

### Teacher Notes

#### Unit of work: Promoting health, safety and wellbeing on and around 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 Health & PE.

**Lesson 1:** Bringing in ideas about the hazards for people moving in and around the rail network in urban or rural areas

- 1.1 Define terms
- 1.2 Describe pedestrian behaviour
- 1.3 Identify hazards for young people walking in places on and around the rail network

**Lesson 2:** Connecting ideas about managing the hazards pedestrians meet on and around the rail network in urban or rural areas

- 2.1 Explain the reasons why young people may act in unsafe ways on the rail network
- 2.2 Explain how emotions ("feelings") can lead to positive and negative outcomes
- 2.3 Explain how peer pressure can influence young people to act in unsafe ways on the rail network
- 2.4 Compare and contrast how peer pressure and bullying are managed in face-to-face situations with how they are managed in online gaming

**Lesson 3:** Creating ways to enhance young people's ability to manage peer pressure and bullying on and around the local rail network

- 3.1 Create an alternative script for a children's story to communicate a message about challenging peer pressure
- 3.2 Make a series of "Even if your friends don't think it's cool" videos to help others manage peer pressure to act unsafely on and around the rail network
- 3.3 Make decisions about actions to help young people manage peer pressure and bullying around places on the local rail network

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

- Media and Multimodal Texts

We recommend encouraging students to visit the high school student section of our website [www.tracksafeeducation.com.au/students/high](http://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](mailto:info@tracksafeeducation.com.au) for assistance. You can access our whole range of [resources](#) and read the [FAQs](#) at [tracksafeeducation.com.au](http://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	<ul style="list-style-type: none"><li>□ Read Teacher notes, review and select lessons, resources &amp; assessments.</li><li>□ Schedule the lessons into your program over a number of days or weeks.</li><li>□ Check prior knowledge, skills &amp; attitudes via the <u>student self-assessment</u>.</li><li>□ Book an incursion from one of our <u>partner organisations</u> (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></li><li>□ Send home permission slips and letter to parents/carers.</li></ul>		
Suggested timeframe	5+ hour pathway (best)	4+ hour pathway (better)	3+ hour pathway (good)
1 <sup>st</sup> hour	Lesson 1.1	Lesson 1.3	Lesson 2.3
2 <sup>nd</sup> hour	Lesson 1.3	Lesson 2.3	Lesson 3.3
3 <sup>rd</sup> hour	Lesson 2.1	Lesson 3.3	
4 <sup>th</sup> hour	Lesson 2.4		
5 <sup>th</sup> hour	Lesson 3.1		
On completion	<ul style="list-style-type: none"><li>□ Check change in knowledge, skills or attitudes via the <u>student self-assessment</u>.</li><li>□ Analyse change via the <u>assessment of learning</u></li><li>□ Use your usual assessment tool to assess within the Health &amp; PE curriculum.</li><li>□ Share your thoughts via the <u>program evaluation</u>.</li><li>□ Promote your school's involvement by <u>uploading student work/photos/videos</u>.</li></ul>		
Follow up	<ul style="list-style-type: none"><li>□ Check retention of knowledge, skills or attitudes via the <u>student self-assessment</u> (schedule in your calendar for approximately one term after completion).</li></ul>		

#### Key:

Lessons designed to  
**bring in** ideas

Lessons designed to  
**connect** ideas

Lessons designed to  
**extend** ideas

### 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 (Raftery 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](#)'.

### 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.*

### 10. Australian Curriculum: HPE F-10 Applicable Content Descriptions

Strand and sub-strand	Years 9 and 10 content descriptions	Elaborations and links to lessons
Personal, Social and Community Health: Being healthy, safe and active	Plan, rehearse and evaluate options (including CPR and first aid) for managing situations where their own or others' health, safety and wellbeing may be at short or long term risk ( <a href="#">ACPPS091</a> )	Proposing and practising a range of realistic responses to scenarios where peers are encouraging others to take unnecessary risks in and around the rail network. <b>(Lessons: 1.1, 1.2, 2.1, 2.2, 2.3, 2.4)</b>
	Propose, practise and evaluate responses in situations where external influences may impact on their ability to make healthy and safe choices ( <a href="#">ACPPS092</a> )	Evaluating the influence of personal, social, environmental and cultural factors on decisions and actions young people take in relation to their health, safety and wellbeing in and around the rail network. <b>(Lessons: 1.2, 2.1, 2.4, 3.1, 3.2, 3.3)</b>
Personal, social and community health: Communicating and interacting for health and wellbeing	Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses ( <a href="#">ACPPS094</a> )	Demonstrating and advocating appropriate bystander behaviour when in or on the rail network – for example, in situations where others are acting in illegal or unsafe ways. <b>(Lessons: 2.1, 2.2, 2.3, 2.4)</b>
Personal, social and community health: Contributing to healthy and	Plan, implement and critique strategies to enhance the health, safety and wellbeing of their communities ( <a href="#">ACPPS096</a> )	Developing and implementing proposals to enhance the wellbeing of young people in your local community who are moving in or around the rail network. <b>(Lessons: 3.1, 3.2, 3.3)</b>

Strand and sub-strand	Years 9 and 10 content descriptions	Elaborations and links to lessons
active communities	Plan and evaluate new and creative interventions that promote their own and others' connection to community and natural and built environments ( <a href="#">ACPPS097</a> )	Creating and evaluating proposals to promote the use of built environments – on the rail network – for physical activity within the local community. <b>(Lessons: 1.1, 3.2)</b>
Movement and physical activity: Learning through movement	Transfer understanding from previous movement experiences to create solutions to movement challenges ( <a href="#">ACPMP106</a> )	Creating solutions to improve levels of physical activity in the local community. <b>(Lesson: 3.2)</b>

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**Remember:  
read the  
Teacher Notes  
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# Health and PE

## Years 9 and 10

### Lesson 1

**Bringing in ideas about the hazards for people moving in and around the rail network in urban or rural areas**

#### Learning intention

**Describe** hazards for pedestrians on the rail network.

We have provided assessment rubrics at the back of this document (Appendix) for guidance as to how students may achieve the learning intention to differentiated standards.



### 1.1 Define terms

- **What is a rail network?** (Physical assets: *terminal facilities, rail yards, railway stations, tracks, overhead wires, rail substations, level crossings, overbridges and pedestrian walkways, tunnels, bridges, signalling systems, communication systems*; administrative processes and regulations; personnel and management required to repair tracks, sell tickets, schedule trains etc.)
- **What is a hazard?**
- **What is physical activity?** (Walking, running, cycling)

Ask students to work in small groups to:

- **Identify** the location of the physical assets of the rail network in an identified area. Highlight these assets on a print map of the area or add them as annotations to a Google map: <http://www.google.com/earth/outreach/tutorials/custommaps.html>
- **Include** digital images and descriptions of the assets and their potential hazards.
- **Ask** people in the local community about the rail assets in the local rail network. Add any local descriptions, stories and/or local opinion to the map.
- **Take** photos or find copyright-free images of the assets on the rail network and use them to create a class visual glossary of terms. Use photo editing software to annotate the images.

Online photo editors include:

- Canva: <https://www.canva.com/>
- Pixlr: <http://pixlr.com>

**Extension:** Ask students to make a community picture book or slideshow about places on your local rail network. Photograph, sketch or take a screenshot on Google Maps of different places on your local rail network. Interview local students and/or their families and collect their stories about the places as audio files or text descriptions. Insert the memories about the place (text or embedded audio file) against each image. Place your book online so that your community can see it. Encourage your local community to provide new material (images and memories) for the book.

### 1.2 Describe pedestrian behaviour

View: Dynamics of Crowds: <https://youtu.be/Txrs4ssiAz0>

Ask students to identify a place in the school grounds and observe (in person or by moving images (webcam) how pedestrians use this place in ways that keep themselves free from injury or harm:

- **Identify** individual pedestrians walking in this place.
- **Watch** individual pedestrians avoid hazards (such as colliding with others) by altering their individual pace and/or direction.
- **Describe** how individual pedestrians avoid hazards when they move across a space.
- **Repeat** these observations of individual pedestrians in this place in crowded and uncrowded conditions.

*Note:* When walking in a public space in the presence of others, individual pedestrians tend to move towards the empty spaces they see and adjust their pace to keep a safe distance for any obstacles to their movement. This behaviour can create lanes of pedestrians moving in one direction through crowds.

Reference: M. Moussaïd, D. Helbing, G. Theraulaz. How Simple Rules Determine Pedestrian Behavior and Crowd Disasters. Proceedings of the National Academy of Sciences, 2011; DOI: 10.1073/pnas.1016507108

Ask students to:

- **Identify** pairs and/or small groups of pedestrians walking in this place.
- **Watch** pairs and/or small groups of pedestrians move across the space avoiding hazards (such as colliding with others) by altering their group structure, pace and/or direction.
- **Describe** how pairs and/or small groups of pedestrians avoid hazards when they move across a space.
- **Repeat these observations** of pairs and/or small groups of pedestrians in crowded and uncrowded conditions.

*Note:* Small groups of pedestrians will choose to walk side by side if they have enough room. As the space becomes more crowded, the pedestrians in the middle of the group fall back and the pedestrians at the sides move towards each other so that the group forms a “V” or “U” shaped pattern. This significantly reduces walking speed but allows the group members to keep talking to each other. Pedestrians trying to walk in the opposite direction are forced to take avoidance action to move past the group.

Reference: M. Moussaïd, N. Perozo, S. Garnier, D. Helbing, G. Theraulaz, G. Chirico. The Walking Behaviour of Pedestrian Social Groups and Its Impact on Crowd Dynamics. PLoS ONE, 2010; 5 (4): e10047 DOI: 10.1371/journal.pone.0010047

Ask students to:

- **Identify** possible pedestrian hazards presented by objects – for example, posts, pillars, fences, benches, steps.
- **Identify** possible pedestrian hazards presented by other pedestrians – for example, exuberant, reckless, dangerous, threatening or aggressive behaviour by other pedestrians.
- **Explain** how and why objects and other pedestrians can present a hazard to pedestrians.

*Note:* In dense crowds, pedestrians can get caught up or trapped in a crowd surge, be crushed by other pedestrians, crushed against a barrier or other object, or fall and be trampled by other pedestrians.

As a class, discuss why the way young people move in groups may present special hazards for themselves and for other pedestrians on the rail network.

**Extension:** Ask students to model pedestrian behaviours in crowds. Use the learning activities suggested in The Physics of Crowds: <http://www.scienceinschool.org/2011/issue21/crowding>

### 1.3 Identify hazards for young people walking in places on and around the rail network

NOTE: Students could practise this observation activity in a place within the school grounds.

Ask students to:

**Identify** a place on or around the local rail network.

<i>railway stations</i>	<i>platforms</i>	<i>level crossings</i>	<i>overbridges</i>	<i>pedestrian walkways</i>
<i>tracks</i>	<i>rail yards</i>	<i>terminal facilities</i>	<i>overhead wires</i>	<i>rail substations</i>

**Observe** pedestrian behaviour of young people on or around a place on the local rail network – railway station platform, level crossing, escalators, overbridge, pedestrian walkway etc.

**List** the different reasons why young people walk in this place on and around the rail network.

**Identify** a group of young people who may be at risk of a fall or another train-related injury when walking in this place on the rail network.

**Organise** a “safety walk” through the area with the local rail authority.

**Invite** members of the group you have identified as being at risk to join you and take part in the “safety walk”.

On the visit, ask students to:

- **Practise** walking safely through a place on the rail network.
- **Apply** strategies to keep safe when walking through a place on the rail network.
- **Identify** possible pedestrian hazards you meet when walking through a place on the rail network using the attached **Hazard checklist**.
- **Identify** possible management strategies for pedestrian hazards you meet on the rail network.
- **Take** notes, photos or video to record these potential pedestrian hazards and possible management strategies for the place.
- **Record** any “safety walk” feedback and suggestions from the group representatives.

- **Record** any “safety walk” feedback and management suggestions from the local rail authority supervising the visit.

Ask students to create a blog post, multimedia presentation or infographic that outlines the risks to the identified group of pedestrians in the place on the rail network. This report should:

- **Identify** the target audience for the report.
- **Identify** a group of young people you consider to be at risk.
- **Identify** the location of the place on the rail network in your local area (e.g. on an annotated Google map).
- **Describe** the potential hazard/s to pedestrians, using sketches and photos to elaborate your description.
- **Explain** why these are potential hazards for the identified group of pedestrians.

