

LOOK BOTH WAYS

▶ Lesson plan ◀



Project Overview

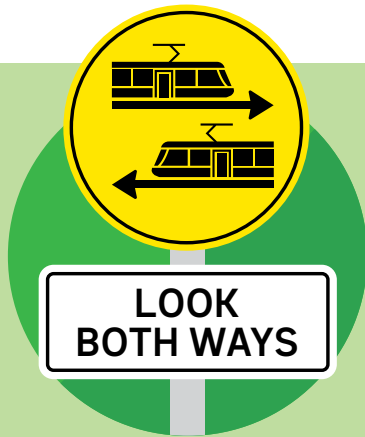
This project is designed to support students of 8-12 years to understand the safe behaviours they should choose when using crossings at tram platform stops. Students are tasked with recognising unsafe behaviours being displayed by in-game characters and changing that behaviour so the characters cross safely.

The world has typical gaming features to encourage students to play it through multiple times to improve their score and, to also compete with their peers to see who can get the most people and groups behaving safely before running out of green coins.

As a learning artefact, students will be able to describe the safe behaviours they should be displaying around raised tram crossings and collaboratively develop a strategy for improving safety around these crossings. We selected these stops based on their status as the most heavily trafficked locations within the tram network, characterized by intricate interactions involving commuters, trams, and traffic.



Crossing Locations



Metro Tram Crossing

Modelled after an inner-city platform tram stop.
Behaviours covered are:

- “Look both ways before you cross”
- “Put away your devices when crossing”
- “Walk your wheels when crossing”
- “Cross at marked crossings only”

Learning Intentions

- To understand unsafe crossing behaviours at platform tram stops.
- To know how to cross safely at platform tram stops.

Walk your wheels

Success Criteria

- I can identify the safe behaviours that pedestrians should be doing around platform tram stops.
- I can explain why certain behaviours are unsafe at platform tram stops.
- I can explain to others the safe behaviours that should be shown around platform tram stops.



The details of Victorian and Australian Curriculum links for this project can be found on pages 07 and 08 respectively.



In Preparation (teacher only)

Ensure students have access to the Safe Crossing Creator world available here:

ptv.vic.gov.au/primary-teachers

Students will need to know how to move around effectively in Minecraft and interact with Non-Playing Characters (NPCs).

It is suggested that this world be played in single player mode only.

Overview of World

Below is a brief overview of the characters and interactable objects within the Safe Crossing Creator world.

Objective

Working independently students must ensure that any pedestrians displaying unsafe behaviours displays safe behaviour.



Character

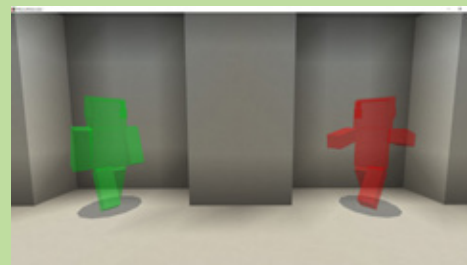
Dot is the main character students will interact with. Dot will run them through a brief tutorial prior to the first group of pedestrians arriving.

▶ Group Information Board



At the end of each pedestrian group, this board will update with the behaviours and locations the pedestrians are coming from, and the approximate proportion of pedestrians who will be displaying unsafe behaviours.

▶ Holograms



The green and red holograms show the safe and unsafe versions respectively of the behaviour that pedestrians will be showing. For groups that have multiple behaviours, the holograms will cycle through each of the behaviours.

▶ Seed Setter



This can be used to ensure that all students get the same experience in terms of the order and nature of each group of pedestrians. This allows students to compete with one another, as well as through continued practice and repetition to improve their high score. By default, the world is set to a particular sequence, and by altering the dials, this sequence can be altered. Note, that as long as students have the same symbols on the seed setter, they will have the exact same sequence of groups and behaviours and results can be compared as a class competition to see who can get to the highest group.

▶ Safety Campaign Board



If players still have some green coins after group 7 has finished crossing, they are able to use 40 of their gold coins to purchase a safety campaign. This safety campaign will automatically change the target unsafe behaviour of any pedestrians that see it. Each safety campaign will last for a total of 3 groups, but can be swapped, or turned off between waves. Students can only have one active campaign for any given group of pedestrians.

