

NZ Transport Agency Rail Safety Resource – Primary – Level 1 to Level 4 English			
What is the big idea or focus?	What is the key understanding – Why is it important for my students right now?	Driving question	Focus tasks for assessment <i>Understanding and skills</i>
<p>Citizenship.</p> <p>English: Creating Meaning: Transactional Language – Opinion/Argument.</p> <p>In the context of keeping safe around the electrified rail network.</p>	<p>When you are a citizen you belong, you matter and you make a difference.</p> <p>Citizens work together to create safe journeys for everyone around the electrified rail network.</p>	<p>What is worth knowing and doing as a citizen around places on the electrified rail network?</p> <p>Stay away from overhead wires carrying electrical energy. <i>The electrical energy that moves trains is always dangerous and always on.</i> <i>You cannot hear, see or smell electrical energy.</i> <i>The electrical energy is 100 times more powerful than the electrical energy used at home.</i> <i>The electrical energy can jump gaps of up to 3 metres.</i> <i>When electrical energy passes through people, it kills or seriously injures them.</i></p> <p>Always use level crossings to get across the tracks. <i>Trains on the tracks are very big, very fast and very quiet.</i> <i>Trains take a long time to stop.</i> <i>It is dangerous to take shortcuts and trespass.</i></p> <p>Watch out for the second train. <i>Obey all warning signs and signals.</i> <i>Wait until all warning signs have</i></p>	<p>1. Describe the actions citizens need to take to keep everyone safe around the rail network. (Express an opinion.) [multistructural]</p> <p>2. Explain why citizens need to take these actions to keep everyone safe around the electrified rail network. (Back up the opinion with reasons and evidence.) [relational]</p> <p>3. Create a written text to communicate an opinion/argument about keeping citizens safe around the electrified rail network. [extended abstract]</p>

		<i>stopped before crossing – there may be a second train. Look and listen in both directions.</i>	
Learning area Essence statement:	Links to other learning areas	NZC Values	NZC Key Competencies
English <i>Ko te reo te tuakiri Ko te reo tōku ahurei Ko te reo te ora.</i> In English, students study, use, and enjoy language and literature communicated orally, visually, or in writing.		Excellence Innovation, inquiry, and curiosity Diversity Equity Community and participation Ecological sustainability Integrity Respect	Thinking – Critically analyse the factors contributing to safe electrified rail networks for all citizens. Managing self – Act responsibly when around the electrified rail network as a pedestrian, passenger, cyclist or driver to ensure all citizens keep safe. Participating and contributing – Display an awareness of the local issues around creating and maintaining safe electrified rail networks. Be actively involved in community issues around safe electrified rail networks. Relating to others – Interact with others to create safe electrified rail networks. Making meaning from language, symbols and text – Interpret and use language, symbols and text in ways that keep citizens safe around electrified rail networks.
Strand	Achievement objectives <i>Select the achievement objectives that best match the NZTA focus – concept and context – for your students.</i>		Suggested learning intentions <i>(SOLO verbs – e.g. Define, Describe, Sequence, Classify, Compare/Contrast, Explain, Analogy, Analyse, Generalise, Predict, Evaluate, Create)</i> Use constructive alignment to design SOLO differentiated learning intentions (intended learning outcomes) to match the unit's content. http://pamhook.com/solo-apps/learning-intention-generator/