To develop their blog post, multimedia presentation or infographic, ask students to:

- **Do research** by looking at examples of how others have used infographics, blog posts or multimedia to do a similar task. Search for rail safety infographics, blog posts or multimedia presentations on Google Images and YouTube.
- **Create** your report outlining the risks to young people walking in an identified place on the local rail network.
- **Seek feedback** on how effectively it communicates your message to your target audience and adapt the report as needed to make it more effective.

**Extension:** Ask students to present their report to young people in your local community and the people who look out for them – for example, students at your school, parents, local business owners and/or local body politicians.

### Hazard checklist

Some example answers have been provided. Add any potential local hazards that are not already on the list.

Potential hazard for pedestrians	Where is the hazard?	Why does it present a health and safety hazard for pedestrians using the place?
Surfaces clearly marked as hazardous e.g. "yellow line" areas at stations or yellow cross hatch zones around level crossings		
Poorly lit surfaces and areas		
Uneven surfaces e.g. service covers on footpaths		
Change in materials making the surfaces		
Gaps between surfaces		
Loose material surfaces e.g. gravel shoulders on rural roads		
Steps, stairways or escalators		
Ramps		

Potential hazard for pedestrians	Where is the hazard?	Why does it present a health and safety hazard for pedestrians using the place?
Absence of marking distinguishing steps from ramps		
Lack of grab rails where levels change		
Poorly maintained surfaces		
Surfaces that may become wet and slippery		
Rubbish on surfaces		
Rapidly moving trains in close proximity to pedestrians	Railway platforms, level crossings	Because the rapidly moving train creates gusts of wind (flow draft) by pushing through the air and then the displaced air back-fills the space left by the train, pedestrians may lose their balance and fall.
Rapidly moving trains in the same space as pedestrians	Anywhere on the rail corridor where pedestrians unintentionally or intentionally move onto the tracks – because they trespass, ignore safety signs	

Potential hazard for pedestrians	Where is the hazard?	Why does it present a health and safety hazard for pedestrians using the place?
	and signals, or slip, trip or fall etc.	
Vehicles sharing the same spaces as pedestrians		
Cyclists, skateboarders or people on scooters sharing the same spaces as pedestrians		
Joggers, runners, people walking dogs or dragging suitcases sharing the same space as pedestrians		
More than one pedestrian sharing the same space		
Objects that could topple over or collapse onto pedestrians		
Objects that could block movement or narrow the available access for pedestrians		
Places where queues could develop or people		



Potential hazard for pedestrians	Where is the hazard?	Why does it present a health and safety hazard for pedestrians using the place?
congregate and block or disrupt movement of pedestrians		
Hazardous areas where pedestrians could be pushed or shoved by sudden movements in a crowd		
Cross-flow areas where pedestrians will cross paths getting to different places		
Noisy environments (external or through use of personal music players) distracting pedestrians from warning signals, bells, sirens and other hazards		

### Appendix: Differentiated assessment rubrics

We have provided guidance for how students may achieve differentiated standards within these learning activities.

#### Health & Physical Education

This rubric may assist you in assessing student achievements within the Australian Curriculum. Results can be recorded via your usual assessment record method.

**Describe** hazards for pedestrians on the rail network.

<b>Extended ideas</b>	My description identifies several relevant hazards on the rail network <b>AND</b> explains why these are hazards to pedestrians <b>AND</b> makes a generalisation about the hazards for pedestrians on the rail network.
<b>Connected ideas</b>	My description identifies several relevant hazards on the rail network <b>AND</b> explains why these are hazards to pedestrians.
<b>Loose ideas</b>	My description identifies several relevant hazards to pedestrians on the rail network.

### Rail Safety

This rubric may assist you in assessing student achievements within the suggested rail safety outcomes of this lesson. Results can be reflected in the included [assessment of learning](#).

**Identify** potential hazards on and around the rail network.

*(What are potential hazards on and around the rail network?)*

<b>Extended ideas</b>	<p>I can identify many relevant hazards for people on and around the rail network  <i>[using text, oral language, drawing, visual arts, dance, drama, music etc.]</i>  <b>AND</b> can explain why these hazards need to be managed to keep people safe  <b>AND</b> can reflect on my role in helping to manage these hazards.</p>
<b>Connected ideas</b>	<p>I can identify many relevant hazards for people on and around the rail network  <i>[using text, oral language, drawing, visual arts, dance, drama, music etc.]</i>  <b>AND</b> can explain why these hazards need to be managed to keep people safe.</p>
<b>Loose ideas</b>	<p>I can identify many relevant hazards for people on and around the rail network  <i>[using text, oral language, drawing, visual arts, dance, drama, music etc.]</i></p>

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## Health and PE

Years 9 and 10

### Lesson 2

**Connecting ideas about managing the hazards pedestrians meet on and around the rail network in urban or rural areas**

#### Learning intention

**Explain** why pedestrians may act in unsafe ways on the rail network.

We have provided assessment rubrics at the back of this document (Appendix) for guidance as to how students may achieve the learning intention to differentiated standards.

### 2.1. Explain the reasons why young people may act in unsafe ways on the rail network

There are many reasons why young people behave unsafely on the rail network. It may be that they have behaved in this unsafe way before and escaped injury, or that the unsafe behaviour brings them some advantage. Some young people may model their behaviour on the unsafe behaviours and attitudes of others using the rail network (due to peer pressure and bullying). Others may simply be stressed, distracted or under the influence of drugs or alcohol.

Refer to:

- Heroic Imagination TV: Dangerous Conformity: <http://youtu.be/vjP22DpYYh8>
- Bystander Effect: [http://en.wikipedia.org/wiki/Bystander\\_effect](http://en.wikipedia.org/wiki/Bystander_effect)
- Peer Pressure: [http://en.wikipedia.org/wiki/Peer\\_pressure](http://en.wikipedia.org/wiki/Peer_pressure)
- Bullying: <http://en.wikipedia.org/wiki/Bullying>

Ask students to work in groups to complete the attached **Hazards for young people on the rail network** table.

Next, ask students to work in groups to:

- Choose nine top hazards for young people using the rail network. Write each hazard onto a separate Post-it note or square of card.
- On the piece of paper for each hazard, add an explanation of why the hazard is especially important for young people (use prompts like, “This is important because ...”).
- Use the diamond game strategy to rank your nine hazards in this way:
  - Put the one that is most important at the top.
  - Put the two that are next equally high in importance below the top one, side by side.
  - Put the one that is least important at the bottom.
  - Put the two that are next equally low in importance above the bottom one, side by side.
  - Put the three of average importance in the middle, side by side.
  - Paste the diamond shape onto a larger piece of paper.
- Share your reasons for choosing the top hazard with another group. How is it similar to or different from the top hazard the other group chose?

Place the diamond sheets around the room. Use “dot voting” to determine the top nine hazards for the class. Each student has three sticky dots they can use to vote.

Ask students to work in small groups to come up with three strategies to deal with the top hazard to young people on the rail network, as identified by the class vote.

Each group chooses the best of its strategies and shares it with the class. Collate the strategies.

**Extension:** Set up a values continuum across an open space.

Place opposing signs at each end of the continuum, such as *Strongly agree with this strategy* – *Strongly disagree with this strategy*.

Ask a representative from one of the groups to read out their group's best strategy for managing the top hazard for young people on the rail network.

Ask students to:

- **Think** about whether you agree or disagree with each statement.
- **Move** to stand at the place along the continuum that best represents how you feel about the strategy.
- **Explain** to others why you have placed yourself at that point. You may pass if you wish.

*Note: You can mention to students that this activity is not a debate. Everyone's opinion and reasons for it are respected. Do not challenge anyone else's opinion. It can be hard to hold an unpopular view. It is always risky to express an opinion that is different from others but any individual who does so shows courage in standing up for themselves.*

Discuss how easy it was to choose a position on the continuum.

- What factors influenced your choice?
- Why do different students hold different opinions about the strategy?
- Would your attitude change if one of your friends or a member of their family was facing the top hazard?

After this discussion, tell students that they may change their position on the values continuum if their thinking has changed. Then ask them to:

- Discuss how easy it was to change a position on the continuum.
- Explain the factors that influenced your decision to move.
- Appreciate that there is some truth and some inaccuracy in every statement.

### Hazards for young people on the rail network

Hazards for young people on the rail network	Examples	Reasons why this is a hazard on the rail network	Ways for young people on the rail network to manage this hazard
	<i>This hazard is caused by ...</i>	<i>This is hazardous because ...</i>	<i>This can be managed by ...</i>
Hazards that can cause trips and slips on a place in the rail network	uneven surfaces		
Hazards due to poor lighting on a place in the rail network	hard to see surfaces		
Hazards due to footwear or headwear of young people using the rail network	high heels, platform soles, slippers, socks and stockings, wrong shoe size, undone laces, slippery soles, slip-on shoes; headwear (hoodie, hat, headphones, scarf) that covers ears or obscures vision		
Hazards due to poor physical activity of young people using the rail network	poor mobility, coordination, balance, flexibility,		

Hazards for young people on the rail network	Examples	Reasons why this is a hazard on the rail network	Ways for young people on the rail network to manage this hazard
	muscle strength, walking		
Hazards due to physical health issues of young people using the rail network	poor vision, ear problems, dizziness, joint pain, numbness, blackouts, fainting, shortness of breath, dehydration		
Hazards due to rapid physical growth of young people using the rail network	adolescent growth spurt		
Hazards due to inappropriate use of equipment by young people using the rail network	headphones, mobile phones, baby strollers, laptop bags, school bags		
Hazards due to medication, alcohol and/or other drug use by young people on the rail network	taking substances with side effects causing dizziness, drowsiness, inattention, lack of local awareness		



Hazards for young people on the rail network	Examples	Reasons why this is a hazard on the rail network	Ways for young people on the rail network to manage this hazard
Hazards due to emotional state of young people using the rail network	sadness, depression, daydreaming, excitement, exuberance, joy, anxiety, fear leading to inattention to and distraction from local environment		
Hazards due to actions based solely on a desire to fit in with others	peer pressure, completing a dare, playing chicken, social conformity		
Hazards due to actions based on fear	bullying		
Hazards due to walking with others	groups of friends walking together		
Insert your own hazard			

### 2.2. Explain how emotions (“feelings”) can lead to positive and negative outcomes

When you allow your actions to be influenced by the people around you (or when you exert an influence on the actions of the people around you), there can be good and not-so-good outcomes.

Peer pressure and bullying can influence our emotions, causing us to act in ways we would reject as individuals or in other settings.

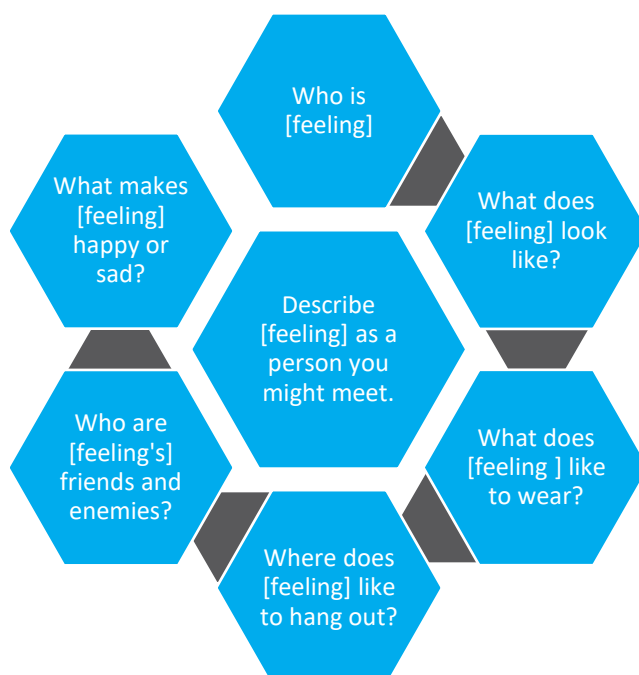
Sometimes peers can influence us to do things that make us feel happy, excited, attractive, cool, smart, important, powerful and in-control. Other times peers can influence us to act in ways that leave us feeling embarrassed, scared, disrespected, ashamed, angry, ugly, stupid, anxious, nervous, powerless, unimportant, invisible and/or alone. These actions can be to our advantage or disadvantage, or can leave us unaffected.

Undertake a think-pair-share activity around emotions (“feelings”).

Ask students to:

**Choose** one of the emotions (“feelings”) listed in the paragraph above.

**Use** the prompts below to think about the “feeling”.



**Write a bio poem** or draw an annotated sketch describing the “feeling” as if it were a person you might meet on the rail network – a person standing beside you on the station platform, a person in front of you at the ticket office, a person following you across a level crossing.

