

Teacher notes

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

1. Overview

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

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

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

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

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



Teacher Alert

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

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

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

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

2. **Lesson plans x 3** with differentiated activities for Years 7 & 8 The Arts (Drama).

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

- 1.1 Define terms
- 1.2 Describe the “bystander effect”
- 1.3 Experiment with character

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

- 2.1 Demonstrate the “bystander effect”

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

3.1 Rework a 60-second “bystander effect” drama into a drama about managing peer pressure on the rail network

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

- Media and Multimodal Resources
- HookED Hexagon Template
- HookED DESCRIBE++ Map

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

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

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

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

- [Student self-assessment](#) (Note: teacher will not see results if using online version)

This assessment is both an assessment for learning (formative assessment) and assessment of learning (summative assessment). It is designed to quickly determine students' level of rail safety knowledge and skills prior to; at the end of; and approximately one term after completing a TrackSAFE Education unit of work or lesson. It helps us to see how the lessons impact the students participating.

- [Assessment of learning](#)

This assessment is designed to quickly determine students' level of rail safety knowledge, skills and attitudes. It can be used as an assessment of learning (summative assessment) on completion of a TrackSAFE Education unit of work or lesson. You can complete the assessment based on your observations of the whole class.

- [Program evaluation](#)

Have your say! This 5 minute evaluation is designed to be completed at the end of delivering a whole TrackSAFE Education unit of work. It is voluntary, anonymous, and your participation is gratefully appreciated to help us continually improve our program.

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

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

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

3. Suggested learning pathways

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

Preparation	<ul style="list-style-type: none"> <input type="checkbox"/> Read Teacher notes, review and select lessons, resources & assessments. <input type="checkbox"/> Schedule the lessons into your program over a number of days or weeks. <input type="checkbox"/> Check prior knowledge, skills & attitudes via the student self-assessment. <input type="checkbox"/> Book an incursion from one of our partner organisations (optional). <i>(Note: Incursions are not available in all areas and are not related to this unit of work, so can be done at any time before, during or after this unit).</i> <input type="checkbox"/> Send home permission slips and letter to parents/carers. 		
Suggested timeframe	5+ hour pathway (best)	4+ hour pathway (better)	3+ hour pathway (good)
1st hour	Lesson 1.1	Lesson 1.1	Lesson 1.3
2nd hour	Lesson 1.2	Lesson 1.3	Lesson 3.1
3rd hour	Lesson 1.3	Lesson 2.2	
4th hour	Lesson 2.1	Lesson 3.1	
5th hour	Lesson 2.2		
On completion	<ul style="list-style-type: none"> <input type="checkbox"/> Check change in knowledge, skills or attitudes via the student self-assessment. <input type="checkbox"/> Analyse change via the assessment of learning <input type="checkbox"/> Use your usual assessment tool to assess within The Arts (Drama) curriculum. <input type="checkbox"/> Share your thoughts via the program evaluation. <input type="checkbox"/> Promote your school's involvement by uploading student work/photos/videos. 		
Follow up	<ul style="list-style-type: none"> <input type="checkbox"/> Check retention of knowledge, skills or attitudes via the student self-assessment (schedule in your calendar for approximately one term after completion). 		

Key:

Lessons designed to
bring in ideas

Lessons designed to
connect ideas

Lessons designed to
extend ideas

4. A note about safety education

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

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

5. Promote your school's involvement

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

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

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

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

- Document (.pdf or .doc) e.g. scanned creative writing task; scanned hand drawn poster/booklet; report; letter
- Image (.jpg or .gif) e.g. photos of students holding up their work; photo taken by a student; photo of art piece or drama action shot
- Video clip (.mov or .mp4) e.g. student produced movie; video of students acting a drama piece
- Audio clip (.wmv or .mp3) e.g. recording of song; speech; reading task

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

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

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

Years 7 and 8 content descriptions (Drama)	Elaborations and links to lessons
Combine the elements of drama in devised and scripted drama to explore and develop issues, ideas and themes (ACADRM040)	Investigating and researching starting points for drama about peer pressure, bullying and the “bystander effect”. (Lessons: 1.1, 1.2)
Develop roles and characters consistent with situation, dramatic forms and performance styles to convey status, relationships and intentions (ACADRM041)	Creating roles and characters by understanding and managing the underlying structure and intent of a drama about the extent to which we are personally responsible for what we see happening around us. (Lesson: 1.3)
Plan, structure and rehearse drama, exploring ways to communicate and refine dramatic meaning for theatrical effect (ACADRM042)	Planning, organising and rehearsing dramatic action to stage a devised drama about peer pressure, bullying and the “bystander effect”. (Lessons: 2.1, 2.2)
Develop and refine expressive skills in voice and movement to communicate ideas and dramatic action in different performance styles and conventions, including contemporary Australian drama styles developed by Aboriginal and Torres Strait Islander dramatists (ACADRM043)	Developing the use of performance techniques and conventions to portray characters and relationships involved in bullying and/or peer pressure situations. (Lessons: 1.3, 2.1, 2.2)
Perform devised and scripted drama maintaining commitment to role (ACADRM044)	Using audience feedback on a character’s portrayal of bullying and/or peer pressure to enhance future performance. (Lesson: 3.1)

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

The Arts (Drama)

Years 7 and 8

Lesson 1

Bringing in ideas about managing the unsafe behaviours of young people 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 kind of advantage. Some young people may simply be stressed, distracted or under the influence of drugs or alcohol. Others may be influenced by peer pressure or bullying to model their behaviour on the unsafe behaviours and attitudes of others using the rail network.

There is much more to peer pressure and bullying than one kid picking on another kid. Drama can help unpack the different characters and complex roles that contribute to these situations: the behaviours, emotions and empathy of the bully, follower, reinforcer, victim, defender and bystanders.

