

Teacher Notes

The Arts Teaching and Learning

This unit of work is a three lesson sequence designed using the Australian Curriculum: The Arts Foundation to Year 10. It aims to develop and enhance students' imaginations and creativity through individual and collaborative means using voice, body, and instruments in visual and performance art.

These lessons complement the units of work for English, where students will already have developed the necessary vocabulary. These lessons will be particularly valuable when catering for the different student learning styles within the classroom.

It is intended that these lessons can be used by classroom teachers and Music, Visual Arts and Drama specialists wherever possible.

School proximity to trains and tracks, and student experiences will be varied. The TrackSAFE Education photos and video provided on our [student site](#) will allow teachers to extend and enrich lessons where a visual cue is needed. A glossary of terms has been provided. Teachers should be aware that infrastructure can vary across Australia as such, a variety of images are available. The basic elements are consistent with the exception of platform line colour in South Australia. South Australian teachers should refer to the 'white line' whenever 'yellow line' is mentioned.

Teachers of students with disability should adjust the following learning sequence and/or use appropriate learning activities included in other year levels' sequences to ensure that the learning is meaningful for their students' individual needs, strengths and interests. Further information is available in *Student Diversity and the Australian Curriculum Advice for principals, schools and teachers*. <http://www.australiancurriculum.edu.au/StudentDiversity/Students-with-disability>

Assessment – The Arts

Lessons have been designed using the Australian Curriculum: The Arts Foundation to Year 10. Opportunities for assessment for, as and of learning throughout the lessons will assist teachers in reporting progress and achievement of students in Drama, Music and Visual Arts.

Australian Curriculum: The Arts F-10 Applicable Content Descriptors

Foundation, Year 1 and Year 2

Drama

- Explore role and dramatic action in dramatic play, improvisation and process drama ([ACADRM027](#))
- Use voice, facial expression, movement and space to imagine and establish role and situation ([ACADRM028](#))
- Present drama that communicates ideas, including stories from their community, to an audience ([ACADRM029](#))
- Respond to drama and consider where and why people make drama, starting with Australian drama including drama of Aboriginal and Torres Strait Islander Peoples ([ACADRR030](#))

Music

- Develop aural skills by exploring and imitating sounds, pitch and rhythm patterns using voice, movement and body percussion ([ACAMUM080](#))
- Sing and play instruments to improvise, practise a repertoire of chants, songs and rhymes, including songs used by cultural groups in the community ([ACAMUM081](#))
- Create compositions and perform music to communicate ideas to an audience ([ACAMUM082](#))
- Respond to music and consider where and why people make music, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples ([ACAMUR083](#))

Visual Arts

- Explore ideas, experiences, observations and imagination to create visual artworks and design, including considering ideas in artworks by Aboriginal and Torres Strait Islander artists ([ACAVAM106](#))
- Use and experiment with different materials, techniques, technologies and processes to make artworks ([ACAVAM107](#))
- Create and display artworks to communicate ideas to an audience ([ACAVAM108](#))

TrackSAFE Aims For This Unit of Work

The aim of this unit of work is for students to learn and engage in meaningful lessons in The Arts with a train and track safety focus.

For all students, from those who have regular exposure to trains or tracks, to those who have no exposure to trains or tracks at all, it is important to learn and practise rail safety actions. All students should be well prepared so they know what to do to keep themselves safe around train tracks and why these safety actions are so important.

Students of this age and stage of development must be supervised by an adult at all times when around train tracks, whether on a platform or at a pedestrian level crossing. They should walk while holding hands and be given prompts by the supervising adult about safe places to walk and stand (e.g. behind the yellow line). They should practise procedures for crossing at a pedestrian level crossing (STOP, LOOK, LISTEN, THINK). Supervising adults should be aware that sudden occurrences may cause a student to act impulsively without consideration of the safety consequences, for example a dropped ball or other item onto tracks may cause the student to attempt to retrieve it. Procedures for how to manage these occurrences should be reinforced (e.g. ask for help from staff, press the emergency help button).