<p>Speaking, writing, and presenting</p>	<p><u>Level One</u> Processes and strategies - Acquire and begin to use sources of information, processes, and strategies to identify, form, and express ideas. Structure - Organise texts, using simple structures. Ideas - Form and express ideas on a range of topics. Language features - Use language features, showing some recognition of their effects. Purposes and audiences - Recognise how to shape texts for a purpose and an audience.</p> <p><u>Level Two</u> Processes and strategies - Select and use sources of information, processes, and strategies with some confidence to identify, form, and express ideas. Structure - Organise texts, using a range of structures. Ideas - Select, form, and express ideas on a range of topics. Language features - Use language features appropriately, showing some understanding of their effects. Purposes and audiences - Show some understanding of how to shape texts for different purposes and audiences.</p> <p><u>Level Three</u> Processes and strategies - Integrate sources of information, processes, and</p>	<p>Write to communicate an opinion/argument about safety actions and the electrified rail network.</p> <p>Define opinion/ argument writing. Identify the purpose of opinion/argument writing. List different types of opinion/argument writing seen in everyday life. Identify the surface features in a piece of opinion/argument writing. Identify the deeper features in a piece of opinion/argument writing. Describe the surface language features of opinion/argument writing. Describe the deeper language features of opinion/argument writing. Sequence the steps in writing an opinion/argument. Explain the reasons for the deeper and surface features in a piece of opinion/argument writing.</p> <p>Select two examples of opinion/argument writing. Identify the audience for each piece of opinion/argument writing. Identify the purpose for each piece of opinion/argument writing. Compare and contrast the similarities and the differences between two different examples of opinion/argument writing. Identify which example of opinion/argument writing is most effective in changing your point of view or your actions. Co-construct self-assessment criteria for effective opinion/argument writing. Critique another example of opinion/argument writing against the self-assessment criteria.</p> <p>Write an opinion or argument about safe actions on the electrified rail network.</p>
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	<p><i>strategies with developing confidence to identify, form, and express ideas.</i></p> <p>Structure</p> <ul style="list-style-type: none"> - Organise texts, using a range of appropriate structures. <p>Ideas</p> <ul style="list-style-type: none"> - Select, form, and communicate ideas on a range of topics. <p>Language features</p> <ul style="list-style-type: none"> - Use language features appropriately, showing a developing understanding of their effects. <p>Purposes and audiences</p> <ul style="list-style-type: none"> - Show a developing understanding of how to shape texts for different purposes and audiences. <p><u>Level Four</u></p> <p>Processes and strategies</p> <ul style="list-style-type: none"> - Integrate sources of information, processes, and strategies confidently to identify, form, and express ideas. <p>Structure</p> <ul style="list-style-type: none"> - Organise texts, using a range of appropriate structures. <p>Ideas</p> <ul style="list-style-type: none"> - Select, develop, and communicate ideas on a range of topics. <p>Language features</p> <ul style="list-style-type: none"> - Use a range of language features appropriately, showing an increasing understanding of their effects. <p>Purposes and audiences</p> <ul style="list-style-type: none"> - Show an increasing understanding of how to shape texts for different purposes and audiences. 	<p>Determine prior knowledge about staying safe on the rail network.</p> <p>Make links to what we already know about staying safe on the rail network.</p> <p>Gather information about staying safe on the rail network from a range of sources.</p> <p>Identify a hazard on the rail network.</p> <p>Describe a hazard on the rail network.</p> <p>Describe an action (what to do) to manage a hazard on the rail network.</p> <p>Explain why this action manages a hazard on the rail network.</p> <p>Use new vocabulary about staying safe on the rail network.</p> <p>Identify the purpose for writing the opinion/argument.</p> <p>List the unsafe action you want to change/manage on the electrified rail network.</p> <p>Identify an audience (parents, brothers and sisters, other family, school friends, teacher, principal) for the thing you want to change.</p> <p>Select a draft writing template to plan your writing.</p> <p>Form an opinion/ argument about staying safe on the rail network.</p> <p>Clarify an opinion/argument about staying safe on the rail network.</p> <p>Use the draft writing template to:</p> <ul style="list-style-type: none"> – Express an opinion/argument about staying safe on the rail network. – Justify (give reasons for) a particular opinion or argument about staying safe on the rail network. – Give grounds/evidence for the reasons. – Make a generalisation summarising your opinion or argument. <p>Use linking words to connect your opinion or argument to the reasons and evidence.</p> <p>Use simple sentences, complex sentences and paragraphs.</p> <p>Sequence sentences and paragraphs in a logical order.</p> <p>Use surface features (spelling, finger spacing, capitalisation and punctuation) correctly.</p>
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		<p>Construct a self-assessment rubric to assess how well your opinion/argument writing meets its purpose.</p> <p>Reflect on the strengths and weaknesses of your opinion/argument writing.</p> <p>Seek feedback and feed forward on the opinion/argument writing.</p> <p>Give feedback and feed forward on the opinion/argument writing.</p>
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Learning activities/learning experiences

Build learning activities and experiences for SOLO differentiated learning intentions.

Choose learning intentions that match your students' prior learning, interests and abilities.

English: Opinion/Argument Writing

Speaking, writing and presenting:

Write to communicate an opinion/argument about managing the safety of citizens on the electrified rail network.

Think like a writer about staying safe on the electrified rail network.