Trying to manage peer pressure and bullying so young people can be safe around the rail network is challenging. One of the more complex challenges is how to deal with the bystander effect, where people watching the bullying behaviour do not intervene to stop it.

Exploring peer pressure, bullying and the bystander effect through drama forces us to ask ourselves, *“To what extent are we personally responsible for what we see happening around us?”*

Learning intention

Practise different drama techniques and conventions to portray a “bystander” role.

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 bullying?
- What is peer pressure?
- What is the “bystander effect”?

Ask students to:

- **brainstorm** everything they know about bullying. Use text, quotes, drawings and/or images to express these ideas. You can prompt students’ thinking about the term with words like *bully*, *follower*, *reinforcer*, *victim*, *defender* and *bystanders*.
- **write** these ideas on a separate blank hexagon. They can do this electronically using the HookED SOLO Hexagon Generator: <http://pamhook.com/solo-apps/hexagon-generator/>, via the iPad app [SOLO Hexagons](#), or manually using the included resource **HookED Hexagon Template**.
- as a group, **make connections** between individual hexagons by looking for reasons to make straight edge connections (tessellating the hexagons). Students should explain orally or by annotation why these ideas are related.
- **explore** the node where three hexagons share a corner (or simply look at a cluster of hexagons) and make a generalisation about the nature of the connected ideas.
- **step back** from the resulting tessellation (clusters of hexagons) and make a group/class claim – “Overall we think a ‘bullying’ is [make a claim] ... because [give a reason] ... because [give evidence].” Keep this definition statement as evidence.

Repeat this process using different coloured hexagons for peer pressure and the bystander effect.

As a class, discuss bullying, peer pressure and the bystander effect in the context of your own experiences. Use the following references to help students define the terms:

- The Bystander Effect: http://en.wikipedia.org/wiki/Bystander_effect
- Peer Pressure: http://en.wikipedia.org/wiki/Peer_pressure
- Bullying: <http://en.wikipedia.org/wiki/Bullying> or the Victorian Department of Education and Training Resource <http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/what.asp>
[X](#)

Agree on a class definition for each term. When you have defined the three terms, combine all the hexagons by looking for similarities and connections between the terms.

The Arts (Drama)

Years 7 and 8

Extension: Draw a diagram using stick figures to represent the characters and relationships in an incident involving bullying and/or peer pressure. Add captions, speech and thought bubbles to the stick figures to reveal the spoken and personal thoughts of each individual in the incident.

1.2 Describe the “bystander effect”

When an organisation dumps toxic waste into a local river, sells dangerous products online or rips off the elderly, we like to think that someone will “do the right thing”. In other words, we hope that someone will adopt a “sort it and report it” attitude and do something to stop it.

Similarly when someone is being attacked, threatened or bullied, we like to think that people will step in and help out. However, this doesn’t always happen. People, especially when they are with others, commonly fail to do anything to intervene. They fail to “do the right thing”, they fail to “sort it” and they fail to “report it”.

When people stand back and leave others to get hurt, badly injured or die, we call it “the bystander effect”. Media reports give many examples of this effect.

Ask students to:

- **List** ways in which young people are bullied. For example, young people may be bullied to hand over their lunch money, phone or assignment. They may be bullied about their accent, appearance or clothes. They may be bullied to do or say something they don’t want to do.
- **List** reasons why people might be reluctant to get involved in a situation where they see someone is being bullied.

Note: People can fail to act because they did not see the incident, are uncertain whether it is an emergency, do not want to take responsibility for the person being bullied, do not know how to help, are not sure whether they want to help, are uncertain whether help will be welcomed, or are fearful for their own safety if they get involved.

- **List** reasons why people might decide to step in and help when they see someone is being bullied.

Research suggests three reasons for the bystander effect.

1. **Doing what everyone else is doing:** What are others doing? The bystander wants to fit in, so observes how others are reacting and does the same.
2. **Worrying about how their action will be seen by others:** What will others think? The bystander wants to avoid looking like they are exaggerating the danger in the situation. Perhaps this interaction is “normal” behaviour for the people involved.
3. **Thinking someone else will do it:** Is this up to me? The bystander assumes other people present will take responsibility: someone else will step up and get involved.

How someone behaves is affected by the people around them at the time.

Ask students to watch:

- Heroic Imagination TV: Dangerous Conformity: <http://youtu.be/vjP22DpYYh8>
- The Bystander Effect: <http://youtu.be/OSsPfbup0ac>



Teacher Alert

The following activities ask students to reflect on experiences from their own lives. Some situations in our lives are difficult to talk about and have no easy answers. These are not appropriate situations for open class discussion.

Ask students to reflect on a situation where they have delayed reacting because the people around them were not doing anything. This should be a situation that they are happy to share.

- What happened?
- How did it make them feel?
- What surprised them?

Students then pair with another student and share a reflection they are comfortable talking about. Each pair compares their reflections and finds commonalities in their experiences. They then share these experiences with the class.

Ask students to choose one of the following prompts for reflecting on a situation they are happy to share.

Option 1: Reflect on a time at school when you witnessed someone being bullied.

- What happened?
- How did you respond?¹
- How did others respond?
- How did the bullying end? What stopped the bullying?
- How did it make you feel?
- What surprised you?

¹ Did they support the person being bullied, support the person doing the bullying or report the bullying?

Option 2: Reflect on a time at school when you felt intimidated or bullied.

- What happened?
- How did others respond?
- How did the bullying end? What stopped the bullying?
- How did it make you feel?
- What surprised you?

Option 3: Reflect on a time at school when you bullied or intimidated someone.