TrackSAFE Outcomes

By the end of this unit of work, students should be able to:

- identify and describe the physical elements of the train network (pedestrian level crossing, train tracks, platform etc.) and their purpose
- describe how adults keep us safe near trains or train tracks, and why they do those things
- describe what they themselves need to do to stay safe on the train network, and why they need to do those things
- teach others how to stay safe near trains and tracks

Assessment of TrackSAFE Outcomes

Whilst the learning activities in this unit of work are focussed on The Arts achievement standards, it has ultimately been developed specifically to improve students' knowledge, skills and attitudes around train and track safety.

Measuring change in student understanding, skills, and attitudes against the TrackSAFE Outcomes will help you to track student progress and assess the benefits of completing this unit of work in your classroom from a train and track safety perspective.

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>
<p>Ballast</p>	<p>Rocks around the tracks and sleepers which help support the weight and vibrations of the train.</p>	

Word or phrase	Meaning	What it can look like *Varies state to state
<p>Emergency Help button</p>	<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"> • Ambulance – e.g. sick or injured person • Police – e.g. when feeling unsafe due to being followed, a fight • Fire service – e.g. fire at station or surrounding area • Train control – e.g. to warn of potential fatal incident such as person on tracks • Similarly to the misuse of Triple Zero (000), penalties can apply for misuse. 	 

Word or phrase	Meaning	What it can look like <small>* Varies state to state</small>
<p>Gap</p>	<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.

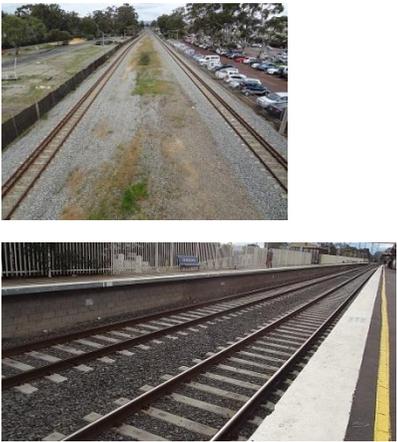


Word or phrase	Meaning	What it can look like <small>* Varies state to state</small>
<p>Overhead power lines</p>	<p>High voltage electrical wires which power electric trains. Highly dangerous due to the high voltage levels – can be between 1500V DC and 25 kV AC.</p> <p>Also known as overhead wires.</p>	

Word or phrase	Meaning	What it can look like *Varies state to state
<p>Pedestrian Level Crossing</p>	<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"> • Road sign (Railway Crossing) • Other warning signs (e.g. DO NOT CROSS WHILE LIGHTS ARE DISPLAYED OR ALARM SOUNDING) • Warning lights (flashing) • Warning red man lights (flashing) • Warning bells (ringing) • Gate, boom gate or other barrier • Maze (to make people look left and right) • Stop line • Double lines to walk between • No safety features (usually on private property e.g. farm) <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>
<p>Platform</p>	<p>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.</p>	
<p>Signals</p>	<p>Lights which tell the train driver when to stop, use caution and go (similar to traffic lights).</p>	

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

Word or phrase	Meaning	What it can look like <small>* Varies state to state</small>
<p>Yellow line (or white line)</p>	<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>*Note: in South Australia, this line is white.</p>	

Lesson 1: Visual Arts

The Arts Curriculum links

Visual Arts

- Explore ideas, experiences, observations and imagination to create visual artworks and design, including considering ideas in artworks by Aboriginal and Torres Strait Islander artists ([ACAVAM106](#))
- Use and experiment with different materials, techniques, technologies and processes to make artworks ([ACAVAM107](#))
- Create and display artworks to communicate ideas to an audience ([ACAVAM108](#))

TrackSAFE outcomes of this lesson

Students should be able to:

- **Describe** what they themselves need to do to stay safe on the train network
- **Explain** why they need to do those things to stay safe on the train network

1.0 Whole class learning session (25mins)

Lines for staying safe

Preparation/resources: Photos of platform lines and Pedestrian Level Crossing lines (printed or shown on an IWB: see Media Library on [student website](#)), yellow tape or chalk.

Explore lines in real life. Where can you see them? What form do they take (curved, straight, circular etc.)? Go for a quick walk in the playground to identify places where lines have been drawn. Describe their purpose in communicating an action (e.g. wait at the canteen line, line up for class, stay in the boundary of the court, out of bounds, don't let the ball go over etc.).

Back in the classroom show some photos of platform lines and pedestrian level crossing lines from the Media Library on the [student website](#). Discuss the colour and placement of the lines, what they represent (reinforce safety actions and why they are necessary) and introduce the terms 'behind' and 'between'.