Use the structure set out below:

**(Feeling) -**

*(Four adjectives that describe the feeling as a person you might meet on the rail network.)*

Son/Daughter of... *(the feeling's parents)*

Lover of... *(three different things that the feeling loves)*

Who feels... *(three different feelings and when or where they are felt)*

Who gives... *(three different things the feeling gives)*

Who fears... *(three different fears the feeling has)*

Who would like to see... *(three different things the feeling would like to see)*

Who I met... *(a brief description of the location where you met the feeling)*

**(Feeling)**

Ask students to **share** their bio poem describing different “feelings” on the rail network with a partner and then with the class.

As a class:

- **Discuss** how each feeling could lead to safe or unsafe behaviours and attitudes on the rail network.
- **Collate** the results of your discussion in the attached **Bio poem feelings analysis** table.

**Extension:** Ask students to create a model of a cardboard box person based on their bio poem. Create a short (two- to three-minute) presentation to show the box “feeling” person making smart decisions to manage their safety on or around the rail network.

### Bio poem feelings analysis

Emotion ("feeling")	Possible unsafe behaviour caused by experiencing this emotion ("feeling") in or around the rail network	Possible "safe" behaviour caused by experiencing this emotion ("feeling") in or around the rail network

### 2.3 Explain how peer pressure can influence young people to act in unsafe ways on the rail network

Peer pressure within adolescence is commonly cited as the reason why some young people behave in unsafe ways on and around the rail network. The research shows risk taking on and around the rail network commonly occurs when adolescents are in the company of their peers rather than when they are acting as individuals on the rail network.

Ask the class to identify any unsafe behaviours on and around the rail network that might be explained by showing off, bullying, peer pressure, responding to a dare etc. Read some of the resource articles and media reports in the included **Media and Multimodal Resources** to prompt student thinking.

Ask students to work in small groups to write a script (or story board) for a three- to five-minute “pick a path” role play offering multiple ways to manage an unsafe behaviour on the rail network caused by peer pressure or bullying.

The group should:

- Identify a narrator.
- Identify individual roles within the group.
- Ensure that all members contribute ideas when planning the role play.

The role play should:

- Identify a negative peer pressure (e.g. rejection, putdowns, reasoning, everyone else is doing it) used to persuade others to act unsafely on the rail network.
- Identify a potentially unsafe behaviour in a place on the rail network.
- Describe a storyline where a young person is pressured to act in an unsafe way in a place on the rail network.
- Identify three to five different ways to manage this peer pressure or bullying.

Ask students to **practise** each version of the “pick a path” role play and seek feedback from another group on how to make the storyline more compelling.

To **deliver** the “pick a path” role play to an audience:

- At critical points in the script, a narrator offers the audience an opportunity to rewind, fast forward or change the way in which the peer pressure is managed.
- The group replays the scene several times to allow students to share different strategies, responses and outcomes.

- The group encourages the audience to suggest alternative ways to manage the peer pressure or bullying.

As a class, discuss which approach is likely to be the most effective when managing the peer pressure or bullying that is causing unsafe behaviours on the rail network.

**Extension:** What are your top five suggestions for someone who is being peer pressured or bullied to act in unsafe ways on the rail network?

Ask students to work in small groups to:

- Use ideas from the previous activities to decide on five top tips for “dealing with peer pressure or bullying on the rail network”.
- Write a series of text message responses for young people when they send a text asking for help in dealing with peer pressure or bullying on and around the rail network.
- Use these text message responses to create the content for a Free TXT “What are my options?” app that will allow users to text the app requesting suggestions for dealing with pressure to behave in unsafe ways on and around the rail network.
- Mock up the design for a mobile phone screen displaying a sample input question and your output suggestion/s.
- Allow a “Nah, I need another suggestion” option on the screen.

### 2.4 Compare and contrast how peer pressure and bullying are managed in face-to-face situations with how they are managed in online gaming

*A system to report players who misbehave in-game has been implemented, allowing a player to report others for undesired activities such as verbal harassment, intentional disruption of the game (e.g. 'feeding' the enemy team, making them gain kills and thus gold, by dying on purpose), staying away from the game for extended periods of time, and leaving the game. Riot released a peer review system called the "Tribunal" in May 2011.*

Wikipedia: League of Legends [http://en.wikipedia.org/wiki/League\\_of\\_Legends](http://en.wikipedia.org/wiki/League_of_Legends)

Bullying and peer pressure to fit in are common in online gaming, especially in multiple online battle arena games where gamers have to collaborate to succeed.

Riot Games introduced a strategy of “crowd sourced justice” to deal with gamers whose behaviour was wrecking the experience for others.

Ask students to read Stephen Totilo’s post on Kotaku blog: A New and Maybe Better Way to Stop People from Being Jerks Online: <http://kotaku.com/5733206/a-new-and-maybe-better-way-to-stop-people-from-being-jerks-online>

Ask students to work in groups to:

- **Describe** the strategies used to manage online bullies in League of Legends.
- **Describe** the strategies used to manage bullies in schools.
- **List** ways in which the strategies are similar.
- **List** ways in which the strategies are different.
- **Explain** why you think the strategies are similar.
- **Explain** why you think the strategies are different.

As a class, discuss whether a “peer review” system like “Tribunal” would help manage bullying and negative peer pressure in schools.

**Extension:** Research other multiple player online games and identify other strategies used to manage misbehaviours like bullying in online environments.

Ask students to:

- **List** the games researched and the strategies used.
- **Rank** the strategies in order of effectiveness.
- **Make a generalisation** about how useful any of these strategies might be if they were transferred to the school environment – “Overall I think [insert strategy] would be effective/ineffective in managing bullying in the school environment because [insert reason] because [insert evidence].”
- **Present** your research findings to the class.



### Appendix: Differentiated assessment rubrics

We have provided guidance for how students may achieve differentiated standards within these learning activities.

#### Health & Physical Education

This rubric may assist you in assessing student achievements within the Australian Curriculum. Results can be recorded via your usual assessment record method.

***Explain why pedestrians may act in unsafe ways on the rail network.***

<b>Extended ideas</b>	My explanation identifies several relevant reasons why pedestrians may act in unsafe ways on the rail network <b>AND</b> explains why these reasons are relevant <b>AND</b> makes a generalisation about the reasons why pedestrians may act in unsafe ways on the rail network.
<b>Connected ideas</b>	My explanation identifies several relevant reasons why pedestrians may act in unsafe ways on the rail network <b>AND</b> explains why these reasons are relevant.
<b>Loose ideas</b>	My explanation identifies several relevant reasons why pedestrians may act in unsafe ways on the rail network.

### Rail Safety

This rubric may assist you in assessing student achievements within the suggested rail safety outcomes of this lesson. Results can be reflected in the included [assessment of learning](#).

**Explain** how and why these approaches help us to keep safe on and around the rail network.

(How/Why do these management approaches keep us safe?)

<b>Extended ideas</b>	<p>I can give several relevant reasons why identified management strategies help us keep safe on and around the rail network <i>[using text, oral language, drawing, visual arts, dance, drama, music etc.]</i></p> <p><b>AND</b> can explain why these reasons are relevant</p> <p><b>AND</b> can make a generalisation about the reasons why these approaches help to keep us and other safe.</p>
<b>Related ideas</b>	<p>I can give several relevant reasons why identified management strategies help us keep safe on and around the rail network <i>[using text, oral language, drawing, visual arts, dance, drama, music etc.]</i></p> <p><b>AND</b> can explain why these reasons are relevant.</p>
<b>Loose ideas</b>	<p>I can give several relevant reasons why identified management strategies help us keep safe on and around the rail network <i>[using text, oral language, drawing, visual arts, dance, drama, music etc.]</i>.</p>

**Remember:  
read the  
Teacher Notes  
first!**

## **Health and PE**

**Years 9 and 10**

### **Lesson 3**

#### **Creating ways to enhance young people's ability to manage peer pressure and bullying on and around the local rail network**

Students explore how they can make places on or around the local rail network safer for young people. They investigate strategies to manage risk, and plan and carry out a project to make young people safer around places on the rail network in their local area.

#### **Learning intention**

**Create** an action or a resource to help young people manage peer pressure and bullying on and around the local rail network.

We have provided assessment rubrics at the back of this document (Appendix) for guidance as to how students may achieve the learning intention to differentiated standards.

### 3.1 Create an alternative script for a children's story to communicate a message about challenging peer pressure

As a class:

- Watch Green Eggs and Peer Pressure – Tim Northern: Rooftop Comedy: <http://youtu.be/3tTb1nZLgZQ>
- Read Green Eggs and Ham by Dr Seuss.
- Discuss how the book could be interpreted as a story about peer pressure and being persuaded to act in ways you don't want to.

Ask students to work in groups to create a remix<sup>1</sup> of Green Eggs and Ham. Use the existing illustrations but write an alternative text showing how to manage the relentless peer pressure from Sam-I-Am.

*Note:* You can view and download some useful slides *Free to Mix: An educator's guide to reusing digital content* from: <https://www.slideshare.net/nztaeducation/free-to-mix-an-educators-guide-to-reusing-digital-content> and a guide from: <https://creativecommons.org.nz/wp-content/uploads/2013/03/Free-to-Mix.pdf>

As a class:

- **Present** your alternative version to the class.
- **Discuss** the claim that greater public use of the rail network can help young people manage peer pressure and feel safe from bullying.

**Extension:** Ask students to look for other narratives (short stories, novels, poems, song lyrics, video, or film) that you can re-interpret as stories about peer pressure.

For example:

- Don't Let the Pigeon Drive the Bus – Mo Willems  
<https://www.booktopia.com.au/don-t-let-the-pigeon-drive-the-bus--mo-willems/prod9781844285136.html>
- The True Story of the 3 Little Pigs – Jon Scieszka & Lane Smith  
<https://www.booktopia.com.au/the-true-story-of-the-3-little-pigs--jon-scieszka/prod9780140540567.html>
- I Will Never Not Ever Eat a Tomato (Charlie & Lola) – Lauren Child  
<https://www.booktopia.com.au/i-will-never-not-ever-eat-a-tomato-lauren-child/prod9780763621803.html>

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<sup>1</sup> A new version of a song, book, picture or video made by adding to or otherwise changing the original version (licence permitting).

In each case, determine:

- who is exerting the peer pressure,
- whether that peer pressure is explicit or implicit,
- how the peer pressure is portrayed,
- how the peer pressure is managed, and
- whether the peer pressure has positive or negative outcomes for the protagonist (leading character).

Record your findings in a table such as the one below.

Title of text/song/poem/movie	Who is exerting the peer pressure?	Explicit or implicit?	How is the peer pressure portrayed?	How is the peer pressure managed?	Positive or negative outcomes for the protagonist?	Explain why

### 3.2 Make a series of “Even if your friends don’t think it’s cool” videos to help others manage peer pressure to act unsafely on and around the rail network

Students use their new learning from the previous activities to make a set of short (60-second) videos showing ways to manage peer pressure and stay safe around the rail network.

Ask students to work in groups to create an “Even if your friends don’t think it’s cool” video or animation:

- Draft a compelling storyline or script that lays out the structure of your video. For example, a traditional script might involve: a key event where a student is subjected to peer pressure to act in an unsafe way on the rail network; a struggle against the peer pressure; a crisis that results from the peer pressure; a climax; and a resolution where the student draws the line and walks away from the peer pressure.
- Describe the location/setting on the rail network.
- Describe the characters.
- Develop dialogue to support the storyline. “Show” rather than “tell”.
- Read your screenplay aloud to hear if it flows well.
- Rework your dialogue to increase the impact of the message (less is more).
- Watch some of the following educational videos to get different ideas on how you will share your message:
  - Learning, Sharing, Growing: A Children’s Guide to Life’s Lessons: Vacuum <http://www.zefrank.com/vacuum/index.html>
  - Pedestrian Crossing (1948): [https://archive.org/details/pedestrian\\_crossing\\_TNA](https://archive.org/details/pedestrian_crossing_TNA)
  - Cory: An Hero: Episode 1–2 “Peer Pressure”: <http://youtu.be/umlK69nirB0>
  - Peer Pressure: Machinima: [http://youtu.be/k4s7LJy\\_iQ](http://youtu.be/k4s7LJy_iQ)
  - Peer Pressure: Natural High: <http://youtu.be/orZ9gG8Vnfs>
  - Michael Jackson and the Flintstone Kids “Just Say No” campaign: <http://youtu.be/9lh4tBBiPTc>

- Rework your screen play in response to the other videos.
- Make the video or animation.

