

## Teachers Notes: Awarewolf Safe Behaviours Activity

### Activity Aim:

This activity promotes the use of visual skills to explore the aspect of train and tram safety. Photographs for good behaviours at the tram crossing and, on the tram, (Slide 5), good/poor behaviours waiting for the train, getting into the train, and on the train (Slide 6), and good/poor behaviours on the station (riding bikes and skateboards) and escalators (Slide 7).

### Victorian Curriculum Alignment

Media Arts (Levels 5 and 6)	
Explore and Represent Ideas	Explore representations, characterisations and viewpoints of people in their community, using stories, structure, settings, and genre conventions in images, sounds and text (VCAMAE029)
Critical and Creative Thinking (Levels 5 and 6)	
Questions and Possibilities	Identify and form links and patterns from multiple information sources to generate non-routine ideas and possibilities (VCCCTQ023)
Reasoning	Explore what a criterion is, different kinds of criteria, and how to select appropriate criteria for the purposes of filtering information and ideas (VCCCTO28)
Ethical Capability (Levels 5 and 6)	
Understanding Concepts	Discuss how ethical principles can be used as the basis for action, considering the influence of cultural norms, religion, world views and philosophical thought on these principles (VCPCSO030)

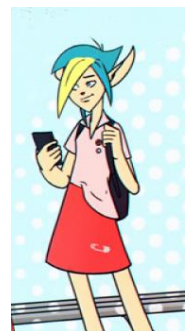
### Listen up, look around, be aware

### Resources:

- Class resource: PowerPoint slides “Aware Wolf Safe Behaviour Class Resource”
- Computer/s or device/s

### Tuning-in Activity: (5 minutes)

- Teacher-led whole class discussion and introduce the activity.
  - The Awarewolf has a hobby. Do you have a hobby? What is your hobby? (Slide 2)
  - The Awarewolf’s hobby is taking photographs of safety at the train and tram stations (Slide 3)
- Introduce the task:
  - She (the Awarewolf) has left you many photos to look at. She is out taking more photographs.  
Can you sort the photographs into categories? The class or student groups will decide the design and format of how the categories are presented (e.g., inserting an icon or image or to represent a category).



### Lesson Body: (30 minutes)

- If you decide to use the activity with the whole class as a discussion, you can lead the class in the following steps. Students can be invited up to the front to do the Dragging and Resizing, Bring to Front the photos during the discussion.
  - looking through all the photographs, identifying their features (especially safety features);
  - compare and contrast the features;
  - group the photographs according to categories (e.g., safety features, what people are doing, environmental factors);
  - discuss what the different ways of categorising and decide on the best way are;
  - discuss what representational format (e.g., icon, image, text) can best represent each category
  - Students can order the photographs to tell a serious, happy, sad, futuristic story, etc.
  - In a general work exercise book or similar, the students can write down their categories, create their icon that represents each category and create a storyboard sequence and story to tell their serious, happy, sad, futuristic story.
- The activity can also be conducted with students in small groups with a computer/laptop per group. The teacher needs to check that students are familiar with PowerPoint software features (e.g., drag the photos, insert icon or image or text, resizing images). Promote a group response after they have had think time. Student groups can present their categories of the photographs to the whole class and the representations of these categories (design and format of the media).
- The interactive nature of Click and Drag of the photographs will only work in PowerPoint Editing mode (not the Slide Show mode).
- Please familiarise yourself with the Slide Show before using it with the class to familiarise yourself with the Click and Drag features and possible ways of sorting the photographs. For example, Slide 5 photographs can be sorted into travelling to the tram station and inside the tram (good behaviours at the tram crossing and on the tram).
  - Safety features can be seen on the tram that students can look at, and compare with the lady passenger sitting on the seat and holding on to the pole. Notice the priority seating, not to put feet up on the seats, mask-wearing, and holding on to the railing.



- This activity does not have a time limit; use the depth of student discussions as an indicator of when to move to the next question.

## Formative Assessment:

The depth of student discussions can be assessed based on the student understanding of the categories, features identified in the photographs and media representation of each category.