For the following activities, use coloured tape or chalk.

- **Platforms.** Place a single yellow line on the floor (and white lines parallel to it) to represent the end of the platform (and the train tracks). Students should practise standing and walking **behind** the yellow line.
- **Pedestrian Level Crossings.** Place two parallel white lines to represent the train tracks and perpendicular to these, two parallel yellow lines. Mark pedestrian gates at each end of the parallel yellow lines on the floor. Students should practise walking **between** the yellow lines from pedestrian gate to pedestrian gate.

As students practise, discuss why these two actions are important for staying safe around trains and tracks.

Activity

The following activity is designed as a whole class activity.

Activity 1.1 Representing ideas visually (25mins)

Preparation/Resources: Art media (paint, crayons or marking pens), large sheets of paper with either a yellow line (e.g. using paint or tape)/a line for the edge of the platform and two lines for the train tracks; or two parallel yellow lines and perpendicular lines for the train tracks.

Develop a learning intention and success criteria for representing ideas visually.

Introduce students to some of the elements and principles used when artists represent ideas visually.

Demonstrate and or share examples of the way artists use the elements of line, point, texture, and or colour in a work. Talk about the use of principles like balance, rhythm, tension, or contrast. Suitable work includes that of Australian artist Ildiko Kovacs who creates large colourful works with thick lines and well defined shapes to represent ideas visually.

Ask students to:

- **Draw/paint** a picture from the viewpoint of looking down. Their painting should show a train or track safety action representing either:
 - the yellow line on the platform, their feet and any other part of themselves they can see, the edge of the platform and the train tracks, or
 - the parallel yellow lines crossing the train tracks and their feet walking between the pedestrian level crossing gates.
- **Reflect** on how well they have met the success criteria for representing ideas visually, and any next steps.
- **Write** a TrackSAFE action underneath the picture (e.g. stay **behind** the yellow line on the platform, or walk **between** the yellow lines at the pedestrian level crossing).

Extension: Look at another artist's viewpoint of the yellow line in Yellow Lines Flower Painter by Banksy: <http://www.stencilrevolution.com/banksy-art-prints/yellow-lines-flower-painter/>. What can you see? Why do you think it is like that? What does it make you wonder? What safety instruction do you think Banksy might have written beside his artwork?

Look at the work of other artists focused on exploring how 'lines' are used to express feelings, e.g. "Streak" by Bridget Riley, "Actor Dancing" by Torri Kiyotada, 'Composition with Red, Yellow, and Blue' by Piet Mondriaan, "Beat Bop" by Basquiat and the regular, contrasting coloured stripes that feature in artworks by Daniel Buren.

1.2 Whole class sharing (10mins)

Preparation/resources: None

Students have the opportunity to share their artwork with the class.

Ask students to:

- **Identify** some of the elements and principles used in their work.
- **Describe** how they chose the art medium, colours etc.
- **Explain** why they chose them, using words like 'because' and 'so that'.
- **Describe** how they used their shoes as a model for the drawing.
- **Explain** the importance of the safety action idea they represented in the artwork.
- **Reflect** on the people in their local community who could learn how to be safe around trains and tracks from seeing their artwork.

Lesson 2: Music and Drama

The Arts Curriculum links

Music

- Develop aural skills by exploring and imitating sounds, pitch and rhythm patterns using voice, movement and body percussion ([ACAMUM080](#))
- Sing and play instruments to improvise, practise a repertoire of chants, songs and rhymes, including songs used by cultural groups in the community ([ACAMUM081](#))
- Create compositions and perform music to communicate ideas to an audience ([ACAMUM082](#))
- Respond to music and consider where and why people make music, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples ([ACAMUR083](#))

Drama

- Explore role and dramatic action in dramatic play, improvisation and process drama ([ACADRM027](#))
- Use voice, facial expression, movement and space to imagine and establish role and situation ([ACADRM028](#))
- Present drama that communicates ideas, including stories from their community, to an audience ([ACADRM029](#))
- Respond to drama and consider where and why people make drama, starting with Australian drama including drama of Aboriginal and Torres Strait Islander Peoples ([ACADRR030](#))

TrackSAFE outcomes of this lesson

Students should be able to:

- **Describe** what they themselves need to do to stay safe on the train network.
- **Explain** why they need to do those things.
- **Teach** others how to stay safe near trains and tracks.