Suitable animation software includes:

- Hue Animation My Create: <https://huehd.com/products/mycreate-ipad/>
- Pivot Animator: <http://pivotanimator.net>
- Stykz: <http://www.stykz.net>
- ABCya: <http://www.abcya.com/animate.htm>
- Monkey Jam: <http://monkeyjam.en.softonic.com>
- Clay Animator: <http://www.clayanimator.com>
- CrazyTalk: <http://www.reallusion.com/crazytalk>
- Scratch (MIT): <http://scratch.mit.edu>
- Zu3D: <http://www.zu3d.com>

Note: Students wishing to use Minecraft as an animation platform can use video recording software or simply grab a series of screenshots and use photo editing software to add annotations. For more detailed instructions, refer to:

- Minecraft Wiki: Tutorials: Videos: <http://minecraft.gamepedia.com/Tutorials/Videos>
- Minecraft Forums: Tips on Making a good video: <http://www.minecraftforum.net/topic/558294-tips-on-making-a-good-video>
- How to Make a Minecraft Video: <http://www.apowersoft.com/make-minecraft-video.html>
- Bandicam: Minecraft Game Recording: [http://www.bandicam.com/product/how\\_to\\_record\\_minecraft\\_gameplay](http://www.bandicam.com/product/how_to_record_minecraft_gameplay)
- Minecraft Animations: Mine-imator: <http://www.stuffbydavid.com/mineimator>

### Success criteria

Each video should:

- Appeal to an audience of young people.
- Identify the peer pressure used to persuade others to act in illegal or dangerous ways on the rail network (e.g. rejection, putdowns, reasoning, everyone else is doing it).
- Explain how and why the peer pressure is a hazard to personal safety or the safety of others.
- Describe a way to successfully manage the peer pressure.
- Send a clear message about challenging peer pressure and bullying.

Students share their draft videos with other students.

Prompt them to ask for and give feedback on how they could improve the animation or video. Use the success criteria and feedback prompts to give explicit feedback.

Some feedback prompts for students

- I liked ...
- I learnt ... from this.
- One thing you could work on improving is ...
- Next time you could try ...

**Extension:** Collate the videos from the class. Share them with a wider audience (class, school, local community) in a class film festival or online embedded in a class blog or wiki. Encourage feedback from the audience on the effectiveness of the videos in communicating an important message about managing peer pressure or bullying.



### 3.3 Make decisions about actions to help young people manage peer pressure and bullying around places on the local rail network

Discuss these questions:

- What is the reason for young people moving in unsafe ways on or around a place on the local rail network?
- What can be done to help manage the risk young people face when moving on and around the rail network in your local area?
- How can you work with your community to help young people be safer on or around the rail network in your local area?

Ask students to work in small groups to:

**Ask** local people of all ages about their needs and opportunities for physical activity at different locations in your local community. What do they do and what would they like to be able to do?

**Visit** locations on and around the rail network in your local community, such as those listed below.

<i>railway stations</i>	<i>platforms</i>	<i>level crossings</i>	<i>overbridges</i>	<i>pedestrian walkways</i>
<i>tracks</i>	<i>rail yards</i>	<i>terminal facilities</i>	<i>overhead wires</i>	<i>rail substations</i>

**Describe** any regular physical activity (exercise) occurring in a location on or around the rail network over a given time period.

**Identify** opportunities for people to be physically active in locations on and around the rail network in your local community.

**Ask** members of your local community (including rail network staff) for local stories about places on and around the rail network.

**Research** the history – planning, building and development – of the local rail network.

**Plan** a physical activity (exercise) route in your local area that incorporates places of interest on and around the rail network. Use the “Create a Map” function on Google Maps: <http://www.google.com/earth/outreach/tutorials/custommaps.html>

**Annotate** rail network locations on this route with distances, suggested times, explanations, narrative and local anecdotes about the rail network, using the Create a Map function on Google Maps.

For ideas on how you can describe the route, search online or refer to:

- Whadjuk Trail Network: <http://whadjukwalkingtrails.org.au/trails/bush-to-beach/>
- Sydney City Walk: <http://www.architecture.org.au/sydney-walks/45-sydney-city-walk>
- Parramatta Walk: [http://www.sydneyeguide.com/parammatta\\_walk.php](http://www.sydneyeguide.com/parammatta_walk.php)
- Adelaide Explore the City Trails: <https://www.cityofadelaide.com.au/explore-the-city/visit-adelaide/maps-trails-and-guides/>
- Canberra Guided and Self-Guided Tours: <https://www.nca.gov.au/tour/anzac-parade-walk>
- Walking and hiking around Darwin: <https://northernterritory.com/darwin-and-surrounds/see-and-do/outdoor-activities/walking-and-hiking>
- Greater Hobart Trails: <https://www.greaterhobarttrails.com.au/>
- Brisbane hikes and walking trails: [https://www.visitbrisbane.com.au/information/articles/nature/hikes-within-30km-of-brisbane?sc\\_lang=en-au](https://www.visitbrisbane.com.au/information/articles/nature/hikes-within-30km-of-brisbane?sc_lang=en-au)

**Note:** *The exercise route could target any age group and take any form so long as it includes opportunities for people to walk past or through places on the rail network – e.g. a 360-degree view of the railway station route; a route of 11 level crossings and one overpass; a three times around the railway yards route; a boredom-proofed workout route that changes each time you use it; a surprising places to hang out route; a local landmarks or personalities route; best-ever ice cream trails; a great sniffs for dogs walking route; an unusual pavements route; a train spotter's route – bring your notebook and overcoat; a spot the railway signs route; a get the kids off the iPad route; a before breakfast coffee by the station route; a get closer to the sky pedestrian overpasses route; a route of best places on the rail network to watch the sun going down; an urban orienteering rail network route.*

Also suggest variations such as:

- Geocaching: <http://en.wikipedia.org/wiki/Geocaching>
- Letterboxing:- [http://en.wikipedia.org/wiki/Letterboxing\\_%28hobby%29](http://en.wikipedia.org/wiki/Letterboxing_%28hobby%29)

**Collaborate with others** to create an interactive map of the physical activity route that will engage people in walking around and through local places on the rail network.

For example, embed the map in a blog or wiki and encourage young people to post photos, data on their levels of fitness and/or descriptions of what they saw on the route around the rail network via Twitter or by a reply function on the blog.

**Invite** friends, family and people in your local community to experience regular physical activity by participating in a weekly challenge following the rail network route map.

**Build** an online and offline community with local people by encouraging route map participants to add whimsical and engaging: place markers, descriptions or challenges, alternative route lines, photos and video to your online map.

**Evaluate** the extent to which your mapping initiative has assisted and increased your participation and the participation of others in regular physical activity.

**Evaluate** the extent to which your mapping initiative has assisted and encouraged people to walk past or visit different places on the local rail network.

**Extension:** Ask students to seek support in implementing, sustaining and extending their mapping initiative.

The Youth Activist's Toolkit will be helpful when you are creating a draft proposal: [http://www.advocatesforyouth.org/storage/advfy/documents/Activist\\_Toolkit/activisttoolkit.pdf](http://www.advocatesforyouth.org/storage/advfy/documents/Activist_Toolkit/activisttoolkit.pdf)

The following youth advocacy links may help you to take your next steps to making a difference. Contact the agencies about your proposal by letter, email or phone.

- Australian Youth Affairs Coalition: <http://www.ayac.org.au>
- Youth Affairs Network Queensland (YANQ): <http://www.yanq.org.au>
- Youth Affairs Council of Victoria (YACVic): <http://www.yacvic.org.au>
- Youth Affairs Council of South Australia (YACSA): <http://www.yacsa.com.au>
- Youth Action and Policy Association NSW (YAPA): <http://www.yapa.org.au>
- Northern Territory Youth Affairs Network (NTYAN): <http://www.ntyan.com.au/new/ntyan>
- Youth Coalition of the ACT: <http://www.youthcoalition.net>
- Youth Network of Tasmania (YNOT): <http://www.ynot.org.au>
- Youth Affairs Council of WA (YACWA) [www.yacwa.org.au](http://www.yacwa.org.au)
- UN Youth Australia: <http://www.unyouth.org.au>
- Multicultural Youth Advocacy Network Australia (MYAN): <http://www.myan.org.au>
- Fixers: Young people fixing the future: <http://www.fixers.org.uk>

### Appendix: Differentiated assessment rubrics

We have provided guidance for how students may achieve differentiated standards within these learning activities.

#### Health & Physical Education

This rubric may assist you in assessing student achievements within the Australian Curriculum. Results can be recorded via your usual assessment record method.

**Create** an action or a resource to help young people manage peer pressure and bullying on and around the local rail network.

<b>Extended ideas</b>	I can create an action or a resource to help young people manage peer pressure and bullying on and around the local rail network <b>AND</b> explain why I think it will be effective <b>AND</b> seek feedback on how to improve my actions or resource <b>AND</b> act on the feedback to make my actions or resource more effective.
<b>Connected ideas</b>	I can create an action or a resource to help young people manage peer pressure and bullying on and around the local rail network <b>AND</b> explain why I think it will be effective.
<b>Loose ideas</b>	I can create an action or a resource to help young people manage peer pressure and bullying on and around the local rail network <b>BUT</b> I am not sure how or why it will work.

### Rail Safety

This rubric may assist you in assessing student achievements within the suggested rail safety outcomes of this lesson. Results can be reflected in the included [assessment of learning](#).

**Create** an action or product to help keep ourselves and others safe on and around the rail network.

*(What have you done to help keep yourself and others safe on or around the rail network?)*

<b>Extended ideas</b>	<p>I can create an action/product to help people keep safe on and around the rail network</p> <p><b>AND</b> I can explain why the action/product will be effective in helping to keep people safe</p> <p><b>AND</b> I seek feedback on the effectiveness of the [insert action/product] and make improvements in response.</p>
<b>Connected ideas</b>	<p>I can create an action/product to help people keep safe on and around the rail network</p> <p><b>AND</b> I can explain why the action/product will be effective in helping to keep people safe.</p>
<b>Loose ideas</b>	<p>I can create an action/product to help people keep safe on and around the rail network</p> <p><b>BUT</b> I am not sure if it will be helpful.</p> <p><i>[using text, oral language, drawing, visual arts, dance, drama, music etc.]</i></p>

# TrackSAFE Education: 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.

\* Required



## 1. Identifying actions to keep us safe around trains, tracks and level crossings. \*

Did students identify actions to keep themselves and others safe?

*Tick all that apply.*

- ☐ Several actions identified, explained and justified
- ☐ Several actions identified and explained
- ☐ Several actions identified
- ☐ One action identified
- ☐ No actions identified

## 2. Explaining how and why different actions help keep us safe around trains, tracks and level crossings. \*

Did students give reasons to explain how and why an action keeps themselves and others safe?

*Tick all that apply.*

- ☐ Several reasons given, explained from different perspectives and justified
- ☐ Several reasons given and explained from different perspectives
- ☐ Several reasons given
- ☐ One reason given
- ☐ No reasons given

## 3. Determining attitudinal change towards the importance of acting safely around trains, tracks and level crossings. \*

To what extent have student attitudes towards the importance of acting in ways to keep safe changed?

*Tick all that apply.*

- ☐ Attitudes have greatly improved
- ☐ Attitudes have improved
- ☐ Attitudes have remained the same
- ☐ Attitudes have diminished
- ☐ Attitudes have greatly diminished

4. \*

What have you observed students doing or saying that suggests their attitudes have changed in this way?

.....

.....

.....

.....

.....

5. **Doing things to help keep us safe around trains, tracks and level crossings.** \*

What type of actions (teacher directed, independent or community based) have students undertaken to help keep themselves or others safe around trains and tracks?

*Tick all that apply.*

- ☐ Community based action
- ☐ Independent action
- ☐ Teacher directed action
- ☐ No action

6. \*

Please give an example of actions (teacher directed, independent or community based) students have done to help keep themselves or others safe around trains and tracks.

.....

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.....

.....


.....

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Thank you for your participation! Sharing your assessment data with us will help us continually improve our resources. Please scan and email a copy of this assessment to **[info@tracksafeeducation.com.au](mailto:info@tracksafeeducation.com.au)** or upload in the 'Feedback & Giveaways' section of **[tracksafeeducation.com.au](https://tracksafeeducation.com.au)**.


From the TrackSAFE Education team

This is a teacher reference to introduce the terminology used throughout the TrackSAFE Education lessons, and vocabulary which may be introduced through students' own investigations and enquiries. Words are listed in alphabetical order.

Word or phrase	Meaning	What it can look like <small>* Varies state to state</small>
<b>Ballast</b>	Rocks around the tracks and sleepers which help support the weight and vibrations of the train.	



