Year 9/10 UNIT SUMMARY   Title: We travel together

Learning Area: English: Speaking, Writing, Presenting

- In this unit, **students explore ways in which our actions, and those of others, in and around cars have consequences for all of us.** Students consider their own car journeys and **create a persuasive text (visual/oral/written)** to highlight the importance of making sensible decisions.
- **Safe travel is a community responsibility**. A key focus is how young people respond to social/peer pressures, how they are part of family, traveling as a safe passenger, and how they help others around them.

Timeframe: this unit can be explored over approximately 6 lessons, but classes may choose to extend the experience as part of a wider inquiry (within English / across learning areas).

LITERACY SUPPORT

This task should be used in conjunction with the Guidelines for effective adolescent literacy instruction: http://literacyonline.tki.org.nz/Literacy-Online/Teacher-needs/Professional-support/Leading-Professional-Learning-about-Adolescent-Literacy/Guidelines/Overview

PRE-TEACHING NOTES

!! NOTE: You should be aware that this unit involves 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 studentsʻindividual circumstances into account

VALUES	KEY COMPETENCIES	KEY UNDERSTANDING	OVER-ARCHING QUESTION	SUBSIDIARY QUESTIONS
Community Respect	Relating to others Using language, symbols & texts	When we travel on the roads, we are not alone but have responsibility for ourselves and those around us.	How can I help my family and I travel safely on the roads?	▪ How does my experience on the road impact on other people? ▪ What are the potential risks when traveling by car? ▪ What changes can I recommend to family and friends to improve their safety on the roads?

SELECTING APPROPRIATE LEARNING INTENTIONS

- This unit is aligned to the **English Achievement Objectives (Levels, 4, 5 and 6): Speaking, writing and presenting.**

- 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 diagnostic testing, review of previous assignments and discussion with your students to establish their needs. You will have your own process for developing learning intentions in your school. Suggested learning outcomes are listed below. Select those that best match your studentsɋlearning needs.

- The sample learning intentions, activities and assessment schedule in this unit is structured around the **SOLO [S**tructure of the **O**bserved **L**earning **O**utcomes] **taxonomy** [http://www.johnbiggs.com.au/solo_taxonomy.html].

UNISTRUCTURAL

- **Define persuasive texts (writing/speaking/presenting)**
- Name the kinds of places where they drive/are driven.
- Identify who else they drive with.
- Identify the reasons they travel in cars
- Identify a positive/negative factor that influences drivers and passengers.
- Identify a positive action that could make their journey safer.

MULTISTRUCTURAL

- **Describe the purpose of persuasive text – how and why it has impact.**
- **Describe the features of persuasive text**
- List the reasons they / others travel by car.
- List the advantages/ disadvantages of traveling by car.
- Describe your journey . what it looks like, sounds like etc.
- List positive/negative factors that influence drivers/passengers.
- Describe/list actions that they / others could take to improve vehicle/journey safety

RELATIONAL

- **Explain the reasons for the surface / deep features of persuasive text.**
- **Explain why one piece of persuasive text is more effective than another.**
- **Sequence the structure of their persuasive text.**
- Classify factors that influence drivers/passengers.
- Compare / contrast the positives / negatives of car travel.
- Compare / contrast your journey with others.
- Explain the causes for events in a journey.
- Explain how journeys could be made safer.

EXTENDED ABSTRACT

- **Compare and contrast persuasive texts to see which is more effective and why.**
- **Create a persuasive text.**
- Predict ways in which behaviours / events might be affected by other factors.
- Generalise why people behave as they do
- Recommend key actions that would improve road safety.
- Hypothesise on how their journey might be safer if improvements were made to vehicles and behaviours.

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

	Based on SOLO
	I can use several relevant features of persuasive text, can explain their purpose, and can evaluate the impact of their use on the audience.
	I can identify and use several relevant features of persuasive text and can explain their purpose.
	I can identify and use several relevant features of persuasive text
	I can identify and use features of persuasive text
	I need teacher help to identify and use features of persuasive text

ASSESSMENT: KEY COMPETENCY: USING LANGUAGE, SYMBOLS AND TEXTS

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

	I can combine several ideas persuasively and evaluate how successfully they will affect what others think about traveling safely.
	I can combine several ideas persuasively that will affect what others think about traveling safely.
	I can communicate several ideas persuasively that will affect what others think about traveling safely.
	I can communicate an idea persuasively that will affect what others think about traveling safely.
	I need help to communicate persuasive ideas that will affect what others think about traveling safely.