2.0 Whole class learning session (25mins)

The sounds of safety

Preparation/resources: Audio equipment, computer/tablet with internet; [TrackSAFE Sounds](#) audio clips.

Develop a learning intention and success criteria for exploring sounds.

Talk about how different sounds and listening for them can help us stay safe.

Work with students to:

- **Name** the warning sounds they know about (e.g. police siren, tram bells, ship fog horn, train approaching on tracks, reversing beeper on a vehicle, smoke alarm, fridge door beeper, barking dog).
- **List** all the sounds that warn people.
- **Describe** what the sounds tell us.
- **Develop a statement** about warning sounds e.g. *Listen for sirens, or sirens tell us to get out of the way.*

Play the [TrackSAFE Sounds](#) audio clips.

Note: You can substitute the sounds in the *TrackSAFE Sounds* audio clips with sounds recorded in your local community.

Ask students to:

- **Identify** the sounds.
- **Describe** where they have heard them before.
- **Discuss** what the sounds are telling us.

Make a link to the TrackSAFE action STOP LOOK **LISTEN** THINK.

Reinforce the LISTEN action.

Ask students to:

- **Brainstorm** the sounds associated with trains on the track – rhythm of train on a track, warning bells etc.
- **Explain** why it is important to listen for these sounds when people are around trains and tracks.
- **Think** about how they could create/represent the sounds of trains and tracks.

Extension: How can we translate the memory of a train ride into music?

Ask students to:

- **Explore** the ways different musicians have made musical sounds and rhythms to represent trains and train tracks.
 - Listen to the track with your eyes closed.
 - What do you hear?
 - Why do you think it is like that?
 - What does it make you wonder? (What if ...?)

Possible tracks and excerpts include:

- The Trains of Treasure CD on the Australian Railway Songs website: <http://railwaysongs.blogspot.co.nz/2008/11/index.html>
- The introduction to 'No Leaf Clover' by Metallica: Official Music Video <http://youtu.be/Fd9ohpDDCRU>
- Phantom Train track in Final Fantasy 6 Game: <http://www.flyingomelette.com/gamemusic/snes/ff6-phantomtrain.mp3>

- Train Station track in Shadow Man Nintendo 64 Game (Beethoven's "Moonlight Sonata"): <http://www.flyingomelette.com/gamemusic/n64/shadowman-trainstation.mp3>
- Station to Station - <http://video.wired.com/series/station-to-station>
- Train Tracks to Sound Tracks - Giorgio Moroder - Station to Station <http://video.wired.com/watch/train-tracks-to-sound-tracks-giorgio-moroder-station-to-station>
- **Create and or Remix** music by using a computer to re-mix sounds and rhymes from their local community, Safe Sounds audio clips and other sounds they make or find.

Suitable computer software or websites include:

- Audacity (Mac, PC) <http://audacity.sourceforge.net/>
- Garage Band (Mac, iPad) <http://www.apple.com/ilife/garageband/>
- Royalty Free Stock Music Tracks: <http://www.fotosearch.com/music-audio/>

Activities

You can allocate the following activities to groups according to student learning needs.

Activities are designed so that students can complete their activity within a one hour lesson. Each group can be working on different activities at the same time, or choose to do the same activity.

Activity 2.1 Compositions (35mins)

Preparation/Resources: a variety of musical instruments, headphones connected to a music player, Photos of student wearing headphones (printed or shown on a projector/IWB: see Media Library on [student website](#))

Develop a learning intention and success criteria for creating and improvising short compositions.

Ask students to:

- **Use** voice, body percussion, and instruments to create a short composition mimicking the sounds of a train on the tracks (or bells at a pedestrian level crossing). The composition should emphasise the rhythmic nature of these sounds.
- **Record** these sounds.
- **Listen** to the sounds.
- **Reflect** on how well they have met the success criteria and any next steps.

Now ask students to:

- **Listen** to the recording at high volume.
- **Listen** again using different methods to make the sounds harder to hear. For example get students to listen to the sounds:
 - with their hands over their ears,
 - wearing headphones playing loud music, and
 - with loud music playing at the same time.
- **Describe** what happens to their ability to hear sounds.
- **Explain** why they think this happens.
- **Make a generalisation** about doing things that make sounds harder to hear when we are around trains and tracks.