Can my opinion (or arguments) make a difference to the safety of citizens using the rail network?

Determining prior knowledge, identifying misconceptions

Determining prior knowledge is a starting place for all learning.

Ask students to:

- Pause – clear your mind and then think deeply about keeping safe on the rail network.
- Discuss the following question prompts in turn.
 - **Have you** or has anyone you know used the rail network?
 - **What happened?**
 - **What are** the dangerous things you know to watch out for when you use the rail network?
 - **What have you done** around the rail network that could be dangerous?
 - **Why do you think** you behaved dangerously?
 - **What have you seen** other people do around the rail network that could be dangerous?
 - **Why do you think** people act in potentially dangerous ways around the rail network?
 - **How do you feel** when you see people acting in potentially dangerous ways around the rail network?
 - **What do you do** when you see people acting in potentially dangerous ways around the rail network?
 - **What do kids need to know** about keeping safe around the rail network?
 - **What do grownups need to know** about keeping safe around the rail network?
- Record (write or draw) your answers to each question on separate Post-it notes.
- Label each Post-it note with the date.
- At the end of the discussion on each question, stick your answer onto a large sheet of newsprint labelled with the question prompt.
- Repeat this process with each question prompt.

Keep a record of the prior knowledge of your class.

SECTION 1: What is worth knowing and doing as a citizen around places on the electrified rail network?

Bringing in ideas

These activities provide opportunities for students to bring in ideas about keeping safe around the electrified rail network.

Learning intention: Describe the actions citizens need to take to keep everyone safe around the rail network. [multistructural]

Differentiated success criteria: We will know we have achieved this because ...

<i>Multistructural</i>	<i>My description has several relevant actions citizens need to take to keep safe around the rail network</i>
<i>Relational</i>	<i>... and explains why these actions are relevant to keeping safe</i>
<i>Extended abstract</i>	<i>... and makes a generalisation about the actions and keeping safe.</i>

Key Competency self-assessment rubric¹ Highlight the relevant Key Competencies for section 1.

Thinking	Managing self	Participating and contributing	Relating to others	Using language, symbols and text
<p>Critically analyse the factors contributing to safe electrified rail networks for all citizens.</p> <p><i>Example – describe, explain and justify ways to stay safe at places on the electrified rail network.</i></p>	<p>Act responsibly when around the electrified rail network as a pedestrian, passenger, cyclist or driver to ensure all citizens keep safe.</p> <p><i>Example – adopt a “sort it and report it” approach to unsafe behaviour around the electrified rail network.</i></p>	<p>Display an awareness of the local issues around creating and maintaining safe electrified rail networks.</p> <p>Be actively involved in community issues around safe electrified rail networks.</p> <p><i>Example – listen, respond and act together to make the electrified rail network a system free of death and serious injury.</i></p>	<p>Interact with others to create safe electrified rail networks.</p> <p><i>Example – demonstrate a commitment to safer outcomes for self, friends, family and whānau at places on the electrified rail network.</i></p>	<p>Interpret and use language, symbols and text in ways that keep citizens safe around electrified rail networks.</p> <p><i>Example – share safe rules and behaviours for places on the electrified rail network.</i></p>

¹ For draft versions of these Key Competency self-assessment rubrics, see the appendix.

1.0. Think like a writer about the electrified rail network

Think like a writer about the messages people need to hear about staying safe around an electrified rail network where electrical energy is used to move up to 375 passengers (along with their bicycles, pushchairs, wheelchairs, guide dogs and luggage) at speeds of 110km/h.

What is worth knowing and doing, as a citizen and a writer, around places on the electrified rail network?

- **Stay away from overhead wires carrying electrical energy.**
 - *The electrical energy that moves trains is always dangerous and always on.*
 - *You cannot hear, see or smell electrical energy.*
 - *The electrical energy is 100 times more powerful than the electrical energy used at home.*
 - *The electrical energy can jump gaps of up to 3 metres.*
 - *When electrical energy passes through people, it kills or seriously injures them.*
- **Always use level crossings to get across the tracks.**
 - *Trains on the tracks are very big, very fast and very quiet.*
 - *Trains take a long time to stop.*
 - *It is dangerous to take shortcuts and trespass.*
- **Watch out for the second train.**
 - *Obey all warning signs and signals.*
 - *Wait until all warning signs have stopped before crossing – there may be a second train.*
 - *Look and listen in both directions.*

Background: In New Zealand the electrified rail network uses electrical energy to make trains move.