Word or phrase	Meaning	What it can look like *Varies state to state
<b>Emergency Help button</b>	<p>A designated button which calls using a direct line to an officer who can speak directly to the person requiring help, ask questions and call for assistance from emergency services. Located on most train station platforms across Australia. Often linked to a CCTV camera which activates on button press.</p> <p>Should be used in emergencies to ask for help from:</p> <ul style="list-style-type: none"> <li>• Ambulance – e.g. sick or injured person</li> <li>• Police – e.g. when feeling unsafe due to being followed, a fight</li> <li>• Fire service – e.g. fire at station or surrounding area</li> <li>• Train control – e.g. to warn of potential fatal incident such as person on tracks</li> <li>• Similarly to the misuse of Triple Zero (000), penalties can apply for misuse.</li> </ul>	 

Word or phrase	Meaning	What it can look like *Varies state to state
Gap	<p>The space between a train and a platform which can vary in size, Variations exist, depending on the curve of the platform, the location of the carriage (end or middle of platform) and the make of train.</p> <p>The safety message 'Mind the gap' is often used to help prevent injuries from people falling into the gap.</p>	


## Level Crossing





A designated area on the road designed for vehicles to cross train tracks. Level crossing users are protected by a combination of one or more of the following safety features:



- Road sign (Railway Crossing)
- Stop/give way sign
- Stop line
- Warning lights (flashing)
- Warning bells (ringing)
- Boom gate
- Barrier/flag person
- No safety features (usually on private property e.g. farm)

Can be separate or adjacent to a pedestrian level crossing.






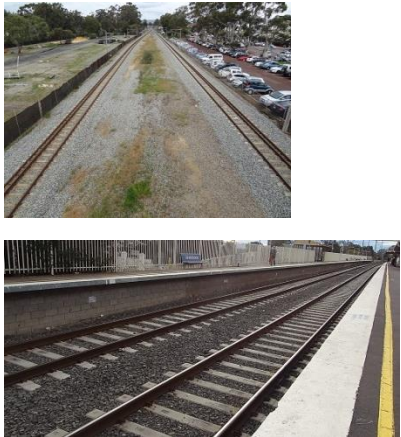
Word or phrase	Meaning	What it can look like *Varies state to state
<b>Overhead power lines</b>	<p>High voltage electrical wires which power electric trains. Highly dangerous due to the high voltage levels – can be between 1500V DC and 25 kV AC.</p> <p>Also known as overhead wires.</p>	

Word or phrase	Meaning	What it can look like *Varies state to state
<b>Pedestrian Level Crossing</b>	<p>A designated crossing area designed for use by pedestrians to cross train tracks. Pedestrian level crossing users are protected by a combination of one or more of the following safety features:</p> <ul style="list-style-type: none"> <li>• Road sign (Railway Crossing)</li> <li>• Other warning signs (e.g. DO NOT CROSS WHILE LIGHTS ARE DISPLAYED OR ALARM SOUNDING)</li> <li>• Warning lights (flashing)</li> <li>• Warning red man lights (flashing)</li> <li>• Warning bells (ringing)</li> <li>• Gate, boom gate or other barrier</li> <li>• Maze (to make people look left and right)</li> <li>• Stop line</li> <li>• Double lines to walk between</li> <li>• No safety features (usually on private property e.g. farm)</li> </ul> <p>Can be separate or adjacent to a level crossing.</p>	   


Word or phrase	Meaning	What it can look like <small>* Varies state to state</small>
<b>Platform</b>	A place for train passengers to stand while waiting for the train, which is at the same height as the train's floor area. Can be above ground or underground. Can be covered or open. Often features a slight slope towards the tracks to allow for water runoff.	
<b>Signals</b>	Lights which tell the train driver when to stop, use caution and go (similar to traffic lights).	



Word or phrase	Meaning	What it can look like * Varies state to state
<b>Sleepers</b>	Rectangular concrete or wooden supports for train tracks, which are laid perpendicular to (between) the tracks. Help spread the weight of the train and keep the tracks parallel.	
<b>Train</b>	<p>A large metal machine consisting of a driver's cabin and carriages. Can be used to transport passengers or freight such as goods, coal and cane. Modern trains are powered by electricity or diesel fuel. Older trains are powered by steam from coal fire.</p> <p>Have wheels which run on tracks. Only run in forward (not reverse) so driver switches ends when moving a train in the opposite direction.</p> <p>Also known as passenger train, freight train, goods train, coal train, cane train, diesel, and steam train.</p>	

Word or phrase	Meaning	What it can look like *Varies state to state
<b>Train station</b>	<p>A place where people catch a train.</p> <p>Also known as railway station or station.</p>	
<b>Train tracks</b>	<p>Two parallel steel rails designed to allow train wheels to roll forward and back. Usually supported by sleepers and ballast.</p> <p>Also called railway lines, train lines or tracks.</p>	



Word or phrase	Meaning	What it can look like <small>* Varies state to state</small>
<b>Yellow line (or white line)</b>	<p>A line made of yellow paint or tactile tiles, to warn people where the safe area of the platform finishes. Designed to protect people from being hit by a train or falling off the platform. Can also be used at a pedestrian level crossing for people to stop behind. Can also appear as double lines to walk between at a pedestrian level crossing.</p> <p><small>*Note: in South Australia, this line is white.</small></p>	

# TrackSAFE Education: High school student self-assessment

**Instructions for students:** Please complete this short survey to help TrackSAFE Education assess the Rail Safety for Schools program.

**Information for teachers:** 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 more than a month after completing a TrackSAFE Education unit of work or lesson. It helps us to see how the lessons impact on the students participating.

Teachers can complete the assessment on behalf of the whole class, or ideally students can complete it themselves (in groups or individually). Students who have difficulty reading/typing can draw their answers, and teachers can transcribe these pictures into words on their behalf.

Please note assessments completed online can not be reviewed by the teacher: please use the PDF copy provided should you wish to view the answers.

\* Required



## 1. What year or grade are you in at school? \*

Please choose your school year/grade level.

Mark only one oval.

- ☐ Year/Grade 7
- ☐ Year/Grade 8
- ☐ Year/Grade 9
- ☐ Year/Grade 10

## 2. What stage of the TrackSAFE Education lessons are you up to? \*

Mark only one oval.

- ☐ We have not started the lessons yet
- ☐ We have just finished the lessons
- ☐ We finished the lessons a month or more ago

## 3. If you have finished the TrackSAFE Education lessons, what learning area (subject) were the lessons in? \*

Ask your teacher to help you answer this if you are not sure.

Mark only one oval.

- ☐ English
- ☐ The Arts
- ☐ Health & Physical Education
- ☐ We have not started the lessons yet
- ☐ Other: .....

3. **If you have finished the TrackSAFE Education lessons, what learning area (subject) were the lessons in? \***

Ask your teacher to help you answer this if you are not sure.

Mark only one oval.

- ☐ English
- ☐ The Arts
- ☐ Health & Physical Education
- ☐ We have not started the lessons yet
- ☐ Other: .....

4. **What do you know about keeping safe around trains? \***

List all the different things or actions you can think of.

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5. **Why do these things/actions keep you safe around trains? \***

Explain all the different reasons you can think of. (Tip: use [Because...] or [So that...])

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6. **What have you done or made to keep yourself and others safe around trains? \***

List all the things you have done or made that you can think of.

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.....

7. How important do you think it is to keep yourself and others safe around trains? \*

Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
Not important at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely important

8. How much do you think your own actions affect keeping yourself and others safe around trains? \*

Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
My actions don't make any difference at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	My actions have a huge impact

**Students:** Thank you for your participation! Your answers will help your teacher understand how much you have learned about rail safety and help us keep our resources relevant.

**Teachers:** Sharing your assessment data with us will help us continually improve our resources. Please scan and email a copy of this assessment to [info@tracksafeeducation.com.au](mailto:info@tracksafeeducation.com.au) or upload in the 'Feedback & Giveaways' section of [tracksafeeducation.com.au](https://tracksafeeducation.com.au).

From the TrackSAFE Education team

# TrackSAFE Education: Program Evaluation

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 thank you for your time, we'll send you participation certificates and giveaways for your students: just register on our 'feedback and giveaways' page.

Please be as detailed and constructive as possible. Your answers will help us improve the units of work, and enable us to ensure TrackSAFE Education continues to provide teachers and students with appropriate resources and support in rail safety education.

\* Required



## 1. How did you hear about TrackSAFE Education?

(Please choose all that apply)

*Tick all that apply.*

- ☐ Colleague referral
- ☐ Web search
- ☐ Through booking an incursion/excursion run by a rail organisation
- ☐ Competition flyer/poster
- ☐ Teacher magazine or website
- ☐ Scootle
- ☐ For teachers, for students website
- ☐ Other teacher resource portal
- ☐ Other

## 2. What type of school do your students attend? \*

*Mark only one oval.*

- ☐ Government school
- ☐ Independent school
- ☐ Catholic school
- ☐ Home school
- ☐ Other:

## 3. What year/grade are the students in? \*

*Tick all that apply.*

- |   |                                  |
|---|----------------------------------|
| <input type="checkbox"/> Foundation (Prep/Kindergarten) | <input type="checkbox"/> Year 7  |
| <input type="checkbox"/> Year 1                         | <input type="checkbox"/> Year 8  |
| <input type="checkbox"/> Year 2                         | <input type="checkbox"/> Year 9  |
| <input type="checkbox"/> Year 3                         | <input type="checkbox"/> Year 10 |
| <input type="checkbox"/> Year 4                         | <input type="checkbox"/> Other   |
| <input type="checkbox"/> Year 5                         |                                  |
| <input type="checkbox"/> Year 6                         |                                  |

4. Which learning area (subject) resources did you use? \*

*Tick all that apply.*

- ☐ English
- ☐ The Arts
- ☐ Health & Physical Education

5. If you mixed units, please specify which lessons you used (e.g. English 1.1, 2.1, 3.1, HPE 3.2)

.....

## Content and design

6. Tell us what you think about the content and design of the unit of work overall. \*

*Mark only one oval per row.*

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
The teacher notes were easy to follow	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The unit of work flowed well from the first lesson to the last lesson	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The unit of work engaged the students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The unit of work sparked student interest in safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The unit of work made students enthusiastic about learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The unit of work met my needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The unit of work met the needs of my students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The program exceeded my expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The program design is suitable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The program design is an improvement on previous rail safety education programs I have seen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The program design is an improvement on other safety education programs I have seen (e.g. road safety, drug safety, anti-bullying)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Benefits for students

7. As a class, what changes did you notice in the students overall? \*

Mark only one oval per row.

	Significantly improved	Improved	Stayed the same	Decreased	Significantly decreased
Knowledge in the learning area content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge in rail safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Skills in the learning area content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Skills in rail safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attitudes towards the learning area content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attitudes towards rail safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Please elaborate on your answers above. \*

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9. The TrackSAFE Education unit of work helped students work towards the Australian Curriculum General Capabilities of... \*

(Please choose all that apply)

Tick all that apply.

- ☐ Literacy
- ☐ Information and Communication Technology (ICT) Capability
- ☐ Critical and Creative Thinking
- ☐ Personal and Social Capability
- ☐ Ethical Understanding
- ☐ Other: .....

10. Please elaborate on any of your answers above.

.....

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# Overall feedback

11. Would you recommend TrackSAFE Education to other teachers? \*

Mark only one oval.

- ☐ Yes
- ☐ No

12. Why/why not? \*

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13. How could we improve the program? \*

Please provide constructive feedback on any specific areas (e.g. lesson plans, teacher or student website, assessments) and your suggestions for improvement.

.....

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14. Please provide any general comments on TrackSAFE Education: Rail Safety for Schools. \*

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Thank you for your participation! Your feedback will help us continually improve our resources. Please scan and email a copy of this evaluation to [info@tracksafeeducation.com.au](mailto:info@tracksafeeducation.com.au) or upload in the 'Feedback & Giveaways' section of [tracksafeeducation.com.au](https://tracksafeeducation.com.au).

From the TrackSAFE Education team



## Media and Multimodal Texts

This resource accompanies the Years 7 & 8 and Years 9 & 10 English units of work. It is easiest to use this resource via your device or interactive whiteboard so you can click on the links provided (rather than printing).

The media and multimodal texts listed describe rail safety related incidents and initiatives under the following categories:

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**Trespass | Graffiti | Level Crossings | Points of view | Safety measures**

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Links to online texts are also available via our Media Library, in the high school student section of our website: <http://tracksafeeducation.com.au/students/high/media-library/media-reports/>.