- What happened?
- How did others respond?
- How did the bullying end? What stopped the bullying?
- How did it make you feel?
- What surprised you?

You can summarise your thoughts in a reflection grid.

How did it end?	How did you and/or others respond?
Reflect on a time when ...	
How did it make you feel?	What surprised you?

Note: Do not share reflections that you do not wish to be shared with the class.

The Arts (Drama)

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In pairs, students share their reflection on their chosen option. They compare reflections and find commonalities in their experiences.

As a class, discuss the claim that:

“Young people today only step up and help others if the costs to them are low and the advantages high.”

1.3 Experiment with character

Ask students to imagine they are a bystander listening to a student pressuring a younger or more vulnerable student into:

- throwing another student's bag onto the train tracks
- spraying graffiti on a train, or
- trespassing in the rail corridor.

Ask students to work in small groups to:

- **Draft** a storyline with a simple exchange of dialogue to fit the bullying and bystander scenario.
- **Experiment** with different drama techniques to develop your characters. Choose one or several of the following character techniques to focus on.

1. Voice

Develop a vocal type for one of the characters in one of the scenarios above. Experiment with voice: try speaking in different ways – fast, slow, angry, sad, excited, worried – and use some of the ideas suggested in the table below.

When you find a voice that is effective in communicating the intention of your character, complete the table with your description.

Character:				
Voice technique	What does your character sound like?	How will you use this technique?	Where will you use it in the script?	Why is this technique the most effective choice?
Pitch	squeaky/screechy/ resonant/low/medium/ husky/croaky/varied intonation pattern			
Projection/ Volume	booming/whisper/soft/ loud/well-projected			
Tone	annoyed/inviting/ arrogant/sarcastic/ matter of fact/ enthusiastic/depressed			
Pace	rapid/slow/deliberate/ staccato/stop-start/ unpredictable/clipped/ steady			
Pause				
Accent	Received Pronunciation/ Australian/Italian/Greek/			

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	New Zealand/Pacific Island/South African/ Samoan/Indian/ Chinese/Lebanese/ Vietnamese			
Other descriptors	nasal/slurred/lisp/ dragging out vowel sounds/declamatory/ robotic/monotonous/ breathy/stutter			

2. Body

Develop body techniques for one of the characters in one of the scenarios above. Experiment with body techniques, trying out which ones effectively communicate the intention of your character. Use some of the ideas in the table below.

When you find some effective body techniques, complete the table with your description.

Character:				
Body technique	What does your character's body technique look like?	How will you use this technique?	Where will you use it in the script?	Why is this technique the most effective choice?
Eye contact	avoiding eye/looking down/staring/piercing/confrontational etc.			
Gesture	scratching head/biting nails/playing with hair/hand gestures/clenching fists/pulling on clothes/pointing/hands on hips etc.			
Posture/ Stance	open/closed/upright/hunched/slouched/slumped/awkward/hands in pockets etc.			
Facial expression	Eyebrows furrowed/frowning/ mouth wide open/ lips pursed/ eyebrows raised/nose scrunched up/ smiling/biting lip/wide eyes/blank expression			

3. Movement

Develop movement techniques for one of the characters in one of the scenarios above. Experiment with movement techniques, trying out which ones effectively communicate the intention of your character. Use some of the ideas in the table below.

When you find some effective movement techniques, complete the table with your description.

Character:				
Movement techniques	What does your character's movement look like?	How will you use this technique?	Where will you use it in the script?	Why is this technique the most effective choice?
Energy	hyperactive/lethargic/ sedentary/controlled/ contained/vivacious/ bubbly/listless/playful/ stillness			
Timing	sudden/sustained/ controlled/stop-start/ staccato			
Weight	heavy/plodding/light/ effortless/weight in toes/weight in heels/balanced			
Direction	direct/indirect/ scattered/purposeful/ meandering			
Realistic/un realistic				

4. Use of space

Develop use of space techniques for one of the characters in one of the scenarios above. Experiment with use of space, trying out which one effectively communicates the intention of your character. Use some of the ideas in the table below.

When you find some effective use of space technique, complete the table below with your description.

Character:				
Use of space technique (physical, fictional, emotional)	What does your character's use of space look like?	How will you use this technique?	Where will you use it in the script?	Why is this technique the most effective choice?
Levels	high/medium/low			
Orientation	side by side/opposite/ 45 degree angle/ 90 degree angle/back to back/ facing person/turned away from/ downstage focus/profile/ upstage focus			
Areas of stage used	upstage/downstage centre stage/USL; USR; CSL; CSR; DSL; DSR			
General, personal, intimate				

Ask each group to:

Share your character techniques with another group using Hot Seating or Freeze Framing.

Hot Seating: When you are in role, accept questions from the group to establish/clarify the type of character and the role in the scenario. Ask for feedback to make the characterisation more convincing.

Freeze Framing: Take a key moment in the scenario and freeze it. Accept questions from other students about why and how you are feeling at this moment in the scenario.

Use your developed characterisation to rehearse and then present your play to an audience.

Ask the audience for feedback on your characterisation using the following criteria.

Communicating a role	Using drama techniques: <ul style="list-style-type: none"> • Voice • Body • Movement • Use of space
Developing ideas	Did not show use of drama techniques. Unconvincing. Did not stay in role.
One idea	Muddled or unsustained use of drama techniques to show character.
Loose ideas	Some use of drama techniques but use did not always fit with the character.
Connected ideas	Varied body techniques used appropriately to effectively communicate character.
Extended ideas	Wide variety of drama techniques used to communicate and convincingly extend the character in the minds of the audience.

Ask students to write a reflection on their use of drama techniques to communicate the intention of a character in the bullying and bystander scenario. Their self-assessment should include their ideas on how they might modify the technique/s used to make their portrayal more effective.