The newly built trains (or electric multiple units, EMUs) on the Auckland electrified rail network use electrical energy to move. The trains use this electrical energy to carry up to 375 passengers along with their bicycles, pushchairs, wheelchairs, guide dogs and luggage at speeds of 110km/h. To transport 375 passengers in another way, you would need approximately 8 buses or up to 375 cars and they would have to travel much more slowly.

The electrified rail network has many advantages over the old diesel-powered network. It offers a faster, more environmentally friendly way for people to get around the city. The new service is faster because the new trains powered by electrical energy can accelerate (and decelerate) twice as fast as the older diesel-powered trains. The new electric trains are also more energy efficient and quieter, and make no air pollution.

Citizens interact with the electrified rail network all the time : when waiting at the station platform for a train to arrive or depart; when travelling as passengers on trains using the rail network; and when crossing the rail network at level crossings or overbridges as pedestrians or cyclists or in cars.

The electrified rail network has hazards as well as advantages. Electrical hazards include shock hazards, arcing hazards, blast hazards and possible electromagnetic field hazards from the high voltage used to transfer energy to the train. The electricity is never switched off so these hazards are always present on and around the rail network. You don't need to touch an electrified source to be electrocuted – high-voltage electricity can jump from one conductor to another. Any activity that brings you or objects you are holding close to the live wires is highly dangerous. Even if the shock doesn't kill you, you will suffer horrible burns and injuries that will affect you for the rest of your life.

Other hazards are associated with the way trains move on the rail network. Heavy trains move along the track at high speeds (110km/h). They cannot swerve or stop quickly to avoid you. Adding to the danger, the electric trains move very quietly; you cannot hear them coming.

Because they are travelling at high speed, trains need a long distance to stop. By the time a driver sees someone on the tracks, the train cannot stop soon enough to avoid hitting them.

The high speed makes it hard for people to predict how far away the train is so they can make the wrong decision about when it is safe to cross. A train travelling at 110km/h takes only 5 seconds to travel 150m. Never try to “beat the train”.

Trains can travel in any direction, on any line, at any time. You can never be sure where the next train is coming from or which track it is using. Even when you are certain the first train has passed, you can be hit by the second train travelling at high speeds on the other track.

The high speeds also create turbulence. If you are standing too close to the tracks or the edge of the platform, you can be dragged under the train.

A train track on the electrified rail network is like a corridor overstuffed with dangers you cannot see, hear or control. For all these reasons, crossing the tracks as a pedestrian or cyclist or in a car will always be highly dangerous. The only safe way to get from one side of the tracks to the other is to use a railway overbridge, footbridge or level crossing.

There are many other safety systems and structures built into the rail corridor to keep people safe while they use trains. You can see these systems and structures on platforms at stations, as well as on trains and tracks.

As a class, study images and video of trains using the electrified network (resources and background below). Arrange a visit to the electrified rail network; while there, observe, ask questions and take photographs of what you see. Invite people who have used the electrified rail network or who work for the electrified rail network to visit your class.

Review learning outcomes from the NZTA: Maths, Science and Social Science resources in this unit.

Discussion prompts

[think-pair-share, or small group or whole class discussion only]

Look at a video about the rail network.

What do you see? Why do you think it is like that? What does it make you wonder?

If you are a citizen using the electrified rail network, what is worth knowing about the hazards on the rail network?

Ask students to use these ideas and information from this and other research to write (or draw) a class description of the electrified rail network and what it does. Include a section that details the hazards that citizens must manage if they are to stay safe around the rail network.

When sharing the resources below with students, encourage them to think like a writer about the arguments for staying safe around the electrified rail network.

Form an opinion about what citizens most need to know about staying safe on the electrified rail network. Keep a note of the opinion.

Resources

From the resources below, you can select photographs and video of electrical energy being used to move trains. Include images of electric trains, pantograph, overhead wires (catenary and contact), level crossings, overbridges and warning signs.