### Teacher Alert

*The media and multimodal texts listed are intended for a high school audience. Included texts are listed for the purposes of critical analysis of texts from real life incidents, and are NOT intended to invoke shock or fear in students; or to portray a 'normalised' view that young people's behaviour is usually negative, inappropriate or irresponsible.*

*Please be aware that the contents of some of these texts involve incidents on the rail network which caused 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.*

## Trespass

### Teen survives train game

*Teen plays “chicken” with moving train.*

Illawarra Mercury, NSW; 9 Sep 2013

<http://www.illawarramercury.com.au/story/1761789/video-teen-plays-deadly-game-of-chicken/>

### Rail safety warning issued

*High school girls play chicken on tracks.*

The Examiner, TAS; 23 March 2013

<http://www.examiner.com.au/story/1384353/rail-safety-warning-issued/>

### Risking death – TasRail hits out

*Rail operator condemns group of young people behaving dangerously around trains.*

The Examiner, TAS; 9 July 2012

<http://www.examiner.com.au/story/157961/risking-death-tasrail-hits-out/>

### Jenna Betti, 14, killed after being sucked into train’s vacuum while retrieving her phone in California

*Teen trespassing on track dies trying to retrieve her phone.*

The Daily Telegraph, NSW; 5 March 2014

<http://www.news.com.au/world/jenna-betti-14-killed-after-being-sucked-into-trains-vacuum-while-retrieving-her-phone-in-california/news-story/709496d3cd10d947f023765cf1a5433d>

### A precious life lost in a moment of play

*Girl (9) killed died when she was hit by a fast-moving train.*

The Daily Telegraph, NSW; 27 January 2011

<http://www.dailytelegraph.com.au/news/sydney-news/a-precious-life-lost-in-a-moment-of-play/story-e6freuzi-1225995083943>

### Track trespass one of several – Community outrage at train teens

*Teenagers trespass using track as a short cut. Video*

Illawarra Mercury, NSW; 9 Sep 2013

<http://www.illawarramercury.com.au/story/1764890/video-community-outrage-over-train-track-trespass/>

### Train stopped

*Teenage girl trespassing on tracks delays trains.*

Maitland Mercury, NSW; 28 Aug 2012

(Not available online – check library catalogue or contact publisher)

### Girl's feet severed in Mclver train station horror accident *Teenage girl (16) injured trying to cross train lines at an intersection.*

Perth Now News, WA; 3 March, 2014

<http://www.perthnow.com.au/news/western-australia/girls-feet-severed-in-mciver-train-station-horror-accident/story-fnhocxo3-1226843455574>

### On a dangerous track

*People fail to understand the risk of trespassing on tracks.*

The Advocate, TAS; 12 July 2012

<http://www.theadvocate.com.au/story/154743/on-a-dangerous-track/>

### Rail death a tragic accident

*A cane train kills a man lying on the edge of a railway track.*

Sunshine Coast Daily, QLD; 27 Aug 2012

<http://www.sunshinecoastdaily.com.au/news/struck-and-killed-on-rail-line-fatal-cane-train/1519246/>

### Train checked after man climbs over wagons

*Train stopped when young man observed climbing over wagons.*

The Advocate, TAS; 5 April 2013

<http://www.theadvocate.com.au/story/1411012/train-checked-after-man-climbs-over-wagons/>

### **Train ride death risk**

*Train driver speaks out about teen train surfers.*

The Advocate, TAS; 16 January 2013

<http://www.theadvocate.com.au/story/1240393/train-ride-death-risk/>

### **Teenage fools risk their lives in train surfing madness at Mordialloc Station**

*Teenagers train surfing.*

The Courier, VIC; 27 March 2014

<http://www.heraldsun.com.au/leader/inner-south/teenage-fools-risk-their-lives-in-train-surfing-madness-at-mordialloc-station/news-story/c1cf1b91a879349457eda58c0ef5743a>

### **Boy, 13, killed by train while running across tracks at Riddells Creek railway station**

*Boy struck and killed as he ran across tracks trying to change platforms.*

The Advertiser, SA; 14 October 2013

<http://www.adelaidenow.com.au/news/boy-13-killed-by-train-while-running-across-tracks-at-riddells-creek-railway-station/news-story/c26f7c05506209b29f4dccb01280846c>

### **Sixteen year old killed by train named**

*Three friends out walking, a boy and a girl - crossed the railway line, but a third teenager was struck by a northbound freight train and died.*

New Zealand Herald, NZ; 17 December 2013

[http://www.nzherald.co.nz/rail-accidents/news/article.cfm?c\\_id=1500877&objectid=11174016](http://www.nzherald.co.nz/rail-accidents/news/article.cfm?c_id=1500877&objectid=11174016)

### **Train drivers shocked by acts of stupidity**

*Man and three children run in front of train.*

The Advocate, TAS; 6 February 2014

<http://www.theadvocate.com.au/story/2070290/train-drivers-shocked-by-acts-of-stupidity/>

### Man killed by train, children found wandering on highway

*Man killed taking short cut across track.*

The Age, VIC; 8 April 2014

<http://www.theage.com.au/nsw/man-killed-by-train-children-found-wandering-on-highway-20140408-369ne.html>

### Man hit by train wouldn't have heard it coming

*Mother urges parents to tell children 'don't listen to [head]phones while you're walking'."*

The Age, VIC; 27 November 2013

<http://www.theage.com.au/victoria/man-hit-by-train-wouldnt-have-heard-it-coming-20131127-2ya8d.html>

### Train windscreen smash

*The windscreen of a freight train was damaged by youths throwing rocks.*

Kilmore Free Press, VIC; 15 Jun 2012

(Not available online – check library catalogue or contact publisher)

## Graffiti

### Train death of tagger should spur education program

*NSW Coroner recommends increase in public funding for education programs about dangers of trespassing in the rail corridor.*

Inner West Courier, NSW; 29 January 2013

(Not available online – check library catalogue or contact publisher)

### 'It took a second and Tre's no longer with us': coroner rules on tagger's death

*A summary of the Coroner's court recommendations after death of graffiti vandal Tre Toman.*

The Sydney Morning Herald, NSW; 24 January 2013

<http://www.smh.com.au/nsw/it-took-a-second-and-tres-no-longer-with-us-coroner-rules-on-taggers-death-20130124-2d94m.html>

### Rail tagger's tragic talent

*Tagger (18) killed by train in railway underpass.*

The Daily Telegraph, NSW; 25 January 2013

<http://www.news.com.au/national/nsw-act/rail-taggers-tragic-talent/story-fndo4bst-1226561193870>

### Queensland Rail program stamps out graffiti at Hemmant train station

*Station master's engagement with students stops graffiti incidents - Queensland Rail's community education RESPECT initiative.*

Brisbane East News, QLD; 10 January 2014

<http://www.couriermail.com.au/questnews/southeast/queensland-rail-program-stamps-out-graffiti-at-hemmant-train-station/news-story/c891a9ffff07920dfc4e3ff2c72753c8>

### Graffiti express

*Graffiti attack tags new trains before they are in use.*

Newcastle Herald, NSW; 13 Oct 2012

(Not available online – check library catalogue or contact publisher)

### Buzz beats graffiti vandals

*State Rail [sic] trials high-pitched Mosquito devices designed to drive young people away from graffiti hot spots.*

The Daily Telegraph, NSW; 28 May 2013

<http://www.dailytelegraph.com.au/news/buzz-beats-graffiti-vandals/story-fni0cx4q-1226651709640>

### Vandals ignore safety advice

*Graffiti attacks continue on rail corridor.*

The Examiner, TAS; 26 March 2014

<http://www.examiner.com.au/story/2172557/vandals-ignore-safety-advice/>

### Graffiti vandal made bankrupt after failing to pay clean-up bill

*Refusing to pay a court imposed \$25,000 clean-up bill has resulted in the graffiti gang member responsible being made bankrupt.*

The Herald Sun, VIC; 15 November 2013

<http://www.heraldsun.com.au/news/law-order/graffiti-vandal-made-bankrupt-after-failing-to-pay-cleanup-bill/news-story/f8c9df396563502d0688eb22ae607bc4>

### Huge graffiti spree derails VLine train

*Graffiti wrecks a V/Line train carriage. Mural (25m) will cost thousands of dollars to scrub off.*

The Herald Sun, VIC; 24 April 2014

<http://www.heraldsun.com.au/news/victoria/huge-graffiti-sprees-derails-vline-train/news-story/830236eae506fc2d9f5bda4e75258815>

### Police investigate after vigilante films clash with train vandals in Melbourne

*Vigilante films train vandals and puts footage on YouTube.*

The Herald Sun, VIC; 11 June 2013

<http://www.heraldsun.com.au/news/victoria/huge-graffiti-sprees-derails-vline-train/news-story/830236eae506fc2d9f5bda4e75258815>

## **Level crossings**

### **Youth braked too late to stop fatal train collision**

*A teenager (17) collides with a commuter train at an uncontrolled rail crossing.*

Stuff Dominion Post, NZ; 18 Feb 2013

<http://www.stuff.co.nz/dominion-post/news/wairarapa/8316370/Young-girl-dies-as-teen-brakes-too-late>

### **Rail crossing horror smash near Morrinsville**

*Elderly driver (76) in collision with a freight train at protected level crossing with lights and bells in good working order.*

Waikato Times, NZ; 2 Jul 2012

<http://www.stuff.co.nz/waikato-times/news/7202571/Rail-crossing-horror-smash-near-Morrinsville>

### **Ballarat police baffled at pedestrian boom gate behaviour**

*Police amazed by the number of people who risked their lives by illegally crossing train tracks.*

Ballarat Courier, VIC; 14 June 2012

<http://www.thecourier.com.au/story/125569/ballarat-police-baffled-at-pedestrian-boom-gate-behaviour/>

### **Port Kembla crossing on track for safety**

*Education shown to be effective way of reducing danger as research shows accidents at level crossings are largely a driver behaviour issue.*

Illawarra Mercury, NSW; 21 Jun 2013

<http://www.illawarramercury.com.au/story/1586739/port-kembla-crossing-on-track-for-safety/>

### **Motorists urged to pay attention**

Police officers target motorists to come to a complete stop at level crossings without boom gates.

Katherine Times, NT; 14 Aug 2013

(Not available online – check library catalogue or contact publisher)



### **Killed by early train**

*Man died after being hit by a train.*

The Daily Telegraph, NSW; 21 Jun 2012

(Not available online – check library catalogue or contact publisher)

### **Knocked over hard on road to independence**

*Young disabled woman hit by train after wheelchair stuck in crossing. Different crossing surfaces are needed for the disabled.*

New Zealand Herald, NZ; 20 Mar 2013

[http://www.nzherald.co.nz/nz/news/article.cfm?c\\_id=1&objectid=10872345](http://www.nzherald.co.nz/nz/news/article.cfm?c_id=1&objectid=10872345)

### **Heroic attempts fail to stop rail accident**

*Rescuers try to pull trapped woman from wheelchair after chair becomes stuck in tracks.*

Waikato Times, NZ; 26 Feb 2013

(Not available online – check library catalogue or contact publisher)

### **Allansford man, 22, dies in railway crossing crash**

*Footballer dies when his vehicle collides with an empty goods train.*

The Standard, VIC; 20 March 2013

<http://www.standard.net.au/story/1375359/allansford-man-22-dies-in-railway-crossing-crash/>

### **Pair's lucky escape from train collision**

*Woman fails to observe train and drives into path of train.*

The Advocate, TAS; 16 August 2010

<http://www.theadvocate.com.au/story/687441/pairs-lucky-escape-from-train-collision/>

### **North's drivers run rail crossing gauntlet**

*The North has by far the highest number of boom gate accidents outside of metropolitan areas.*

Townsville Bulletin, QLD; 11 March 2014

<http://www.townsvillebulletin.com.au/news/norths-drivers-run-rail-crossing-gauntlet/news-story/3779b4ead0d5b53d368a0e3e0dcba7d7>

## Points of view

### Other perspectives on impact and trauma after a rail incident or collision

#### When their world turned upside down

*A parent describes the effect of the death of her daughter (9) who had climbed onto the railway track and was hit by an express train.*

Illawarra Mercury, NSW; 11 June 2011

<http://www.illawarramercury.com.au/story/635737/more-heartache-for-grieving-mum/>

<http://www.illawarramercury.com.au/story/634160/coledale-grieves-for-little-girl-hit-by-train/>

#### Victim's mother wants reparation

*The mother of a young woman who was hit by a train when her wheelchair got stuck at a railway crossing says people are responsible for the tragedy and should pay reparation.*

New Zealand Herald, Auckland; 20 Mar 2013

[http://www.nzherald.co.nz/nz/news/article.cfm?c\\_id=1&objectid=10872358](http://www.nzherald.co.nz/nz/news/article.cfm?c_id=1&objectid=10872358)

#### Editorial

*Train drivers' trauma caused by reckless decision making of others.*

The Advocate, TAS; 1 Apr 2013

(Not available online – check library catalogue or contact publisher)