Student reflection: Self-assessment

<p>Communicating a role</p>	<p>Using drama techniques:</p> <ul style="list-style-type: none"> • Voice • Body • Movement • Use of space
<p>Developing ideas</p>	<p>I need help to identify any drama technique used in my characterisation.</p>
<p>One idea</p>	<p>I can describe several drama techniques used in my characterisation.</p>
<p>Loose ideas</p>	<p>I can describe several drama techniques used in my characterisation AND how and where they are used to communicate intentions about a character in the scene.</p>
<p>Connected ideas</p>	<p>I can describe several drama techniques used in my characterisation AND how and where they are used to communicate intentions about a character in the scene AND give reasons why they communicate intentions about a character in the scene.</p>
<p>Extended ideas</p>	<p>I can describe several drama techniques used in my characterisation AND how and where they are used to communicate intentions about a character in the scene AND give reasons why they communicate intentions about a character in the scene AND make a generalisation about the effectiveness of the use of different drama technique AND suggest modification/s to improve my characterisation.</p>

Appendix: Differentiated assessment rubrics

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

The Arts (Drama)

This rubric may assist you in assessing student achievements against the Achievement Standards. Results can be recorded via your normal assessment record method.

Practise different drama techniques and conventions to portray a “bystander” role.

Extended ideas	<p>I practise different drama techniques to communicate intentions in a “bystander” role AND can explain why these are used AND I ask for feedback on my use of different drama techniques and conventions to communicate intentions in a “bystander” role AND I act on this feedback to improve my characterisation.</p>
Connected ideas	<p>I practise different drama techniques to communicate intentions in a “bystander” role AND can explain why these are used.</p>
Loose ideas	<p>I practise different drama techniques to communicate intentions in a “bystander” role BUT I am not sure how, when or why I should use them.</p>

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?)

Extended ideas	<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> AND can explain why these hazards need to be managed to keep people safe AND can reflect on my role in helping to manage these hazards.</p>
Connected ideas	<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> AND can explain why these hazards need to be managed to keep people safe.</p>
Loose ideas	<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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The Arts

Years 7 and 8

Lesson 2

Connecting ideas about managing the unsafe behaviours of young people on the rail network

Learning intention

Use the language associated with performance in drama when **explaining** the different outcomes in an Augusto Boal Forum theatre.

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. Demonstrate the “bystander effect”

Recap on the stories heard in Lesson 1.2. Tease out the compelling and/or memorable elements from these stories.

Ask students to work in small groups to:

- Come up with a story about bullying and the “bystander effect” on or around the rail network, based on the stories they have heard or on media reports they have read in the included resource **Media & Multimodal Texts**.
- Use extracts/elements from their research to devise a 60-second drama about bullying and the “bystander effect”.

Ask each group to:

- **Write** a one-line summary (log-line) of the drama.
- **Write** a punchy title for the drama.
- **Identify** who the drama is mainly about – the bully, the victim or the bystander/s. Develop this character using a **shared role** process: all group members contribute their ideas about the one role, which can be represented by a vacant chair.
- **Identify** the supporting characters and their roles – e.g. bully, follower, reinforcer, victim, defender, or bystander.

Now ask students to **make decisions about**:

1. Where on the rail network is the drama set?

<i>railway station</i>	<i>platform</i>	<i>level crossing</i>	<i>overpass</i>
<i>tracks</i>	<i>rail yards</i>	<i>train</i>	<i>pedestrian walkway</i>

2. What is the nature of the conflict?
3. What is the crisis point?
4. How is the conflict resolved?

Next ask students to develop a linear scene and plot structure to communicate dramatic ideas:

- **Plan** a freeze frame for each of the above decisions.
- **Create** this freeze frame and ask other students to walk around the freeze frame and question the actors on what is happening and how they are feeling.
- **Capture** the freeze frame tableaux in a digital image. Add captions, speech and thought bubbles to the image to reveal individuals' spoken and personal about the situation.
- **Discuss** what might happen between freeze frames in your drama. Use the attached **Freeze Frame!** tables to summarise your discussion.
- Act out this narrative. Share the drama with another group to test the clarity of your performance. Use feedback from the other group to modify and improve your drama.
- Use the See Think Wonder Strategy and the included **HookED Describe ++ Map with instructions** to further refine the script narrative.

Ask students to:

- Review each freeze frame using the HookED Describe ++ map.
 - Insert each freeze frame in the centre of the HookED Describe ++ map.
 - In the rectangles, describe the detail in the freeze frame. What can they see?
 - In the speech bubbles, explain why they think the detail is like that.
 - In the thought bubbles, describe what the significance of the detail makes them wonder.
- Use their wonderings about each freeze frame to extend their thinking, take risks with the action and improve their script.
- Mark any script revision ideas on the tables above.
- Rehearse and then present the 60-second drama about “the bystander effect” to an audience of peers.

Extension: Ask groups to create a flyer to promote their drama to the wider school community.

Freeze Frame!

Between Freeze Frames 1 and 2

1. Where is it set?	Outline what will happen between these two points in the drama.	2. What is the nature of the conflict?
[Insert Freeze Frame 1]		[Insert Freeze Frame 2]

Act out this narrative. Share the drama with another group to test the clarity of your performance. Use feedback from the other group to modify and improve your drama.

Between Freeze Frames 2 and 3

2. What is the nature of the conflict?	Outline what will happen between these two points in the drama.	3. What is the crisis point?
[Insert Freeze Frame 2]		[Insert Freeze Frame 3]

Act out this narrative. Share the drama with another group to test the clarity of your performance. Use feedback from the other group to modify and improve your drama.