All About Our New Electric Trains: <http://www.aktnz.co.nz/2011/10/06/all-about-our-new-electric-trains/>

Auckland Electrification Safety: <http://www.kiwirail.co.nz/projects/major-projects/auckland-rail-electrification/auckland-electrification-safety.html>

Live Wire: <http://youtu.be/2TQ6QCs4rqo>

Staying Safe Around the Electrified Rail Network: <http://www.kiwirail.co.nz/projects/major-projects/auckland-rail-electrification/auckland-electrification-safety/staying-safe.html>

If You Live Next to the Rail Tracks: <http://www.kiwirail.co.nz/projects/major-projects/auckland-rail-electrification/auckland-electrification-safety/living-next-door.html>

Level Crossings: <http://www.kiwirail.co.nz/projects/major-projects/auckland-rail-electrification/auckland-electrification-safety/level-crossings.html>

Frequently Asked Questions: Electrification of Auckland's Rail Network: <http://www.kiwirail.co.nz/projects/major-projects/auckland-rail-electrification/auckland-s-electrification--frequently-asked-questions.html>

Auckland Transport: First Test Run for Auckland's New Train: <http://youtu.be/wdEAbGIAFs>

Auckland Transport: Auckland's First Electric Train Unveiled: http://youtu.be/mm0CoqkTV_U

Auckland's NEW Electric Trains from CAF, Spain. Testing + (New Horn): <http://youtu.be/zozNrWCg-PM>

New EMUs for Auckland's Transport Future Undergo Testing: <http://youtu.be/ed8zrCtCNRo>

Our New Trains – Take a Video Trip: <http://www.aktnz.co.nz/2011/10/06/our-new-trains-take-a-trip/>

Johnsonville Line, Drivers Eye View filmed with a GoPro Hero 2 Camera: <http://youtu.be/tq5ljQquLo>

KiwiRail Image and Film Library: <http://www.kiwirail.co.nz/media/image-library>

SECTION 2: Explain what is worth knowing and doing as a citizen around places on the electrified rail network

Relating ideas

These activities provide opportunities for students to connect ideas about the actions needed to keep citizens safe around the rail network.

Learning intention: Explain why citizens need to [insert action] to keep everyone safe around the electrified rail network. (Back up the opinion with reasons and evidence.) [relational]

Differentiated success criteria: We will know we have achieved this because ...

<i>Multistructural</i>	<i>My explanation has several relevant reasons why taking these actions will help keep people safe around the rail network</i>
<i>Relational</i>	<i>.... and explains why these reasons are relevant</i>
<i>Extended abstract</i>	<i>... and makes a generalisation about the reasons.</i>

Key Competency self-assessment rubric² Highlight the relevant Key Competencies for section 2.

Thinking	Managing self	Participating and contributing	Relating to others	Using language, symbols and text
<p>Critically analyse the factors contributing to safe electrified rail networks for all citizens.</p> <p><i>Example – describe, explain and justify ways to stay safe at places on the electrified rail network.</i></p>	<p>Act responsibly when around the electrified rail network as a pedestrian, passenger, cyclist or driver to ensure all citizens keep safe.</p> <p><i>Example – adopt a “sort it and report it” approach to unsafe behaviour around the electrified rail network.</i></p>	<p>Display an awareness of the local issues around creating and maintaining safe electrified rail networks.</p> <p>Be actively involved in community issues around safe electrified rail networks.</p> <p><i>Example – listen, respond and act together to make the electrified rail network a system free of death and serious injury.</i></p>	<p>Interact with others to create safe electrified rail networks.</p> <p><i>Example – demonstrate a commitment to safer outcomes for self, friends, family and whānau at places on the electrified rail network.</i></p>	<p>Interpret and use language, symbols and text in ways that keep citizens safe around electrified rail networks.</p> <p><i>Example – share safe rules and behaviours for places on the electrified rail network.</i></p>

² For draft versions of these Key Competency self-assessment rubrics, see the appendix.

2.0 Explain why your management strategies will keep citizens safe

After students have formed an opinion about what citizens most need to know about staying safe on the electrified rail network in section 1 above, ask them to give reasons (explain) why the management strategies they identify will help keep citizens safe.

List the reasons and provide evidence and examples to support each one.

Discussion prompts

[think-pair-share, or small group or whole class discussion only]

Look at a suggestion for managing hazards on the rail network.

What do you see? Why do you think it is like that? What does it make you wonder?

If you are a citizen using the electrified rail network, what is worth communicating about the rail network?

Use the learning experiences in section 3 to make an argument designed to convince a group in your local community to act in ways that keep them safe on the rail network.