LEARNING ACTIVITIES

The following tasks are suggestions only. Select and adapt those that are most appropriate for your students' identified needs and interests, and for the learning intentions.

All resources are in the **Resource Booklet** that accompanies this unit.

TASK 1

*In this task, students will build a **mindmap** to develop knowledge and insight into the ways in which their journeys are part of others' journeys, based on their own experiences. You will be engaging **prior knowledge, enhancing the relevance of new learning**, and **facilitating shared learning**.*

*Resources for Task 1 are in the **Resource Booklet** that accompanies this unit.*

- Ask them to share their ideas (e.g. think-pair-share) about what the following statement might mean: 'When we travel, we travel together: we are all responsible for keeping each other safe.'

- Set the scene: Share a stimulus text(s) with them and ask them to unpack their ideas about the initial statement further. How might it relate to the text? Do they personally know of similar experiences?

- **Explain the focus of the unit. They will consider why there are still so many crashes for young people, and create a text that aims to powerfully persuade their peers/family to change their behaviour.**

- Think-pair-share exercise: ask them for examples of when they and other students travel **by car . when? Where? Why? With whom? .** in a typical school week or a school holiday week [*see sample mindmap in Resources Booklet*]

- In terms of road safety, ask them to consider the advantages and risks of traveling by car. Chose **one** of the following thinking activities to do this:

  o Collate their responses as a **mind map** (on the board, using an online tool e.g. Wallwisher, shared Google Doc., a wiki, Freemind).

- As the students to complete a PMI about traveling by car (as a whole class/in groups/pairs):
  - What are the **positives (Pluses)** for traveling by car, for them?
  - What are the **potential risks/dangers (Minuses)**?
  - What are the issues that students are still wondering about in terms of car travel? (**Interested/inquiry**)

Draw attention to the wide range of people on the roads, their reasons and motivations. Remind them to consider:
- **How** people behave; issues of safety (*e.g. drive too fast, are distracted in cars by music/children/mobile phones; don't always follow rules, cars must be maintained to be safe; peer pressure can affect decisions; people will drive when they are ill/tired/drunk/on drugs..*)

- **Why** people travel (*e.g. practical reasons; to show off ('boy racers'); to get out of the house, for entertainment…*)

- **When** they travel (*e.g. day and night, but some times are more dangerous than others e.g. weekend nights, bad weather, the morning after, busy mornings, holidays…*)

- Where they are traveling (*e.g. local areas; motorways; cities, fast rural/isolated roads, off road…*)

TASK 2

*In this task, each student (on their own/in a pair/group) is going to develop **a description of a car journey** familiar to each of them. This will be the context for thinking about vehicle safety.*

📖 *Resources for Task 2 are in the **Resource Booklet** that accompanies this unit.*

- Ask the students to look at the mindmap again and consider **what journey is most typical/interesting/exciting/challenging for them**, noting when, where, with whom and why they travel by car.

- Ask them to describe this journey to a partner/group (orally/visually/writing). The teacher might model this first. Students might use a combination of: e.g.
  - Google Maps /Street view to explore a street/space they know and use well . perhaps near school or in town . or take
  - A series of photos/images they have taken themselves on their mobiles.
  - A sketch, plan or map of the area.
  - A storyboard
  - A dramatic performance

- They should include: step-by-step process of the journey (time of day, weather, places and people throughout the journey, people in the car and outside, thoughts and feelings of themselves and others).