Student Activities

A Snapshot

- | | |
|---|---|
| ▶ Introduction
(5-10 minutes): | Whole class discussion. |
| ▶ In-world Tasks
(approximately
30 minutes): | Students working independently but in competition if preferred. Students are to try and get as many people in as many groups of pedestrians to show safe behaviours as they cross. Students start with 10 green coins and if a pedestrian crosses unsafely or if the student tells a pedestrian to change an unsafe behaviour they are not showing, they will lose one of these coins and get a red coin instead. The game 'ends' when students receive 10 red coins.

Players can restart the same sequence and try to improve the number of groups they were able to get safely across. |
| ▶ Review
(30-40 minutes): | Whole class discussion followed by group work. |

Introduction (5-10 minutes)

As a Getting Knowledge Ready activity, have a classroom discussion that includes some or all of the following points:

- why do pedestrians need to be safe around tram crossings?
- are the safe behaviours around trains and trams different?
- what signs have you seen around tram crossings?
- what the class thinks is safe behaviour around tram crossings?
- what are the different types of tram stops and the behaviours required at each to be safe?
- what behaviours might be unsafe around tram crossings?

Students should write down what they think safe and unsafe behaviours are at tram crossings.

Give students the 'quick start guide' as a reference for them to use while completing the activity.





In-World Tasks (30 minutes)

When students join the Look Both Ways world, Dot will give them a brief run down on what each object in the lobby area does. Once they have gone through this with Dot, they will be able to start the first group of pedestrians moving towards the crossing by talking to Dot.

At the end of each pedestrian group, Dot will provide some feedback, and encourage students to check the 'group information wall' before starting the next group moving.

Once students have checked what is happening in the next group, they should return to Dot and call the next group of pedestrians.

Each pedestrian group will show certain behaviours, as displayed on the 'group information wall' and the students will be able to change any unsafe behaviour they see by 'throwing' the appropriate coloured beanbag at the pedestrian. If they request that the pedestrian change an unsafe behaviour that they are demonstrating, they will be awarded a gold coin once that pedestrian crosses safely.

If a pedestrian is asked to change an unsafe behaviour they are not actually demonstrating, the pedestrian will become confused, and the player will be given a red coin. Red coins are also given to players for any pedestrians that do not demonstrate the safe behaviour when crossing.

This repeats until students receive 10 red coins, however the difficulty increases with each group.

After wave 7 students are able to use some of their gold coins to purchase safety campaigns that 'automatically' remind pedestrians of the safe behaviour to demonstrate. Only one safety campaign can be active at any time, but each campaign can be turned off between groups of pedestrians. Once a group has started moving towards the crossing, the safety campaigns will be locked until the group finishes crossing.

Review (30-40 minutes)

Students should, as a final product of their learning, work in a small team to come up with a strategy to encourage the safe behaviour of pedestrians around tram crossings. They should then report back to the whole class.



Victorian Curriculum Links

English

Level 5

- Use interaction skills including paraphrasing and questioning to clarify meaning, make connections to personal experience or to a text, and present and justify an opinion or idea ([VC2E5LY01](#))
- Deliver structured spoken and multimodal texts to an audience for a specific purpose, using features of voice ([VC2E5LY02](#))
- Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, to evaluate information and ideas to build literal and inferred meanings ([VC2E5LY09](#))
- Create different types of texts, written and spoken, with relevant, elaborated and sequenced ideas, using text structure appropriate for topic, purpose and audience, and multimodal elements as appropriate ([VC2E5LY10](#))

Level 6

- Use interaction skills and awareness of formality when paraphrasing, questioning, clarifying and interrogating ideas; developing and supporting arguments; and sharing and evaluating information, experiences and opinions ([VC2E6LY01](#))
- Deliver structured spoken and multimodal texts to an intended audience for a specific purpose, using appropriate features of voice ([VC2E6LY02](#))

- Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, and connect and compare ideas from a variety of sources to build literal and inferred meanings ([VC2E6LY08](#))
- Create different types of texts, written and spoken, with developed and organised ideas for purpose and audience, and multimodal elements as appropriate ([VC2E6LY09](#))