SECTION 3: Extend your thoughts and your actions as to what is worth knowing and doing as a citizen around places on the electrified rail network

Looking in a new way

These activities provide opportunities for students to extend their connected ideas about the actions that keep citizens safe around the rail network.

Learning intention: Write to communicate an opinion/argument about keeping citizens safe around the electrified rail network. [extended abstract]

Differentiated success criteria: We will know we have achieved this because ...

<i>Multistructural</i>	<i>I have a written opinion/argument on how to keep people safe around the electrified rail network</i>
<i>Relational</i>	<i>.... and I back up the reliability of my opinion with reasons (explanation)</i>
<i>Extended abstract</i>	<i>... and I back up the validity of my opinion with evidence (and/or grounds) and a conclusion.</i>

Key Competency self-assessment rubric³ Highlight the relevant Key Competencies for section 3.

Thinking	Managing self	Participating and contributing	Relating to others	Using language, symbols and text
<p>Critically analyse the factors contributing to safe electrified rail networks for all citizens.</p> <p><i>Example – describe, explain and justify ways to stay safe at places on the electrified rail network.</i></p>	<p>Act responsibly when around the electrified rail network as a pedestrian, passenger, cyclist or driver to ensure all citizens keep safe.</p> <p><i>Example – adopt a “sort it and report it” approach to unsafe behaviour around the electrified rail network.</i></p>	<p>Display an awareness of the local issues around creating and maintaining safe electrified rail networks.</p> <p>Be actively involved in community issues around safe electrified rail networks.</p> <p><i>Example – listen, respond and act together to make the electrified rail network a system free of death and</i></p>	<p>Interact with others to create safe electrified rail networks.</p> <p><i>Example – demonstrate a commitment to safer outcomes for self, friends, family and whānau at places on the electrified rail network.</i></p>	<p>Interpret and use language, symbols and text in ways that keep citizens safe around electrified rail networks.</p> <p><i>Example – share safe rules and behaviours for places on the electrified rail network.</i></p>

³ For draft versions of these Key Competency self-assessment rubrics, see the appendix.

		<i>serious injury.</i>		
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3.0. Explore opinion/argument writing

3.1. What is opinion/argument writing?

Background: In opinion/argument writing, the writer makes a claim and supports the claim with facts, reasons and evidence, rather than other opinions. The writer's intent or purpose is to change the reader in some way – change their point of view or change their action. The writing asks the reader to understand and/or agree with the writer's explanation or claim. It differs from persuasive writing in that persuasive writing attempts to connect with and appeal to the reader, whereas argument writing attempts to convince the reader based on reasons and evidence.

Determine student prior knowledge about “opinion” and “argument”.

Define “opinion” –ask students to list examples of opinions before defining what an opinion is.

Distinguish between “fact” and “opinion”. Play fact or opinion games.

Sort a collection of statements into separate piles of “facts” and “opinions”.

Refer to: PBS Kids <http://pbskids.org/arthur/games/factsopinions/factsopinions.html>

Prompt students to express opinions (make claims). For example, X is better than Y. Suitable topics include pets, sport, books, media, technologies, venues, popular music, cars etc. Challenge the opinion by asking “why” (reasons/explanation) and then challenge the reason by asking students to explain why you should believe them (evidence).

Note that while everyone can have a different opinion, a fact is the same regardless. For example, “Electric trains are fun” is an opinion. A fact would be “Electric trains can carry more passengers than a car or a bus.” Explain that an opinion needs to be backed up with facts and evidence, NOT with other opinions.

Demonstrate the double “because” strategy for backing up an opinion: “Make a claim (opinion) –because ... (give reasons based on facts and evidence rather than another opinion) –because ... (provide evidence to back up the reasons.” Emphasise the use of “because” as a linking word.

Define “argument” –ask students to list examples of arguments before defining what an argument is.

Discuss and collect student ideas about argument. For example, what is an argument? What do people argue about in the playground? What usually happens in an argument? How is a written argument different from a spoken argument? When have you tried using an argument to convince someone to do something or let you have something? What is an effective strategy when trying to convince someone to agree with you? Who tries to argue with you?

List the different opinions you have heard people express since you woke up this morning.

Brainstorm all the times when having an opinion or arguing for or against something has been useful in your everyday life. Make a list of these contexts.

Watch Monty Python's The Argument Clinic on YouTube: <http://youtu.be/kQFKtI6gn9Y>

Watch a student/political debate.