Between Freeze Frames 3 and 4

3. What is the crisis point?	Outline what will happen between these two points in the drama.	4. How is the conflict resolved?
[Insert Freeze Frame 3]		[Insert Freeze Frame 4]

Appendix: Differentiated assessment rubrics

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

The Arts (Drama)

This rubric may assist you in assessing student achievements against the Achievement Standards. Results can be recorded via your normal assessment record method.

Use the language associated with performance in drama when explaining the different outcomes in an Augusto Boal Forum theatre

Extended ideas	I use the language associated with drama performance when explaining different outcomes in Augusto Boal Forum theatre AND can explain why these terms are appropriate AND seek feedback on how I can improve and extend my use of the language of drama performance AND act on this feedback
Connected ideas	I use the language associated with drama performance when explaining different outcomes in Augusto Boal Forum theatre AND can explain why these terms are appropriate.
Loose ideas	I use the language associated with drama performance when explaining different outcomes in Augusto Boal Forum theatre BUT I am not sure how and when to use the terms.

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?)

<p>Extended ideas</p>	<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> AND can explain why these reasons are relevant AND can make a generalisation about the reasons why these approaches help to keep us and other safe.</p>
<p>Connected ideas</p>	<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> AND can explain why these reasons are relevant.</p>
<p>Loose ideas</p>	<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!**

The Arts
Years 7 and 8

Lesson 3

Extending ideas about managing the unsafe behaviours of young people on the rail network

Learning intention

Plan dramatic action to communicate a message about managing the unsafe behaviours of young people 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.

3.1 Rework a 60-second “bystander effect” drama into a drama about managing peer pressure 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 students, in their groups, to rework their 60-second drama into a longer piece exploring **ways to manage** peer pressure, bullying and the bystander effect on the rail network. Their drama should prompt the audience to think about the big question, “To what extent are we personally responsible for what we see happening around us?”

*Note: Refer to the attached **Peer pressure scenarios** and the ideas the class generated in Lesson 2.*

Ask groups to experiment with their adaptation by adding any or all of the following to build tension, belief and audience engagement:

- mimed action,
- soundscape (and additional dialogue),
- narration, and/or
- convention, which
 - manipulates timeframes – fast forward, flashback, flash forward, slow motion
 - gives information – telephone conversation, diary entry, overheard conversation
 - shows a character’s thoughts/ a difficult choice – voices in the head, spoken thoughts, pressure circle, angels and devils
 - adds impact or interest – chorus of voices, chorus of movement, rewind, split stage.

Ask groups to:

- Use a working plan to plan and review your changes.
- Rehearse and then perform your drama to an audience of your peers.
- Modify the drama in response to audience feedback.
- Perform your drama for the wider school community.

Extension: Ask students to write “in role” about the drama using the bystander’s voice. Imagine you are the bystander relating your thoughts and/or feelings about the situation to one of your grandchildren many years after the event. To what extent do you feel responsible for what you see happening around you?

Peer pressure scenarios

Hacky sack

You are waiting on a crowded station platform with a group of older students from your school. One of them sets up a hacky sack circle and gestures for you to join in. They are playing in a way that makes you feel unsafe and you worry about the safety of some of the other people waiting on the platform. You know your Nan would be frightened of getting knocked over if she was there. You join in. What else could you do?

Driving mockers

You get a lift to school with a friend's older brother. He is often running late and takes risks at the traffic lights and the local level crossing – speeding up to get across before the lights go red or racing around the boom gates before they are completely lowered. Your friend thinks this is very cool and they laugh about the other drivers who obey all the signs and signals. You think the older brother is a jerk and showing off in a way that is dangerous. You join in and mock the other drivers. What else could you do?

Skater

A group of your friends regularly meets up after school to go skateboarding around the local community centre. One night they invite you come with them and try out an open space in the rail yards where they have been building ramps out of waste materials. You know the rail yards are secured against trespassers but your friends say they know a way to get in. They repeat the invitation. Everyone is staring at you to see what you will say. You join them. What else could you do?

Loser

Walking back from your after-school job, you notice three of your friends who left school last year hanging around the entrance to a railway tunnel. There has been a lot of new tagging around the rail yards and you suspect they are spraying graffiti. One of your friends runs over to you and starts to pull you over to join your friends. You don't want to go but he tells you to stop being such a loser. He says that the art they are creating is awesome and is a tribute to a street artist you really admire. You go with him. What else could you do?

Bridge

A friend texts you and asks you to sneak out and meet her beside the railway bridge. She is having a bad time at home and wants someone to talk to. Last time she felt like this she dared you to squeeze into an alcove beside the tracks and wait until a train went past. You knew it was dangerous but did it anyway. You don't want to take the same risk again but she counts on you as her only friend and you don't want to let her down. You sneak out and join her. What else could you do?

What about the adults?

Every morning, when you wait to cross the level crossing with your little brother, a group of adults ignores the warning signs and signals and pushes through the people waiting to cross the tracks as soon as the first train has passed. You are beginning to feel like an idiot waiting for all the warning bells to stop and your little brother keeps asking why you are not crossing with the grown-ups. You follow the adults. What else could you do?

Dare

You travel by train to school each day. A group of students from your school has started messing with the younger students in the carriage, daring them to behave in ways that put them at risk. The other students in the carriage think it is funny and laugh about what the younger students do. Even your best friend has started laughing at what these kids are doing. The behaviour makes you feel bad but you have been ignoring it partly because you do not want them to start picking on you. You watch and say nothing. What else could you do?

Chicken

On your way home, you walk past a group of your brother's friends who have been trespassing in the rail corridor. They are laughing about a narrow escape they had when playing chicken to cross the tracks. They see you looking at them and tell you to get lost. You make no attempt to tell them how dangerous it is to play chicken. Then they run off. What else could you do?

