

Teacher Notes

Unit of work: Managing the unsafe behaviours of young people using level crossings on the rail network

1. Overview

The TrackSAFE Education high school resources are designed to help young people learn how to be safe, active, responsible citizens on and around the rail network.

Each unit of work takes a capabilities-based approach to rail safety. We assume that every student has resources within them that can be used to manage safe outcomes for themselves and others on and around the rail network.

The unit of work is designed to be integrated into existing school curriculum programs and provide differentiated materials that:

- identify prior knowledge, skills and/or attitudes;
- help bring in new ideas, relate these ideas and then extend these ideas in ways that make a difference for others; and
- provide feedback on learning through a student self-assessment and an assessment of learning.

A table has been provided at the back of this document to assist you with matching the lessons with the relevant Australian Curriculum content descriptions.



Teacher Alert

Please be aware that this unit may involve the discussion of incidents on the rail network that cause serious injury or death. It is possible there will be students in your class with first-hand experience of such issues, and discretion is advised. It is recommended that students' individual circumstances are taken into account wherever possible.

2. What's included in this unit of work (zip file)

1. Teacher notes
2. Lesson plans x 3
3. Resources
4. Assessments & evaluation
5. Information for parents & carers

1. **Teacher notes** with instructions and suggested learning pathways (this document).

2. **Lesson plans x 3** with differentiated activities for Years 9 & 10 The Arts (Drama).

Lesson 1: Bringing in ideas about managing the unsafe behaviours of young people using level crossings on the rail network

- 1.1 Define terms
- 1.2 Describe how people behave on and around level crossings
- 1.3 Experiment with viewpoints

Lesson 2: Connecting ideas about managing the unsafe behaviours of young people using level crossings on the rail network

- 2.1 Demonstrate “waiting with others”

Lesson 3: Extending ideas about managing the unsafe behaviours of young people using level crossings on the rail network

- 3.1 Rework a 60-second “waiting with others” drama into a drama that asks a provocative question about young people and level crossings

3. **Resources** which scaffold the learning or provide additional guidance to teachers.

- Media and Multimodal Texts
- Question Prompts for Analysing Visual and Multimodal Texts
- Video and Poster Resources
- Sample Poster (Visual Text) Analysis
- HookED Hexagon Template
- HookED DESCRIBE++ Map
- HookED Analogy Map

We recommend encouraging students to visit the high school student section of our website www.tracksafeeducation.com.au/students/high, designed to assist students with research and provide further interaction with the rail safety messages. You will find a variety of Media and Multimodal Resources in the Media Library.

4. Assessments & evaluation to analyse how learning occurs, and for us to check that materials are suitable for students and schools.

PDF copies have been provided, and can be sent to us securely via our '[upload assessment records](#)' button. Alternatively all are available to submit directly online via the links below.

Completing and sharing the assessment(s) and evaluation with us is voluntary, so to thank you for your contribution to TrackSAFE Education just [register](#) and we'll send you participation certificates and giveaways for your students.

- [Student self-assessment](#) (Note: teacher will not see results if using online version)
This assessment is both an assessment for learning (formative assessment) and assessment of learning (summative assessment). It is designed to quickly determine students' level of rail safety knowledge and skills prior to; at the end of; and approximately one term after completing a TrackSAFE Education unit of work or lesson. It helps us to see how the lessons impact the students participating.
- [Assessment of learning](#)
This assessment is designed to quickly determine students' level of rail safety knowledge, skills and attitudes. It can be used as an assessment of learning (summative assessment) on completion of a TrackSAFE Education unit of work or lesson. You can complete the assessment based on your observations of the whole class.
- [Program evaluation](#)
Have your say! This 5 minute evaluation is designed to be completed at the end of delivering a whole TrackSAFE Education unit of work. It is voluntary, anonymous, and your participation is gratefully appreciated to help us continually improve our program.

5. Information for parents and carers to involve them as part of a whole school approach to rail safety.

- Letter to parents and carers
- Photo/video/student work permission slip

Should you need any guidance with using any component of the unit of work or rail safety learning process, please email us at info@tracksafeeducation.com.au for assistance. You can access our whole range of [resources](#) and read the [FAQs](#) at tracksafeeducation.com.au.

3. Suggested learning pathways

3 to 5+ hours of learning is recommended in order to challenge and extend student thinking and provide opportunities for student action. The guide below is provided to help you plan, and to choose a learning pathway and relevant lessons to suit you and your students. A checklist is provided: you can tick off each task as you go.