Define “argument writing”.

Share exemplars of opinion/argument writing with students. Identify the purpose of each of these exemplars.

Ask students to collect and read different examples of opinion and argument writing in everyday life: letters to the editor, advertising brochures, junk mail and other sources.

Refer to examples of opinion and argument in:

Local newspapers, magazines, blogs etc. and on the radio.

TKI: Written Language: Argument: Exemplars:

http://www.tki.org.nz/r/assessment/exemplars/eng/trans/index_e.html

Refer to English Online: Arguing a Point: <http://englishonline.tki.org.nz/English-Online/Teacher-needs/Teaching-learning-sequences/New-English-Online-units/English-Units-NCEA-Level-1/Arguing-a-point> for what is important and what the writing might look like in Argument Writing in the English Curriculum for Levels 2 and 4.

Use the ideas from the discussion to make a class statement about argument writing – “We think argument writing is (insert claim) because (insert reason) because (insert evidence).” Use Google’s define feature to bring in more information. For example, type “define: argument writing” into the search box and press Enter. Add to this class definition as students learn more.

3.2. What are the features of opinion/argument writing? (What is it like?)

Identify features that the exemplars and examples have in common. For instance, many arguments start with a clear statement of position, which is followed by three or more reasons in support of the position; each reason is then elaborated and supported with facts, evidence and examples; finally a concluding statement redefines the original position.

Identify the different purposes of the argument writing in the exemplars; for instance, the message conveyed.

Identify the different contexts for argument writing in the exemplars; for instance, the intended audience. Compare and contrast two pieces of argument writing. Describe the features common to both pieces of argument writing.

Sequence the common stages in the argument writing exemplars.

Work with students to identify the deeper features in a shared piece of opinion/argument writing.

Describe the deeper language features of opinion/argument writing.

Work with students to identify the surface features in a shared piece of opinion/argument writing.

Describe the surface language features in the piece of opinion/argument writing.

3.2.1. Why does argument writing have these common features?

Analyse the relevant deep and surface features of a piece of argument writing. What would happen to the piece of writing if one of these features was missing? What is the function of that feature in argument writing?

Explain the reasons for including the deeper features in a piece of opinion/argument writing.

Explain the reasons for including the surface features in a piece of opinion/argument writing.

Use the HOT SOLO Analyse map and self-assessment rubric to scaffold student thinking.

HOT SOLO Analyse map: <http://pamhook.com/tools/SelfAssessment.html#slide3,Analyse>

Extension: Redefine argument writing. Identify how your understanding of the genre has changed since your first definition.

3.3. Which writing frame best supports student argument writing?

Opinion and argument frames are designed to support student writing when they present arguments and information from a particular viewpoint. Investigate different writing frames for argument writing to support the learning outcomes for students who differ in their levels of confidence and competence in writing opinions and arguments.

Refer to:

Opinion writing frames:

Oreo (opinion, reason, explanation, opinion restated) frame:

<http://www.australiancurriculumlessons.com.au/2012/11/09/persuasive-writing-lesson-oreo-opinion-reason-explanation-opinion/>

Opinion:
Reason 1:
Reason 2:
Reason 3:
Opinion:

Four Square frame: Opinion, reasons, conclusion

Linking words: Reason 1	Linking words: Reason 2
Insert opinion here	
Linking words: Reason 3	Conclusion

HOT SOLO Generalise/In my opinion frame and self-assessment rubric:

<http://pamhook.com/tools/SelfAssessment.html#slide3,Generalise>

This frame asks students to:

Step 1. State a claim (or opinion) and clarify its meaning.

Step 2. List the reasons in support of the claim (or opinion).

Step 3. Provide evidence (grounds/examples) in support of the reasons.

HOT SOLO Evaluate/Argument frame and self-assessment rubric:

<http://pamhook.com/tools/SelfAssessment.html#slide3,Evaluate>

This frame asks students to:

Step 1. Identify a contestable claim. State the claim and clarify its meaning.

Step 2. List reasons in support of the claim, and list objections that refute the claim.

Step 3. Add a helping premise to each reason and objection. This step is shown as a “because” prompt on the map. It asks students to explain why the reasons support the claim and explain why the objections refute the claim.

Step 4. Identify grounds and/or evidence in support of each reason and objection AND for each helping premise.

Step 5. Judge the strength of the overall reasons for the claim.