- Ask them in pairs to interrogate each other's descriptions, to consider **why** things happen on the journey as they do (the way their journey is dependent on other factors): *e.g. why is the traffic bad? Is everyone belted in? Why is the car slow? Why do you feel tired? Why is the driver anxious? Why are people walking fast? When did the car last have a WoF? How experienced is the driver? Why do people behave in a stupid/distracted way?*

- Review the theme statement: **'When we travel, we travel together: we are all responsible for keeping each other safe.'** How does this relate to their own journeys? Focus on:
    - **Our actions, and those of others, in and around cars have consequences for all of us.**
    - **Safe travel is a community responsibility.**
    - **How young people respond to social/peer pressures; how they are part of family, traveling as a safe passenger; how they help others around them.**

TASK 3

*In this task, students will **discuss and analyse a real-life story** to explore the many points at which their journey impacts on and is dependent on others. You will be **enhancing the relevance of new learning, facilitating shared learning,** and **encouraging reflective thought.***

📖   *Resources for Task 3 are in the **Resource Booklet** that accompanies this unit.*

Making it real: Unpacking one person's story: Watch *Cody's story* [see Resource Booklet] as he presents his point of view. Whose points of view are missing? (Other possible video stories are listed under resources. Discretion is advised.)

Suggested viewing questions:

Cody decides to travel with his friend. They are both young, still at school.

1. **Why might** their age might affect Cody's journey? Identify at least one reason and/or list positive and negative reasons

- *Consider: the safety of the vehicle, peer pressure, distractions, teenage behaviour…*

2. What might have caused the crash? The crash seems to have occurred because of the behaviour of another driver. What are possible causes?
   - *e.g. why did the other car swerve across (vehicle safety? Driver behaviour? Driver reaction?) Why didn't Cody's friend slow down? Should he have swerved away from the traffic?*

3. Classify the reasons that the crash happened under appropriate headings e.g. Vehicle safety, driver behaviour, driver experience…

4. Why does Cody say "You don't think it's going to happen"? Make generalized conclusions…
   - *E.g. Why do crashes happen to young people more than older people? Can you do anything about other people's behaviour? Whose voice(s) are missing – and what might their version be?*
   - **Ask/generate some 'what if' questions – and try to answer them:** *e.g. What if Cody hadn't worn his seatbelt? What if he hadn't got into his friend's car? What if his friend had got angry that he wouldn't get in the car? What if they hadn't been going to school? What if they had been older?*

TASK 4

*In this task, students will compare their own journey from Task 2 with that the real-life story/ies they've explored. You will be **encouraging reflective thought and action***

- They are at the centre of their story, like Cody is at the centre of his. Review the statement, "**When we travel, we travel together: we are all responsible for keeping each other safe" in the light of the Cody's story.**

- Looking again at their story, they should remind themselves all the people **directly** (driver, passengers, other cars…) and **indirectly** (family at home, pedestrians…) involved in their journey.

Look at the reasons that Cody's crash happened: list the **factors (e.g. vehicle safety, driver behaviour)** that are important in their own journey if they are to travel safely. They could do this by: adding notes to their storyboard; writing a list; adding further detail to their PMI sheet; further developing their mindmap.

*In this task, students will **research wider issues** related to their road safety in cars. They might produce a Powerpoint, speech, essay, blog post or other product of their choice to show what they have learned, in response to the questions. You will be **introducing new knowledge and reading for meaning.***

*Resources for Task 5 are in the **Resource Booklet** that accompanies this unit.*

The students will now find out a little more about how to improve safety on their own journeys. Share a range of resources (see right) that give further information on road safety, vehicle safety, passenger safety and so on. This could be done using a **Jigsaw** strategy or a **webquest** (use http://www.jogtheweb.com/, www.livebinder.com or www.netvibes.com)

This might be structured as follows:

1. Select resources at the appropriate literacy and interest level for your students. The resources should help them understand their own journeys in more detail.
2. Clarify the purpose for reading, and provide the following questions:

   - Identify and/or list **positive and negative behaviours** that drivers and passengers sometimes display *(unistructural>multistructural)*
   - Identify and/or describe **positive actions** that they / others could take to improve vehicle/journey safety *(unistructural>multistructural)*
   - Classify **factors that influence** drivers/passengers *(Relational)*

Generalise **why** people behave as they do (*Extended abstract)*

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*In this task, students may **discuss, think about and plan the actions** they could make to improve journeys made by them and others. They might develop the skeleton of their persuasive text here. You will be **encouraging reflective thought and action.***

1. Students should review the information that they gathered from additional sources, and notes they have made about their own journeys.