Appendix: Differentiated assessment rubrics

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

The Arts (Drama)

This rubric may assist you in assessing student achievements against the Achievement Standards. Results can be recorded via your normal assessment record method.

Plan dramatic action to communicate a message about managing the unsafe behaviours of young people on the rail network.

Extended ideas	<p>I can plan dramatic action to communicate a message about managing unsafe behaviours on the rail network AND I can annotate my plan to explain why these actions are appropriate AND seek feedback on how I can improve. Revise and extend my plan for dramatic action AND act on this feedback.</p>
Connected ideas	<p>I can plan dramatic action to communicate a message about managing unsafe behaviours on the rail network AND I can annotate my plan to explain why these actions are appropriate.</p>
Loose ideas	<p>I can plan dramatic action to communicate a message about managing unsafe behaviours on the rail network BUT I am not sure how, when or why to use these actions.</p>

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?)

Extended ideas	<p>I can create an action/product to help people keep safe on and around the rail network</p> <p>AND I can explain why the action/product will be effective in helping to keep people safe</p> <p>AND I seek feedback on the effectiveness of the [insert action/product] and make improvements in response.</p>
Connected ideas	<p>I can create an action/product to help people keep safe on and around the rail network</p> <p>AND I can explain why the action/product will be effective in helping to keep people safe.</p>
Loose ideas	<p>I can create an action/product to help people keep safe on and around the rail network</p> <p>BUT 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?

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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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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 or upload in the 'Feedback & Giveaways' section of 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>
<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.

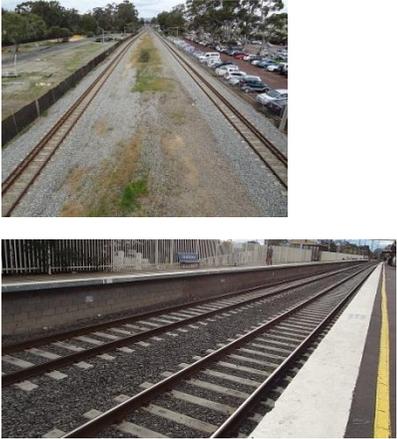


Word or phrase	Meaning	What it can look like <small>* Varies state to state</small>
<p>Overhead power lines</p>	<p>High voltage electrical wires which power electric trains. Highly dangerous due to the high voltage levels – can be between 1500V DC and 25 kV AC.</p> <p>Also known as overhead wires.</p>	

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>	

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"/>	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"/>	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 or upload in the 'Feedback & Giveaways' section of 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"/>				
The unit of work flowed well from the first lesson to the last lesson	<input type="radio"/>				
The unit of work engaged the students	<input type="radio"/>				
The unit of work sparked student interest in safety	<input type="radio"/>				
The unit of work made students enthusiastic about learning	<input type="radio"/>				
The unit of work met my needs	<input type="radio"/>				
The unit of work met the needs of my students	<input type="radio"/>				
The program exceeded my expectations	<input type="radio"/>				
The program design is suitable	<input type="radio"/>				
The program design is an improvement on previous rail safety education programs I have seen	<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"/>				

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 or upload in the 'Feedback & Giveaways' section of tracksafeeducation.com.au.

From the TrackSAFE Education team

HookED Describe ++ Map

The HookED Describe ++ Map scaffolds student thinking at surface, deep, and conceptual levels. The template provides students with visual support and prompts for both surface and deep features when they start writing, through:

- scaffolding for sentence structure and paragraphing
- increasing the number of ideas presented (quantity)
- deepening the quality of ideas presented.

Key:

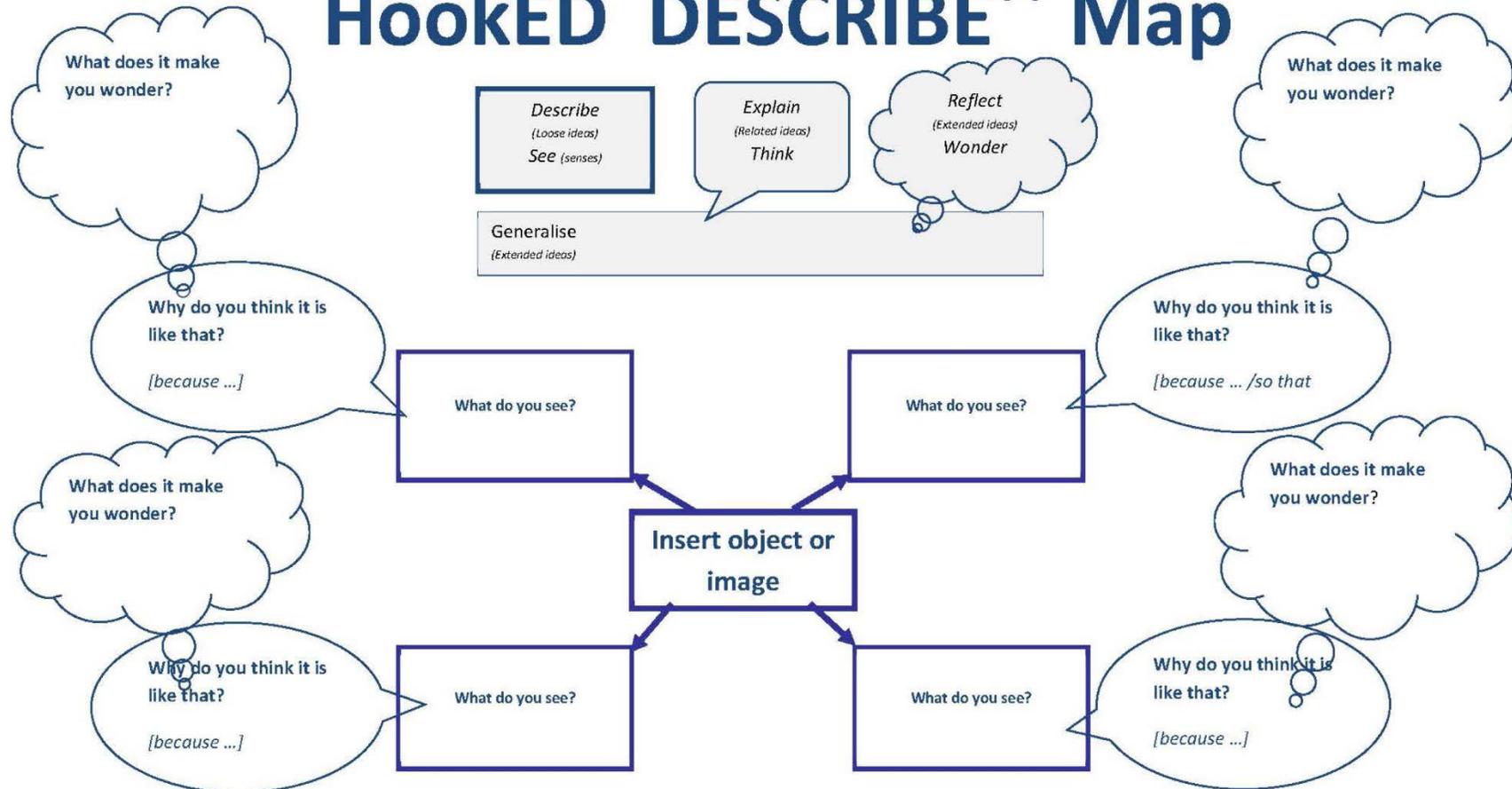
- Small rectangles ask students to describe what they can see (hear, smell, feel etc.).
- Speech bubbles ask students to explain how or why they think it is like this.
- Thought bubbles ask students what this makes them wonder or how effective this is.
- Extended rectangle asks students to make a generalisation.

For original see http://pamhook.com/wiki/HookED_Describe_Plus_Plus_Map

Instructions for use

1. Align the HookED Describe ++ map with the identified learning intention. For example, we are learning to describe [content] [context].
2. Place the idea or object to be described in the centre of the map.
3. Suggest possible attributes for description. E.g. the five senses, emotions, settings, etc.
4. Record the relevant characteristics in the attribute boxes that sit around the main idea.
5. Explain and or make links between the identified characteristics.
6. Make a generalisation about each attribute. E.g. What does this make you wonder? How effective is this?
7. Make a generalisation about the description. E.g. Overall because ...because”
8. Share the success criteria for description in the HookED Describe ++ Rubric.
9. With reference to the success criteria, students describe an idea or object using the relevant characteristics and the target vocabulary from the completed HookED Describe ++ Map. These descriptions can be written, oral or an annotated drawing. This process is iterative and can be repeated whenever new learning occurs enabling the descriptions to be improved.
10. Students self-assess/peer-assess and seek teacher feedback on their descriptions.
11. Students assess their learning outcome for the identified learning intention against the levels, explain why they have chosen this level of learning outcome for their work (feedback) and suggest where to next steps (feed up).
12. Record this in a student learning log.

HookED DESCRIBE⁺⁺ Map



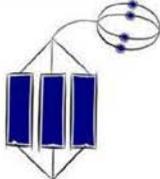
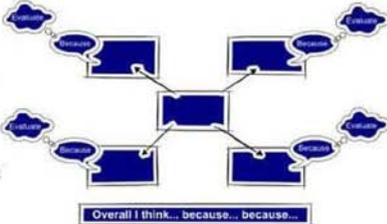
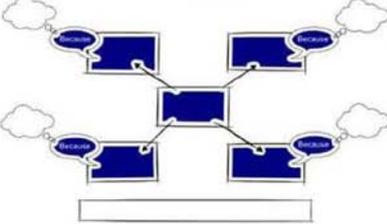
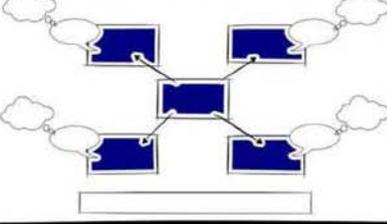
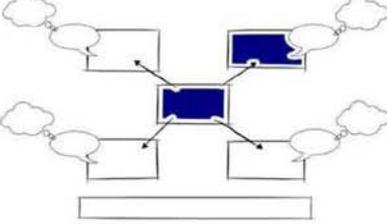
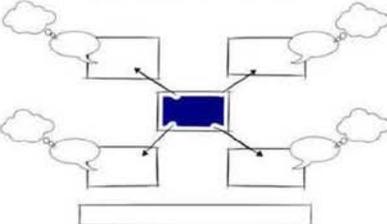
Overall what do you think it was all about?

Overall I think [insert claim] because [insert reason] because [insert evidence].

See Think Wonder Routine – Project Zero Visible Thinking.
http://pzweb.harvard.edu/vt/VisibleThinking_html_files/03_ThinkingRoutines/03_c_Core_routines/SeeThinkWonder/SeeThinkWonder_Routine.html

Adapted from original SOLO HookED Describe ++ Map © HookED, Pam Hook, 2011. All rights reserved
Adapted from HOT Describe Map with permission © Hooked on Thinking, 2004.