Show the photo of a student with headphones.

Ask students to:

- **Describe** what they think the teenager might do near train tracks.
- **Explain** why they think that.
- **Create** a safety message, about “LISTENING” as a TrackSAFE action.
- **Perform** the safety message for others. Use the rhythmic sounds recorded earlier as a background to the performance.

Provide opportunities for rehearsing, revising, conferencing, and presenting the performance.

Extension: Evaluate a claim.

Ask students to work in small groups to:

- **Evaluate** the claim that anything that diminishes our ability to listen affects our safety.
 - **List** reasons for supporting the claim. Provide examples/evidence.
 - **List** objections to the claim. Provide examples/evidence.
 - **Judge** the relative strength of the reasons and the objections. (Take a vote)
- **Make a generalisation** about the importance of listening when staying safe near train tracks. (Overall I think [insert claim] because [insert reason] because [insert evidence]).

Activity 2.2 Compositions with performance (35mins)

Preparation/Resources: A variety of percussion instruments.

Develop a learning intention and success criteria for creating and improvising short compositions.

Develop learning intentions and success criteria for using voice, facial expression, movement and space to imagine and establish role and situation.

View videos of trains approaching, passing through and departing from stations.

You can find many suitable Australian examples uploaded on YouTube. For example,

- Long Freight Train At Level Crossing in Victoria: <http://youtu.be/OY4eb5LGD50>
- Sydney Commuter Train – Approaching Mascot Station: <http://youtu.be/TFKnaDSBxHE>

Ask students to:

- **Create** a composition to simulate a train's journey.
 - **Use** percussion instruments, body percussion, voice etc. to represent the train:
 - approaching a pedestrian level crossing;
 - passing through it, and;
 - coming to a stop at a station.
 - **Reflect** on how well your composition has met the success criteria for creating a short composition.
- **Create** a short drama (role play) to represent the train's journey.
 - **Show** the train
 - approaching a pedestrian level crossing,
 - passing through and
 - Coming to a stop at a station.
 - **Adopt** different roles – students playing the role of the approaching train, the boom gate, the pedestrian level crossing gate and people waiting to cross at the crossing.
 - **Create** appropriate sound effects for each role.
 - **Explain and emphasise** safety actions by showing people using the TrackSAFE actions of approaching a pedestrian level crossing, waiting (STOP, LOOK LISTEN, THINK) and then crossing after the train has passed and the gate opens.
- **Perform** the drama for others in your school community.
- **Encourage** your audiences to look for the TrackSAFE actions in the drama.

- **Seek feedback** on how well your drama has portrayed TrackSAFE actions and appropriate behaviours around trains and tracks.
- **Reflect** on the feedback.
- Act on the feedback and reflection to improve future performances.

Provide opportunities for rehearsing, revising, conferencing, and presenting the performance.

Extension: Use video to make a one minute movie about creating the performance. You can get some tips for how to approach this at BBC One Minute

Videos: <http://www.bbc.co.uk/films/oneminutemovies/howto/>

Lesson 3: Drama

The Arts Curriculum links

Drama

- Explore role and dramatic action in dramatic play, improvisation and process drama ([ACADRM027](#))
- Use voice, facial expression, movement and space to imagine and establish role and situation ([ACADRM028](#))
- Present drama that communicates ideas, including stories from their community, to an audience ([ACADRM029](#))
- Respond to drama and consider where and why people make drama, starting with Australian drama including drama of Aboriginal and Torres Strait Islander Peoples ([ACADRR030](#))

TrackSAFE outcomes of this lesson

Students should be able to:

- **Describe** what they themselves need to do to stay safe on the train network.
- **Explain** why they need to do those things.
- **Describe** what they themselves need to do to stay safe on the train network.
- **Explain** why they need to do those things to stay safe on the train network.
- **Teach** others how to stay safe near trains and tracks.

2.0 Whole class learning session (15mins)

Safe families

Preparation/resources: Excerpts of movies and TV shows your students watch; images of actors using different facial expressions.

Develop a learning intention and success criteria for using facial expression to represent an emotion.