Health and PE - Level 5/6

- Plan and practise strategies to promote health, safety and wellbeing ([VCHPEP108](#))

Digital Technologies - Level 5/6

- Plan, create and communicate ideas, information and online collaborative projects, applying agreed ethical, social and technical protocols ([VCDTDI029](#))

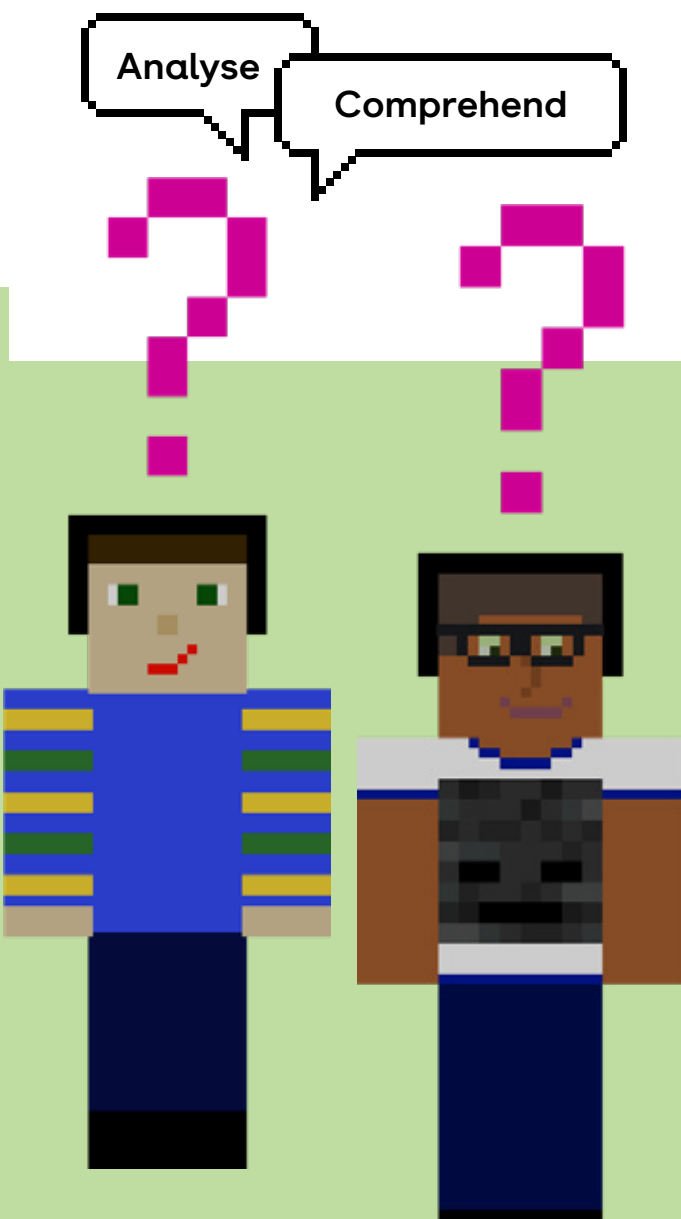


Australian Curriculum Links

English

Level 5

- Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences, and present and justify a point of view or recount an experience using interaction skills ([ACELY1699](#))
- Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources ([ACELY1703](#))
- Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience ([ACELY1704](#))
- Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements ([ACELY1707](#))



Level 6

- Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions ([ACELY1709](#))
- Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts ([ACELY1713](#))
- Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience ([ACELY1714](#))
- Use a range of software, including word processing programs, learning new functions as required to create texts ([ACELY1717](#))

Health and PE - Level 5/6

- Plan and practise strategies to promote health, safety and wellbeing ([ACPPS054](#))

Digital Technologies - Level 5/6

- Plan, create and communicate ideas, information and online collaborative projects, applying agreed ethical, social and technical protocols ([ACTDIP022](#))

General Capabilities

Critical and Creative Thinking - Level 4

- Identify situations where current approaches do not work, challenge existing ideas and generate alternative solutions.