2. As a class,
    ˝   **define the problem** (e.g. young people are over-represented in road crashes) and
    ˝   **co-construct a goal for their own road safety, or for young people in general** *(e.g. The goal is to change the way I respond when someone asks me to get in their car; to put on my seatbelt.)* You might gather a range of suggestions using Wallwisher/collaborative online writing (e.g. a wiki) before synthesizing the ideas.

3. How might they reach that goal? Using their journeys as a starting point, **list / describe three key actions** that would improve the safety of their journey, for themselves and others (*e.g. ask my family to check vehicles regularly, wear a seatbelt, get more sleep, think twice before getting in my friend's car...*)

In pairs, they can interview each other to explain and develop **recommendations** for how these actions might be accomplished (*e.g. everyone in my family should wear a seat belt, so I need to persuade them why it is important*). These ideas will be the basis for their persuasive text.

Preparing to persuade:

4. Point out that there are many road safety campaigns around the world. Do these work? Why is it so hard to persuade people to change? Why don't people listen to the advice? How can their persuasive texts be different?

5. Use a **hotseat activity** to imagine they are persuading a friend, an older student, or a family member to change an aspect of their driving. Discuss why this might be difficult, and how they will get around the problem.

English Years 9/10 Persuasive text response

*In this task, students will **explore the deep and surface features** of persuasive texts, **comparing** and **contrasting** them to **develop their own success criteria** for what an effective persuasive text might look like.*

📖 *Resources for Task 7 are in the **Resource Booklet** that accompanies this unit.*

1. **Define persuasive text** across the class. Discuss **why** you might want to persuade people of your viewpoint in this context.
2. **Brainstorm examples** of when you try and persuade people in your own life. Who do you persuade? How do you try and persuade them?
3. **Compare and contrast some examples** of persuasive text. Identify and describe the audience, purpose, language features (surface and deep), the structure. Possible examples [see Resources Booklet]

As they view/read, use the following actions to work towards success criteria (based on SOLO) for creating a persuasive text:

- Define persuasive texts (writing/speaking/presenting)
- Describe the purpose of persuasive text . how and why it has impact.
- Describe the features of persuasive text
- Explain the reasons for the surface / deep features of persuasive text.
- Explain why one piece of persuasive text is more effective than another.
- Sequence the structure of their persuasive text.
- Compare and contrast persuasive texts to see which is more effective and why.

4. **As a class, identify the success criteria for successful persuasive text** to help students self-assess as they create.

*In this task, students will **plan, develop, draft and refine a persuasive text** for immediate friends/family or their peers to show how our own journey is part of other people's journey – and how we can be safer.*

📖 *Resources for Task 8 are in the **Resource Booklet** that accompanies this unit.*

1. Provide a choice of topics and genres, or they can develop their own. Identify authentic contexts for texts where possible. E.g.
   - **Possible genres** that might be selected by student: a short film, an oral presentation, a digital essay, a blog post, a letter, a podcast, a montage with voiceover, an advertisementõ
   - **Possible topic titles might include:** Young people must do more to improve their road safety; Why my journey needs to improve: A letter to friends/family; We all travel together: Why everyone must make positive changes to make our roads safer.
2. **Develop a plan:** Using a mindmap, planning grid or similar graphic organizer, sequence and structure their ideas. Model this with the class first as appropriate.
3. Students could **develop, draft, review, and revise their texts.**
4. Students should swap their texts and **self/peer evaluate** their texts against the success criteria.
5. Students could **publish** their texts online and request peer/family comment, particularly if they can invite their target audience.

FURTHER POSSIBILITIES BEYOND THIS UNIT:

The development of this unit could be the basis for further study, such as:

- Combine the ideas in their writing with images in a digital essay or advertisement uploaded to YouTube

- Present their ideas at an assembly in a speech or dramatic presentation

- This unit could also be used to prepare for a debate e.g. Young people donq do enough to keep themselves safe on the roads

- Participate in the Decade of Action movement: http://www.decadeofaction.org/index.html

- Develop a student-driven whole school action to improving road safety and share your story with NZTA http://education.nzta.govt.nz/contribute