Discuss the role of the actors in movies and plays using still images and excerpts from movies and television programmes students watch as prompts.

Ask questions about the actors - *Is that what the actors are really like? Is what they doing true? Are they just pretending to be sad, mad, crazy or glad?*

Introduce the idea that actors 'represent' the emotions and behaviours of other people much like visual artists can 'represent' lines in their paintings and musicians can 'represent' the sounds of trains on tracks in their music compositions.

Discuss how actors represent emotions, actions and behaviours. Ask students what actors do to represent sadness, happiness, concern, fear, etc. Explain that when actors work their emotions are not real - they are 'pretending'.

Ask students to work in pairs to:

- **Look** at images of actors using different facial expressions.
- **Practise** using facial expressions to pretend they are happy, sad, afraid or fearful, surprised, disgusted, and angry. To help them practise, ask them to think of a situation when they felt one of the six basic emotions.
- **Play** “guess our expressions” with another pair of students.

Provide opportunities for rehearsing, revising, conferencing, and presenting the facial expression (performance).

In whole task discussion ask questions like:

- How could facial expressions help teach others something important?
- How could we use facial expressions to help keep people safe around trains and tracks?
- Could we create a play that could teach others something important about keeping safe around trains and tracks?

Extension: Make a facial expression library. Take ‘selfies’ or ask a friend to take digital photos of your face representing the six basic emotions: Happy, sad, afraid or fearful, surprised, disgusted, and angry. Use photo editing software to create a facial expression template (2 by 3 grid) for your library. Get permission to add facial expressions from other friends and family members. Think about how easy would it be to make a facial expression library of your cat or dog?

Activities

You can allocate the following activities to groups according to student learning needs.

Activities are designed so that students can complete their activity within a one hour lesson. Each group can be working on different activities at the same time, or choose to do the same activity.

Activity 3.1 Helping others stay safe (25mins)

Preparation/Resources: Yellow tape

Develop a learning intention and success criteria for creating stories in drama to communicate feelings.

Create a train platform space with a yellow line running through it which clearly shows the rail side and the platform side of the line (consider adding a line for the end of the platform and two lines for the train tracks).

Ask students to work in groups to create a mini-play about a family group approaching the station and excitedly discussing the train trip they are going on.

The family group should represent families in your community and include at least two people (e.g. a pre-schooler and an elderly relative) who need extra help to stay safe around tracks and trains.

Their play should show the families' feelings during the following five events.

1. **Leaving home:** The family talk about the train trip - where they are going and what they are going to do when they get there.
2. **Approaching the station:** The family talk about how they will stay safe on the platform.
3. **Walking onto the platform:** The family move onto the 'platform' helping all family members stay safe.
4. **Approaching the yellow line:** The family move towards the yellow line, but stay behind it.
5. **An approaching train:** The train approaches and the family talk about waiting until it stops to cross over the yellow line and board the train.

Provide opportunities for rehearsing, revising, conferencing, and presenting the events in the mini-play in a performance.

Extension: Mix up the events in the play (and or the different groups of actors) and repeat the performance. For example rearrange the play to show different family groups in your community approaching the yellow line.

Activity 3.2 Adults helping us to stay safe (25mins)

Preparation/Resources: None.

Develop a learning intention and success criteria for creating stories in drama to communicate feelings.

Ask students to work in pairs to:

Create a mini-play about an adult and child waiting at the pedestrian level crossing.

The mini-play should show the feelings of the adult and child when:

- The child does not want to hold hands with the adult.
- The adult tells the child they must hold hands to be safe.
- The adult explains that the child matters to them, trains are very big and move very fast, and that holding hands makes sure the child will be safe around trains.
- The child takes the adult's hand and tells the adult that by holding hands they are both being safe around tracks and trains.

Provide opportunities for rehearsing, revising, conferencing, and presenting the events in the mini-play in a performance.

Extension: Recreate the play to show the feelings of the adult and child when the child wants to hold hands with the adult at a pedestrian level crossing but the adult does not understand why this is important. Seek an opportunity to perform both versions of the play to your school community.

3.3 Whole class sharing (20mins)

Preparation/resources: None

Groups present their mini-plays to the class. One member of the group should introduce the mini-play, explaining the TrackSAFE actions involved. Groups should respond to audience questions after performing. They can also ask the audience questions to ensure they have understood their TrackSAFE message.