#### Death on the rails: Flinders train driver tells of trauma

*Train driver describes his experiences and nightmares.*

The Advocate, TAS; 9 August 2013

<http://www.theadvocate.com.au/story/1695356/death-on-the-rails-flinders-train-driver-tells-of-trauma/>

#### TasRail plea after fatal crash

*TasRail reiterates plea for motorists to take care at both passive and active crossings and to think about the experience of the train driver approaching a level crossing.*

The Examiner, TAS; 6 May 2012

<http://www.examiner.com.au/story/86391/tasrail-plea-after-fatal-crash/>

### **Hospital staff set up critical care demo**

*Young farmer (18) describes time in critical care after being hit by a train when driving a tractor.*

Waikato Times, NZ; 14 Jun 2012

<http://www.stuff.co.nz/waikato-times/farming/fieldays/7100707/Hospital-staff-set-up-critical-care-demo>

### **Agencies pass buck in taking any blame**

*Kiwi Rail takes the blame for last month's tragic accident at Morningside.*

New Zealand Herald, NZ; 20 Mar 2013

[http://www.nzherald.co.nz/business/news/article.cfm?c\\_id=3&objectid=10872346](http://www.nzherald.co.nz/business/news/article.cfm?c_id=3&objectid=10872346)

### **Train pranks rile drivers parents asked for help [sic]**

*Tasmanian train drivers fed up with vandalism on tracks during school holidays.*

The Mercury, TAS 22 April 2014

<http://www.themercury.com.au/news/tasmania/train-pranks-rile-drivers-parents-asked-for-help/news-story/6bc3cbf8a52abcfce57beee14f5d1dfa>

## Safety measures

### Technologies, strategies and education

#### Blog: Rail Life

*It's your journey. Get up to speed on the railway and get the facts on staying safe.*

<http://rail-life-talk.tumblr.com/>

#### Push for safer level crossing technology

*A radio break-in system that warns vehicles to stop as they approach level crossings is being considered to make level crossings safer.*

The Herald Sun, VIC; 16 September 2012

<http://www.heraldsun.com.au/news/national/push-for-safer-level-crossings-technology/news-story/1c4797da3ea42587613273795f423171>

#### Safety bid on track

*Radio break-in technology "hacks" car stereos as they approach rail crossings to broadcast safety messages.*

Townsville Bulletin, QLD; 02 Apr 2013

(Not available online – check library catalogue or contact publisher)

#### Hi-tech crossings

*New safety measures and warning signs, trialled at level crossing.*

The Chronicle (Toowoomba), QLD; 30 Mar 2013

(Not available online – check library catalogue or contact publisher)

#### Hopes radio puts an end to railway crossing close calls

*Pixie radio technology break-in system is trialled at the Malu Quarry Rd level rail crossing.*

The Chronicle, QLD; 20 December 2013

<http://www.thechronicle.com.au/news/potentially-life-saving-radio-technology-is-being-/2120644/>

### Audible warning at Grandchester crossing

*New audible alarms support sight-impaired teen remain active in the community.*

Moreton Border News, QLD; 14 Jun 2013

(Not available online – check library catalogue or contact publisher)

### Pollies had crossing their sights for Brendan

*Local railway crossing has audible alarms installed.*

Queensland Times, QLD; 30 May 2013

<http://www.qt.com.au/news/pollies-had-crossing-in-their-sights-for-brendan/1887864/>

### Rail crossing signs 'need replacing'

*Coroner recommends all Tasmania's railway crossing signs be replaced following an investigation into the death of a man at a railway crossing.*

The Examiner, TAS; 4 Sep 2013

(Not available online – check library catalogue or contact publisher)

### Editorial: Rail crossing separation must be part of the final plan

*A safe and efficient central city rail transport requires a complete "grade separation" of rail, road and foot traffic. This will involve funding for pedestrian overpasses, street closures, rail cuttings or tunnels.*

New Zealand Herald, NZ; 01 Mar 2013

[http://www.nzherald.co.nz/nz/news/article.cfm?c\\_id=1&objectid=10868414](http://www.nzherald.co.nz/nz/news/article.cfm?c_id=1&objectid=10868414)

### Safety focus

*Queensland Rail's Community Engagement team remind local residents not to ignore signs, lights and boom gates at level crossings.*

The Advocate (Ayr), QLD; 29 Jun 2012

(Not available online – check library catalogue or contact publisher)

### Trains can't stop quickly you can

*Rio Tinto supports Rail Safety week.*

Pilbara News, WA; 31 Jul 2013

(Not available online – check library catalogue or contact publisher)

### Rail warning after teen girl killed

*KiwiRail urges people to be cautious around rail lines. "Every single death or injury on the railway network is avoidable if people approaching it actively recognise the hazards that exist and obey the warning signs and signals."*

New Zealand Herald, NZ; 18 Feb 2013

(Not available online – check library catalogue or contact publisher)

### Rail safety team

*Queensland Rail's community engagement team visits shopping centre to drive home the message that ignoring level crossings could be potentially deadly.*

The Chronicle (Toowoomba), QLD; 28 Aug 2012

(Not available online – check library catalogue or contact publisher)

### New safety system at rail crossings

*New safety measures and warnings will be trialled at rail level crossings near Ipswich and Toowoomba to curb near-misses and commuter disruptions.*

The Queensland Times, QLD; 1 Apr 2013

<http://www.qt.com.au/news/new-safety-system-trial-at-rail-level-crossings/1812209/>

### Police safety drive

*Police target known trouble spots on Melbourne's rail network after a teenager was killed by a train while walking on rail tracks, despite the train sounding its whistle. A pair of headphones was found close by.*

The Saturday Age, VIC; 30 Jun 2012

(Not available online – check library catalogue or contact publisher)

### Don't go off the rails

*Footy fans attending the Grand Final urged to take care as new figures reveal an average of one person a week is hit by Melbourne trains and trams.*

The Herald Sun, VIC; 27 Sep 2013

(Not available online – check library catalogue or contact publisher)

### Farmers warned to watch for trains

*Farmers advised to take safety precautions when working next to active railways during busy harvest season.*

Terang Express, VIC; 05 Dec 2013

(Not available online – check library catalogue or contact publisher)

### Fatal crash crossing upgrade

*Railway crossing in recent fatality has been earmarked for an upgrade with flashing lights and boom barriers.*

Warnambool Standard, VIC; 20 Mar 2013

<http://www.standard.net.au/story/1375169/fatal-crash-crossing-due-for-safety-upgrade/>

### Sucrogen's safety concern

*School holidays a high risk time for cane trains.*

Whitsunday Guardian, QLD; 27 Jun 2012

(Not available online – check library catalogue or contact publisher)

### Look out for cane trains

*School holidays a high risk time for cane trains.*

Daily Mercury, QLD; 28 June 2012

<http://www.dailymercury.com.au/news/look-out-for-cane-trains/1433205/>

### Cane rail safety

*Parents reminded to tell children about danger from cane trains.*



Tully Times, QLD; 28 Jun 2012

(Not available online – check library catalogue or contact publisher)

### **Pedestrians risk lives to cross tracks**

*Victoria Police and V/Line launch a blitz on pedestrian and motorist behaviour around level crossings after a string of recent incidents and near-misses on train tracks.*

Ballarat Courier, VIC; 15 June 2012

(Not available online – check library catalogue or contact publisher)

### **Daredevils still putting lives at risk**

*TasRail urge public to take care as train drivers report many concerning incidents on and around the tracks.*

The Advocate, TAS; 1 Apr 2013

<http://www.theadvocate.com.au/story/1400296/daredevils-still-putting-lives-at-risk/>

### **Crossing safety to get boost**

*GPS technology used to warn drivers of approaching trains.*

The Advocate, TAS; 1 Apr 2013

(Not available online – check library catalogue or contact publisher)

### **Werribee rail black spot changes urged on level crossing**

*Changes recommended to dangerous level crossing after accident.*

The Age, VIC; 26 December 2013

<http://www.theage.com.au/victoria/werribee-rail-black-spot-changes-urged-on-level-crossing-20131225-2zwo9.html>

### **In the driving seat to cut rail crossing death toll**

*Coroner's report calls for safety systems that will support the road user to make safer decisions at level crossings.*

The Age, VIC; 22 October 2013

<http://www.theage.com.au/comment/in-the-driving-seat-to-cut-rail-crossing-death-toll-20131022-2vyll.html>

### Putting rail safety on the right track

*New wireless technology development allows all vehicles to communicate and exchange information creating 360-degree driver awareness at level crossings.*

The Age, VIC; 21 September 2010

<http://www.theage.com.au/national/education/putting-rail-safety-on-the-right-track-20100920-15jjv.html>

### Here's how 472 of us were almost crossed out

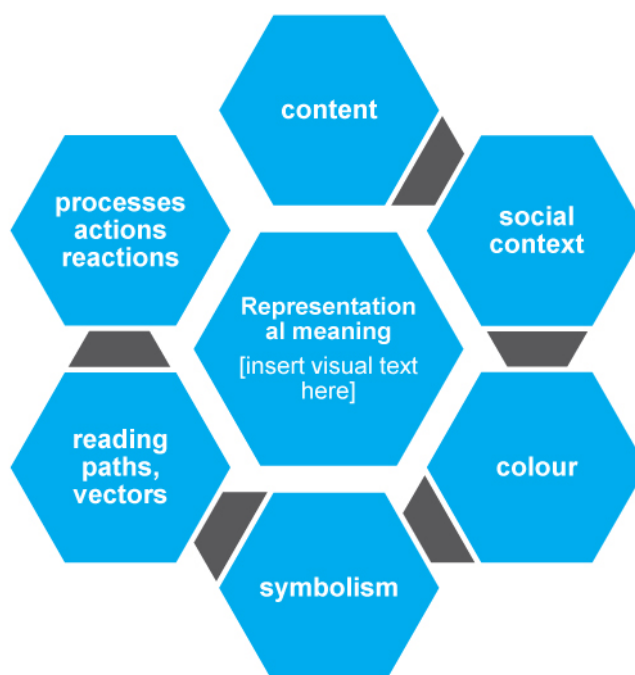
*Queensland Rail's new campaign to raise awareness of safety at level crossings uses crosses to represent 472 recorded near-misses at level crossings.*

MX Brisbane, QLD; 27 Jun 2012

(Not available online – check library catalogue or contact publisher)

## Question Prompts for Analysing Visual and Multimodal Texts

### 1. Representational meaning



#### Representational meaning prompts

**Content:** What is the text about? What is the purpose of the text? What is the subject of the text? Who can you see? What can you see? Who or what is in the text and/or represented by the text? Who has been excluded or marginalised in the text? How would the meaning of the text alter if one of these subjects were removed or changed?

**Processes – actions and reactions:** What is going on? What is happening in the text? How is it happening? What transactions/exchanges are shown? Who or what is involved in the transaction? Who is acting? Who is reacting? Who or what are they reacting to? How are they reacting? Is the interaction realistic or exaggerated? How would the meaning of the text alter if one of these actions or interactions were removed or changed in some way?

**Social context:** When and where was the text created? Who is/was the intended audience? Think about context of the text in terms of the time, place, culture and society. How would our understanding of the text shift if the social context for the image was removed or altered?

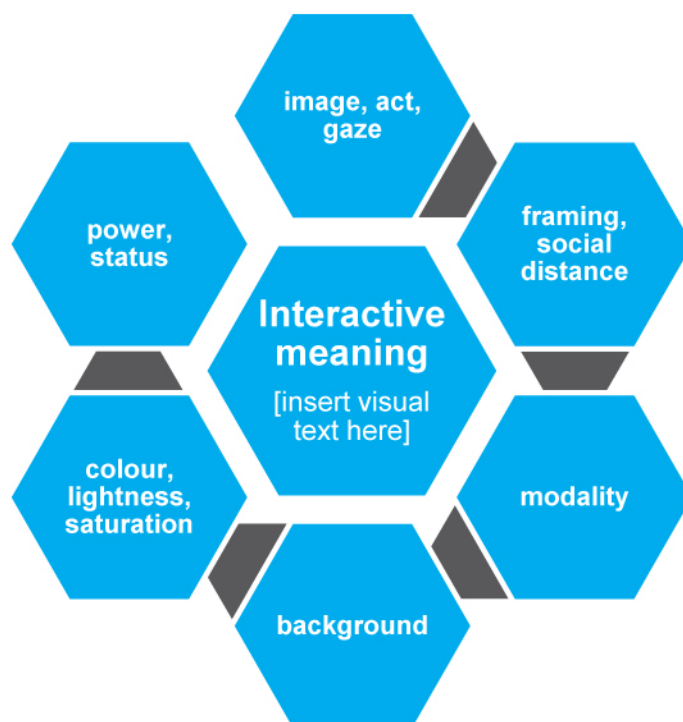
**Reading paths and vectors:** What is the reading path in the text? (Usually starts with the most salient image moving to least salient – left to right, top to bottom.) Think about the lines (vectors)

that draw the viewer's eye along reading paths towards identified focal points. Where are your eyes drawn to? What vectors (visible/invisible lines) lead you from one participant to another? (Gaze, protrusions, gesture can indicate a vector.) What focal point/s for the vectors can you identify? How are these vectors used to frame the subject of the text? How would our understanding of the text alter if a vector were removed or altered, changing the reading path?

