and where it could be improved.**

**OPTION 4: A multi-media presentation e.g. video of the advert with commentary from the student accompanying it, or a Voicethread**

**OPTION 5: A dramatic reenactment of the advert, paused, with commentary from the student**

An example assessment rubric is included. Insert your own marking guide on the left hand side.

Insert and align your own marking guide here.	Based on SOLO
	I can identify several relevant features of persuasive text, can explain their purpose, and can evaluate the impact of their use on the audience.
	I can identify several relevant features of persuasive text and can explain their purpose.

	I can identify several relevant features of persuasive text.
	I can identify features of persuasive text.
	I need teacher help to identify features of persuasive text.

## PART 5 | TAKE ACTION!

This task could be used as a formal assessment of critical understanding of the features in persuasive texts.

- **Lobby your school board or local council to take action to improve the roading system in your area.**  
This could be, for example, a persuasive presentation, a letter, a news article, a video...

## KEY COMPETENCY | PARTICIPATION AND CONTRIBUTION

How are your students using English to make a positive contribution to their local community's roading system?

To what extent are your students:

- Making active decisions and taking the initiative?
- Making links to ideas and contexts beyond their immediate contexts and thinking about the future?
- Engaging in challenge, critique and inquiry?

Key Competencies and effective pedagogy: <http://keycompetencies.tki.org.nz/Key-competencies-and-effective-pedagogy/Self-audit-framework>

## FURTHER POSSIBILITIES BEYOND THIS UNIT:

The development of this unit could be integrated or extended with other experiences, such as:

- Link to 'We travel together' [NZTA English unit} – creating persuasive texts:  
<http://education.nzta.govt.nz/resources/secondary-school-curriculum-resources/english>
- A thematic exploration related to young people and citizenship.
- A cross-curricular initiative on road safety in school
- Present their ideas at an assembly in a speech or dramatic presentation – or take action in your local community
- Many students are keen to take action locally: <http://education.nzta.govt.nz/stories>. Develop a student-driven whole school action to improving road safety and share your story with NZTA:  
<http://education.nzta.govt.nz/stories/submit-story>