Mini-plays can be videoed and edited for sharing with the wider community, and uploaded to the [Feedback and Giveaways](#) section of our website.



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. You can also visit our website at 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

(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)



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. You can also visit our website at 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

(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)

Dear Parent/Carer

At school your child is learning about how to stay safe near trains and tracks through the TrackSAFE Education: Rail Safety for Schools program.

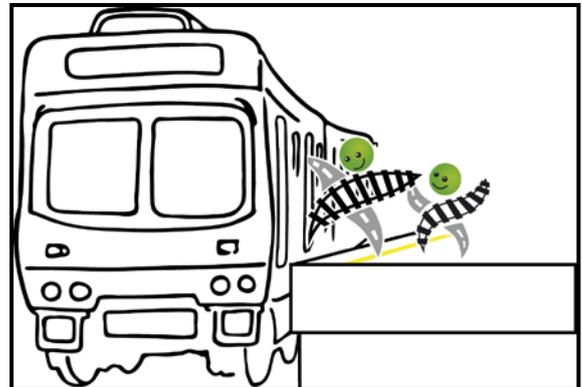
You can help reinforce what they learn in the classroom by practising waiting safely on a station platform or cross at a pedestrian level crossing with them every time you catch a train or cross railway lines. We call these the 'TrackSAFE actions'.

Often children know how to behave safely on platforms or around pedestrian level crossing; however this does not always translate in their actions, especially when there are other distractions.

Young children need continuous reinforcement to help them stay safe around trains and tracks. It's as important as teaching your child to swim - no matter where they live or how often they see trains and tracks, they need to practise regularly so they can stay safe when they need to.

Each time you visit a platform and train tracks with your child, please reinforce the TrackSAFE actions. You could ask them to tell you and show you what they know already, and fill in any gaps using the information below.

It could save your child's life.



Refresh your knowledge: platform safety with kids



- When on a station platform, always hold your child's hand or get them to hold a safe alternative such as part of your clothing, an older sibling's hand or stroller.
- Talk about the yellow line and why we must stay behind it. When the train arrives wait for the train to come to a complete stop before crossing over the yellow line.
- Talk about the different safety features, such as signs and lines; why these safety features are there; and how they keep us safe.

Refresh your knowledge: pedestrian level crossing safety with kids

- Hold your child's hand when approaching and waiting. If you are pushing a stroller, you could ask your child to hold the stroller.
- Talk about the crossing procedure STOP LOOK LISTEN THINK.

STOP behind the line.
LOOK both ways for trains.
LISTEN for trains coming.
THINK, "Is it safe to cross?"

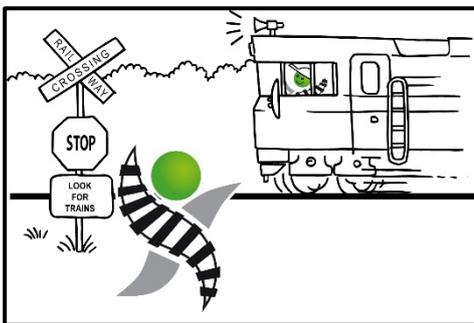
Why is it important to do this every time they cross? It will help keep them safe!



- Wait until the bells and lights have stopped and the pedestrian gate opens (if there is one) and repeat STOP LOOK LISTEN THINK.
- When crossing, point out the double lines and always walk between them.
- Wait away from a pedestrian level crossing and discuss with your child what they can see. Reinforce safe vocabulary and talk about how we know where the safe place to cross is.
- If a train passes through, talk about how big the train is, how it goes really fast, and how hard it is for the driver to stop it.
- Remind them to hop off their bike or scooter and walk across the tracks: the wheels could get stuck.



Refresh your knowledge: Track safety with kids



- Reinforce that trains can come from any time and from either direction. Remind them to walk to a more suitable place to cross e.g. a pedestrian level crossing.
- Talk to your child about the dangers of unfenced train tracks, and what to do if there is no pedestrian level crossing.
- For remote tracks with no crossings, strongly reinforce STOP LOOK LISTEN THINK.
- Discuss with your child how important it is to remove headphones when you are near train tracks. Encourage them to listen for the noises associated with approaching trains, such as bells, warning sounds, and the moving train.

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