**Colour:** What colours are used in the text? How are the colours used (and/or organised) in the text? Why are the colours used (and/or organised) in this way? Are the colours used to symbolise something (a culture, emotion, brand, product); create mood, impact or contrast; or attract attention? How do the colours make you feel? How would our understanding of the text alter if one or more colours were removed or altered?

**Symbolism:** What symbols are identified in the text? How are symbols used in the text? Look for symbolic images, logos, language, typography, colours and shapes used to represent ideas. How would our understanding of the text alter if the symbols were removed or altered?

## 2. Interactive meaning



### Interactive meaning prompts

Within the text and between the text and the viewer:

**Image, act and gaze (demand/offer):** How does the composer use gaze to engage with the viewer of the text? Does the subject's gaze demand attention? For example, does the subject simulate direct attention by looking (gazing) directly at the viewer of the text? Or is the subject's gaze an offer – ambiguous, open to diverse interpretation? What is the emotion and/or the relationship expressed in the gaze? What does the gaze suggest about how the subjects feel? What does the gaze suggest about the relationship between subjects in the text?

**Framing and social distance:** What is framed within the visual field of the text? How is framing used within the visual field of the text to create social distance? How does the framing let you determine the social distance between subjects in the visual field? How much space is shown between the characters? What is suggested by characters who are close to (or far away from) each other? Is the relationship between subjects private or public? Does the framing include or exclude subjects within the visual field? Does the framing allow the interactions to be viewed from a public perspective (long shot); a social perspective (full shot); a personal perspective (medium shot); or an intimate perspective (close- up shot)? Look for any internal or external framing. Is it

framing for enclosure (strong framing) or framing for openness (weak framing)? Is it framing designed to isolate part of the visual field or is it framing designed to include?

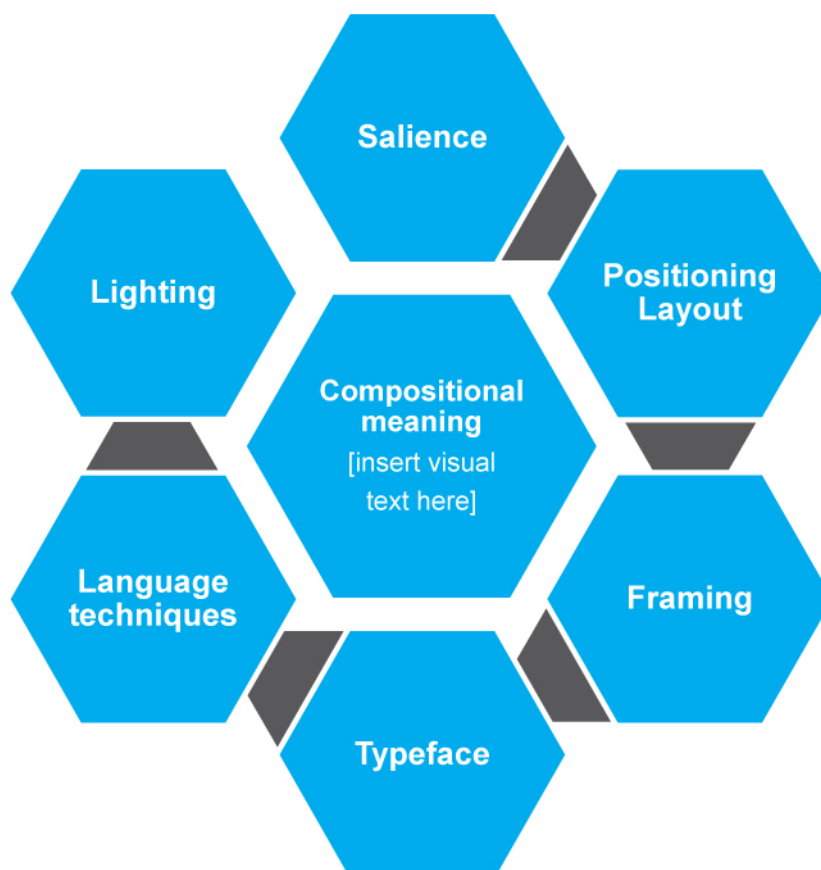
**Modality:** What level of realism is suggested by the text? What level of realism is suggested by the modalities of the different images and backgrounds within the text? Are the images drawn realistically with great detail – to make them seem more real, in the present or factual (high modality)? Do the images lack detail – to make them seem vague or abstract, from a fantasy, an idealised world or fictional future (low modality)? Are different modalities used within the visual field of the text?

**Background:** Is the background contextualised or non-contextualised? Is the context cultural, historical, situational or personal? Does the context provide clues as to the place, time and/or setting? What is the modality of the background – is it real or abstract? How does the context or lack of context of the background interact with the other images and shapes in the text?

**Colour, lightness and saturation:** How is colour, lightness or saturation used to create an interaction between different elements in the visual text? How is colour, lightness or saturation used to create an interaction between the text and the viewer? For example, warm colours bring the viewer closer; cool colours keep the viewer at a distance. A feeling of heat is created by using overexposed colours; a feeling of coolness or isolation by using underexposed colours. What is the degree of brightness across the text? Is the brightness evenly distributed across the text? What is the direction of the light source? (Shadows suggest concealment; bright light suggests hope or significance; soft lighting suggests romance.) How are shade, shadow and light used to indicate time of day? How is brightness, shade or shadow used to make parts of the text stand out?

**Power and status:** How are power and status demonstrated by the interactions and relationships suggested within the text? How are power and status suggested between the text and the viewer? How does the text make you feel? Are you dominated, abused, revered or applauded by the text?

### 3. Compositional meaning



#### Compositional meaning prompts

**Salience:** What is the first thing you notice when you look at the image? (Size, focus, colour and distance can give visual weight to a participant.) What catches your attention? Which subject do you see first? What is its size in relation to other subjects in the field of view – larger or smaller? Where is the subject positioned - in the background or foreground? What is the subject's colour/brightness in relation to the other subjects and background in the text? What are the reasons why this subject is the salient image for the text?

**Positioning and layout:** Where are the different text elements positioned – top/bottom, centre/margins, left/right? Are they in the foreground, mid-ground or background? How are the elements arranged with respect to each other – juxtaposition? Are different text elements close together or far apart? Are different elements in the top third, middle third or bottom third? (Rule of Thirds). What angle are the participants viewed from? (Vertical angle determines power – viewed from above suggests the viewer is in a position of power, viewed from below suggests participant

has power over the viewer, viewed straight on suggests equality between participants and viewer.) Which position increases the prominence/dominance of the participants? Which position decreases the importance/dominance of the participants? Which position changes the focus of the visual text? Where is the first place/last place the eye looks on a visual text? Think about the layout of the elements in terms of balance, proportion, shape, and use of space. How does the position of whitespace affect the text?

**Framing:** What is framed within the visual field of the text? How is framing used within the visual field of the text to create strong and weak subjects? Does the framing include or exclude the viewer? What perspective does the framing encourage in the viewer of the text – a public perspective (long shot); a social perspective (full shot); a personal perspective (medium shot); or an intimate perspective (close- up shot)?

**Typeface:** How does the use of font, capitals/lower case, size, weight, italics, bold make parts of the visual text prominent or less prominent?

**Language techniques:** How are language techniques used to communicate different messages in the text – the use of repetition, imperative, puns, alliteration, pronouns (that exclude or include), rhetorical questions, emotive language, jargon, parallel construction, slogan, minor sentences, contractions, colloquialisms, metaphors, similes, etc.?

**Lighting:** What are the differences between light and dark within and across the visual text? Are the differences in lighting strong, weak or minimal?



# Information for parents & carers

## Dear Parent/Carer

You may be receiving this letter because your child or teen is learning about rail safety at school. We encourage you to take an interest in and be involved in the TrackSAFE Education: Rail Safety for Schools program. What you say and do really matters.

## What we model matters

As adults we have an important role to play in all keeping young people safe. What we say and what we do around trains, trams, tracks and level crossings matters. Students learn how to manage their safety near trains, tracks and pedestrian level crossings from the messages and practices of all members of the school community. This includes parents, other students, family members, teachers, police and rail authorities.

Trains and trams surprise us. They are surprisingly fast, surprisingly quiet and surprisingly heavy. We do not hear them coming, they move great distances in short lengths of time, and they can take a long time to stop. It matters that as parents and carers we:

- STOP LOOK LISTEN THINK and only cross train or tram tracks at designated crossings;
- Use the signs, lights and bells to cross safely;
- Always walk in safe areas away from tracks;
- Stand and walk well behind the yellow or white line on the platform to avoid being knocked over by passing trains or trams, or onto the tracks by other passengers;
- Remove headphones and pause a phone conversation before crossing tracks.



## How students learn matters



It matters that we find time to listen to and talk with young people about how best to manage the influence of peer pressure, the effects of headphones and hoodies on what we can hear, and any other distractions that can put us in danger in a rail environment.

However, simply knowing about how to keep safe around trains and tracks does not necessarily mean that young people, especially when they are in the company of other young people, will act in ways that keep themselves safe.

### Why does rail safety education matter?

35% of people seriously injured in train collisions are young people.

Most incidents are preventable.

Quality, deep learning from a young age can help.

### How TrackSAFE Education works

Our program encourages students to actively and skilfully identify and explore the rail safety challenges for young people within their local community. The learning process is teacher led, student centred and

designed to be integrated into the Australian Curriculum learning areas of English, The Arts (Drama) and Health & PE.

By working together to explore, develop and act on local solutions to local problems, students can directly influence their own safety, and the safety of other young people, in and around rail environments. TrackSAFE Education enables students to develop capabilities for keeping themselves and their friends safe.

### Get involved!

The teacher can give you ideas on how you can best support the specific lessons they are doing at school. You can also encourage your child or teen to visit our student pages at [tracksafeeducation.com.au](http://tracksafeeducation.com.au) to learn more about rail safety at home.

For further information please visit our website at [tracksafeeducation.com.au](http://tracksafeeducation.com.au) and click on 'parents and community', or contact us at [info@tracksafeeducation.com.au](mailto:info@tracksafeeducation.com.au).

**We thank you for making rail safety a priority in your family.**

**Keep the  
rail safety  
conversation  
going!**



**#railsafety**  **tracksafeeducation**  **@TrackSAFEed**

*Please note you assume responsibility for sharing your child/a child in your care's images.*

Dear Parent/Carer

Your student is participating in TrackSAFE Education: Rail Safety for Schools, a rail safety education initiative designed for students to learn about train and track safety.

We ask teachers to take photos and/or film their students participating in the lessons, and/or samples of their work. We provide a secure upload facility for teachers to share these items with us. We will use the photos, videos and student work samples to promote your school and your student's achievements to the community, and to promote the program to teachers across Australia via our website, social media and other forums, such as at teacher conferences. They can also help us review and evaluate the resources to ensure they continue to meet the needs of schools.

The school is seeking your permission to photograph and/or film your student during their participation in the lessons, and to share their work with us. We have attached a permission slip which you need to return to the teacher by the date requested.

If you have any questions, please ask the teacher or feel free to contact us at [info@tracksafeeducation.com.au](mailto:info@tracksafeeducation.com.au). You can also visit our website at [tracksafeeducation.com.au](http://tracksafeeducation.com.au) for further information, and to see how student images, videos and work samples are used.

Kind Regards  
The TrackSAFE Education Team  
A TrackSAFE Foundation initiative

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(Please tick the applicable response)

☐

I give permission for the teacher to take photos/video of my student and samples of their work and submit them to TrackSAFE, who will use them to share with the community; evaluate and promote the TrackSAFE Education: Rail Safety for Schools program.

☐

I **do not** give permission for photos of/videos of/work samples from my student to be taken and shared with TrackSAFE.

Student Name \_\_\_\_\_ Date \_\_\_\_\_

Name \_\_\_\_\_ (Parent/Carer) Signed \_\_\_\_\_ (Parent/Carer)

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