Step 6. Judge the strength of the overall objections to the claim.

Step 7. Make an evaluation of the overall claim based on the reasons and objections. “In conclusion/Overall I think ...” etc.

ReadWriteThink persuasive writing frame: Can You Convince Me?

http://www.readwritethink.org/lessons/lesson_view.asp?id=56

Also refer to the lesson plans and teaching resources for argument writing at Web English Teacher:

Argument: <http://www.webenglishteacher.com/argument.html>

Online argument mapping frameworks:

Argunet: <http://www.argunet.org/>

DebateGraph: <http://debategraph.org>

bCisive Online: <https://www.bcisiveonline.com/>

Rationale: <http://rationale.austhink.com/>

Compendium: <http://compendium.open.ac.uk/>

Argumentative: <http://sourceforge.net/projects/argumentative/>

3.4. Create a self-assessment rubric for argument writing

Use your previous thinking around the common features in argument writing to co-create a self-assessment rubric for argument writing. See a sample rubric for “ideas” below.

	Prestructural	Unistructural	Multistructural	Relational	Extended abstract
Ideas	I need help to make a claim or give an opinion.	My writing makes a claim or gives an opinion	... and includes relevant reasons for and/or objections to the claim or opinion	... and explains why these are relevant reasons and objections to the claim ... and provides evidence to support the explanations	... and makes an overall evaluation or conclusion about the claim.

3.5. Create a written text with a message of your choice

Identify the message you wish to convey and the intended audience for your writing.

Use the conventions of argument writing when drafting your writing.

Use shared writing, interactive writing and guided writing, including opinion and argument writing frames, to support students' draft thinking and writing. (Refer to section 3.3.)

Plan your content ideas using a PMI (plus minus interesting) chart or de Bono's Yellow and Red Hat thinking strategies to identify the reasons to support your proposition and to identify objections to your proposition that you will need to refute.

Elaborate your reasons and objections using the SEE strategy (statement, explanation and example).

Self-assess your writing using the argument writing rubric you created earlier.

Offer your writing to others for critique.

3.6. Create a written text with a message about staying safe on the rail network

Reflect and act on the critiques of others to create a new piece of creative writing that communicates a message about keeping safe around the electrified rail network.

The following are possible contexts you could use:

Write an email/letter to a family member. State an opinion about keeping safe on the rail network.

Write a caption for an image. Use images from the local rail network. State a point of view/opinion on how to act safely around a hazard on the rail network.

Write a lift-the-flap story for younger students. Use student drawings and/or images from the local rail network. Describe a hazard on the rail network and then lift the flap to find an opinion on how to manage the hazard.

Write a moral story or cautionary tale for children where opinion on keeping others safe around the rail network provides the moral premise (stated or unstated).

Write dialogue in speech or thought bubbles to accompany an image of the electrified rail network – stating and justifying opinions on how to keep safe on the rail network.

Write a comic strip for teenagers featuring a rail network superhero with many opinions on how to keep others safe around the rail network.

Write an opinion piece for the school blog or community newspaper stating an opinion on the safety of the rail network.

Write an argument (affirmative or negative) for a school debate on whether it is important to pay attention to the warning signs on the rail network.

Write a beginner's guide for new families in your local area - stating opinions and arguments for keeping safe around the rail network.

Write your opinion/argument in response to an article, editorial, column or blog post about keeping safe on the rail network.

Write a class blog (online journal) featuring opinions and arguments encouraging your local community to work together to keep all members of your community safe around the electrified railway. Encourage members of the online community to comment on your arguments.

Write to your school's principal and Board of Trustees arguing that they should adopt your "take more care around level crossings" proposal to encourage families to model safe behaviours when crossing the rail network by car or on foot.

Write to the staff members at your school arguing that they should have a class discussion on ways to keep safe around the electrified rail network.

Write a letter to your local council arguing that they should support students' rail safety learning by offering supervised visits to the rail network.

Write a letter to other classes in the school arguing that they should share an important message about keeping safe on the rail network with their families.

Write a letter to other local schools arguing for their support for your school's campaign to make everyone in your local community safe around the rail network.
Add your own ideas ...

Where appropriate, share your argument writing with your intended audience. For example, you could publish a letter as a comment on a website, or fax, post or email it to the person or organisation to whom it is addressed.

Follow up on the effectiveness of your argument writing.