Preparation	<input type="checkbox"/> Read Teacher notes, review and select lessons, resources & assessments. <input type="checkbox"/> Schedule the lessons into your program over a number of days or weeks. <input type="checkbox"/> Check prior knowledge, skills & attitudes via the student self-assessment . <input type="checkbox"/> Book an incursion from one of our partner organisations (optional). <i>(Note: Incursions are not available in all areas and are not related to this unit of work, so can be done at any time before, during or after this unit).</i> <input type="checkbox"/> Send home permission slips and letter to parents/carers.		
Suggested timeframe	5+ hour pathway (best)	4+ hour pathway (better)	3+ hour pathway (good)
1st hour	Lesson 1.1	Lesson 1.2	Lesson 1.3
2nd hour	Lesson 1.2	Lesson 1.3	Lesson 3.1
3rd hour	Lesson 1.3	Lesson 2.2	
4th hour		Lesson 3.1	
5th hour	Lesson 2.1		
On completion	<input type="checkbox"/> Check change in knowledge, skills or attitudes via the student self-assessment . <input type="checkbox"/> Analyse change via the assessment of learning <input type="checkbox"/> Use your usual assessment tool to assess within The Arts (Drama) curriculum. <input type="checkbox"/> Share your thoughts via the program evaluation . <input type="checkbox"/> Promote your school's involvement by uploading student work/photos/videos .		
Follow up	<input type="checkbox"/> Check retention of knowledge, skills or attitudes via the student self-assessment (schedule in your calendar for approximately one term after completion).		

Key:

Lessons designed to
bring in ideas

Lessons designed to
connect ideas

Lessons designed to
extend ideas

4. A note about safety education

To be successful, school-based safety education needs to scaffold deep understanding. Experts recommend students should be exposed to safety lessons within their normal curriculum over a period of time. Traditional methods of teaching safety to students, such as industry or teacher-led presentations; one-off lessons; providing information or short videos in isolation; or using scare tactics are for the most part ineffective in that they do not affect young people's long-term attitudes and behaviours towards safety (Rafferty and Wundersitz, 2011; McKenna, 2010).

The design of this program is based on the most recent research and understanding on how students learn and the most effective pedagogies in safety related teaching and learning (Chamberlain and Hook 2013). For more information as well as a comprehensive reference list, see '[why teach rail safety](#)'.

5. Promote your school's involvement

To promote your school's involvement with TrackSAFE Education, and to help us to let other teachers know about our resources, you can send us photos and videos of your students doing our lessons, or even samples of their work. We can showcase your school and your students' achievements on our website, newsletter or social media.*

Promoting your school's involvement is voluntary, so to thank you for your contribution to TrackSAFE Education we'll send you participation certificates and giveaways for your students: just register on our [feedback and giveaways](#) page.

Click on our secure '[upload student work](#)' button to send us your files. You can even send them to us a whole class at a time - just create a .zip file before uploading.

You can provide student work in any of the following file types:

Document (.pdf or .doc) e.g. scanned creative writing task; scanned hand drawn poster/booklet; report; letter

Image (.jpg or .gif) e.g. photos of students holding up their work; photo taken by a student; photo of art piece or drama action shot

Video clip (.mov or .mp4) e.g. student produced movie; video of students acting a drama piece

Audio clip (.wmv or .mp3) e.g. recording of song; speech; reading task

Remember to include your school name and each student's first name in the file name so we can attribute their work to them or write a caption.

**Please note: It is your responsibility to ensure you have parental consent to capture and share images of your students and their work. We have provided a permission slip to assist you with seeking parental consent. No records or liability will be held by TrackSAFE.*

6. Australian Curriculum: The Arts (Drama) F-10 Content Descriptions

Years 9 and 10 content descriptions	Elaborations and links to lessons
<p>Improvise with the elements of drama and narrative structure to develop ideas, and explore subtext to shape devised and scripted drama (ACADRM047)</p>	<p>Communicating meaning about staying safe on the rail network through realistic performance styles and dramatic forms by manipulating the elements of drama.</p> <p>(Lessons: 1.1, 1.2, 1.3, 3.1)</p>
<p>Manipulate combinations of the elements of drama to develop and convey the physical and psychological aspects of roles and characters consistent with intentions in dramatic forms and performance styles (ACADRM048)</p>	<p>Analysing and creating performance, highlighting subtext, dramatic tension, atmosphere and mood based on the story, setting, dialogue and stage directions in a drama with a message about keeping safe on level crossings.</p> <p>(Lessons: 2.1, 3.1)</p>
<p>Practise and refine the expressive capacity of voice and movement to communicate ideas and dramatic action in a range of forms, styles and performance spaces, including exploration of those developed by Aboriginal and Torres Strait Islander dramatists (ACADRM049)</p>	<p>Exploring, reworking and refining dramatic action through rehearsal and honing expressive performance skills for effective audience engagement in a drama with a message about keeping safe on level crossings.</p> <p>(Lessons: 1.3, 3.1)</p>
<p>Structure drama to engage an audience through manipulation of dramatic action, forms and performance styles and by using design elements (ACADRM050)</p>	<p>Structuring the performance space to convey dramatic meaning and sense of style for an audience of a drama with a message about keeping safe on level crossings.</p> <p>(Lessons: 2.1, 3.1)</p>

The Arts (Drama)

Years 9 and 10

Perform devised and scripted drama making deliberate artistic choices and shaping design elements to unify dramatic meaning for an audience ([ACADRM051](#))

Collaborating as a member of the drama team by directing the blocking and staging of dramatic action to communicate a message about keeping safe on level crossings for an audience.

(Lesson: 3.1)

The material used to create this is licensed under CC BY 4.0 by Australian Curriculum, Assessment and Reporting Authority (ACARA). It was downloaded from www.australiancurriculum.edu.au in 2018 and was modified.