HookED DESCRIBE++ Rubric

<p>Extended ideas</p> 	<p>My description identifies several features, links these and makes a generalisation. It integrates these generalisations into a new understanding.</p>  <p>Overall I think... because... because...</p>
<p>Related ideas</p> 	<p>My description identifies several features and links these by explanation</p> 
<p>Loose ideas</p> 	<p>My description identifies several features.</p> 
<p>One idea</p> 	<p>My description identifies one relevant feature.</p> 
<p>No ideas</p> 	<p>I need help to identify any relevant features.</p> 
<p>My learning outcome is _____ because _____ My next step is to _____</p>	

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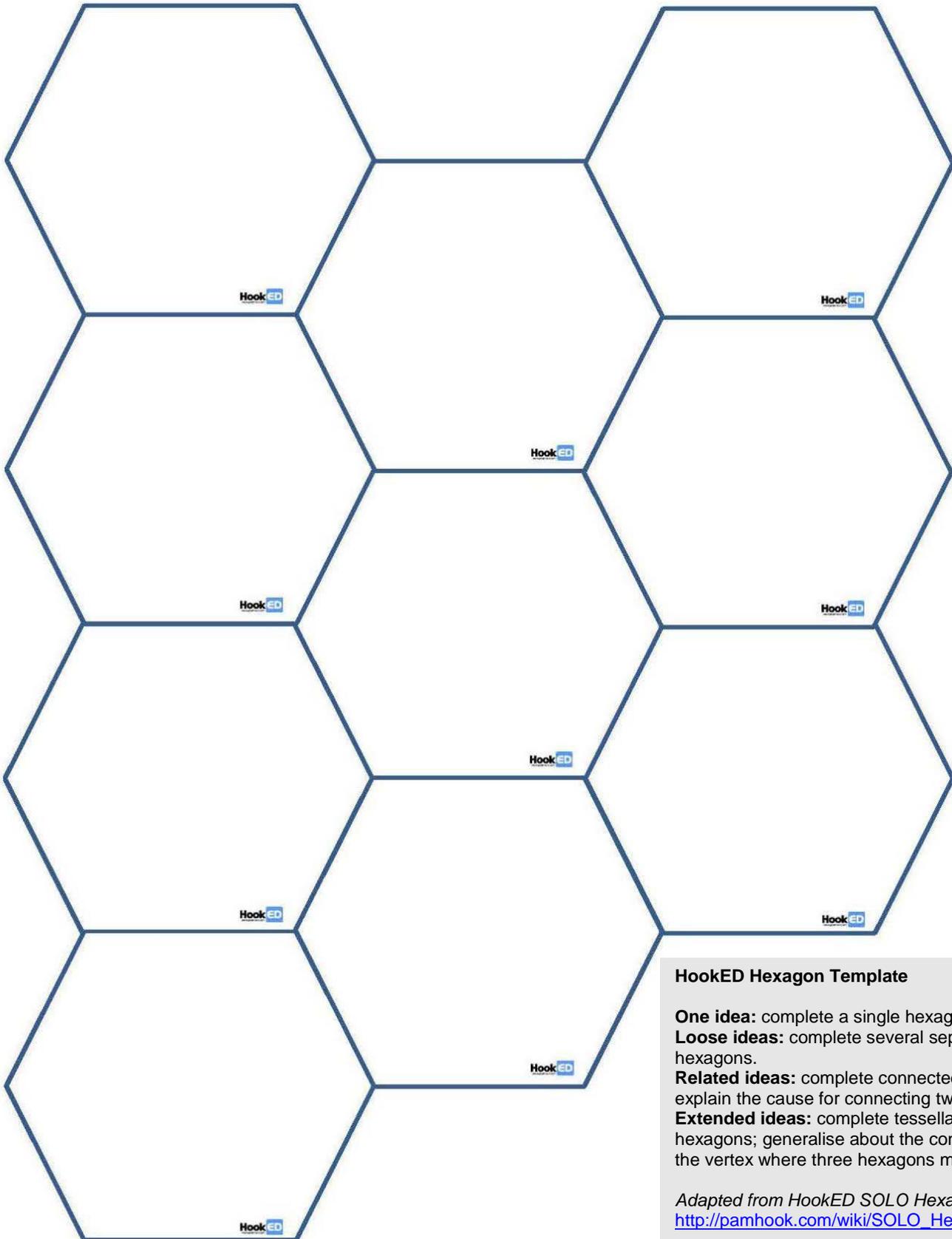
HookED Hexagon Template

Instructions for use

Ask students to:

- **brainstorm** everything they know about a given topic (presented as a focus question), and record each idea or thought on a separate blank hexagon.
- **make** connections between individual hexagons by looking for reasons to make straight edge connections (tessellating the hexagons). Students should explain orally or by annotation why they have made the connection.
- **explore** the node where three hexagons share a corner (or simply look at a cluster of hexagons) and make a generalisation about the nature of the connected ideas.

Add content to hexagons using the HookED Hexagon Generator at <http://pamhook.com/solo-apps/hexagon-generator/> or use the attached template by printing or displaying on an interactive whiteboard.



HookED Hexagon Template

One idea: complete a single hexagon.
Loose ideas: complete several separate hexagons.
Related ideas: complete connected hexagons; explain the cause for connecting two edges.
Extended ideas: complete tessellated hexagons; generalise about the connections at the vertex where three hexagons meet.

Adapted from HookED SOLO Hexagons
http://pamhook.com/wiki/SOLO_Hexagons

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:

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

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

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/c891a9fff07920dfc4e3ff2c72753c8>

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-spree-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-spree-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

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



English Resource

<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

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

Train pranks rile drivers parents asked for halp [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-halp/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

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-20100920-15jyv.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)

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 to learn more about rail safety at home.

For further information please visit our website at tracksafeeducation.com.au and click on 'parents and community', or contact us at 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. 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)



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