

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

## **Lesson 2**

### **Connecting ideas about physical activity**

Students explore the reasons why people behave in unsafe ways on the rail network. They investigate strategies to manage this risk.

#### **Learning intention**

**Explain** how to manage a health and safety hazard on the rail network.

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

### 2.1. Explain the causes of hazardous physical activity on the rail network

There are many reasons why 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 people may model their behaviour on the unsafe behaviours and attitudes of others using the rail network (peer pressure and bullying). Others may simply be stressed, distracted or under the influence of drugs or alcohol.

Ask students to read the “dumb” and “smart” activities outlined on the Metro Trains Melbourne Dumb Ways to Die website: <http://dumbwaystodie.com>.

Ask students to work in pairs or small groups to come up with different reasons why people might act in any number of “dumb” ways around the rail network. Add the possible reasons to the attached **Nine “Dumb Ways to Die” table**.

**Extension:** Ask students to:

- **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/> or manually using the included resource **HookED Hexagon Template with instructions**.
- **combine** their hexagons with those of other pairs of students.
- 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 an important reason why people act in ‘dumb ways’ on and around the rail network is (make a claim) ... because (give a reason) ... because (give evidence).”
- **share** the important reasons why people behave in “dumb” ways on and around the rail network.

### Nine “Dumb Ways to Die” table

<b>Possible reasons</b>	<b>Dumb Way to Die 1</b>
	Ignoring the signal at a pedestrian level crossing
<b>Possible reasons</b>	<b>Dumb Way to Die 2</b>
	Standing too close to the edge of platforms
<b>Possible reasons</b>	<b>Dumb Way to Die 3</b>
	Walking on or across tracks

<b>Possible reasons</b>	<b>Dumb Way to Die 4</b>
	Forcing open doors
<b>Possible reasons</b>	<b>Dumb Way to Die 5</b>
	Not being alert
<b>Possible reasons</b>	<b>Dumb Way to Die 6</b>
	Spraying graffiti

<b>Possible reasons</b>	<b>Dumb Way to Die 7</b>
	Riding a bike, skating, blading or any form of rolling around trains
<b>Possible reasons</b>	<b>Dumb Way to Die 8</b>
	Jumping over fences or entering secure rail network property
<b>Possible reasons</b>	<b>Dumb Way to Die 9</b>
	Driving around the boom gates at a level crossing

### 2.2. Explain how emotions can influence the way people behave

**stimulus > cognitive response > emotional response > behavioural response > effect**

Wherever you are or wherever you turn, someone or something is trying to influence you. It is interesting to keep a record of all the things that try to influence you to behave differently from the moment you wake up in the morning until the moment you arrive at school. These influences can be spoken (explicit) or unspoken (implicit).

Ask students to **draw** up a table with four columns, as the example below shows. In the left-hand column, list the time of day when an attempt was made to influence you. In the second column, describe what you were doing at that time. In the third column, identify who or what was trying to influence you. In the right-hand column, explain how and why this was an attempt to influence your behaviour.

Time	Describe what you were doing (use text or annotated drawing)	Identify who or what was the influence (explicit and implicit).	Explain why and how this was an attempt to influence your behaviour.

**Extension:** Ask students to reflect on Margaret Mead’s quote – *“Always remember that you are absolutely unique. Just like everyone else.”* What does this mean? Create an argument that people cannot be all that different when they are subject to so many factors (for example, popular media) that influence them to behave in the same way.

### 2.3. Explain how peer pressure can influence the decisions you make and the actions you take

We often rely on the opinions and actions of others to help us make decisions on how to act. When these people are our peers, they can influence how we feel and cause us to behave in ways that meet the peer-group norms. Sometimes these peer norms are positive; sometimes they are negative with high-risk outcomes.

Some students are more susceptible than others to peer-group influence. The more susceptible students may feel anxious about losing friends or becoming less popular if they do not act in similar ways to the peer group. Younger students who mix with older students can be vulnerable to peer pressure from older students.

Share a situation where you (or someone you know) did something because of a desire to fit in or belong.

Ask students to:

- **Think about** a time in your life when you (or someone you know) did something because you wanted to keep in with their friends. **Identify** the plus, minus and interesting outcomes of this decision.
- **Think about** a time when you (or someone you know) were influenced by your peers and did something you would never have done as an individual. **Identify** the plus, minus and interesting outcomes of this decision.

Some people are more influential than others. They seem like natural leaders of the peer group and others follow their actions.

Ask students to:

- **Think about** times when people have influenced the behaviour of others in the groups you belong to. **Identify** the plus, minus and interesting outcomes of this action.
- **Think about** times when you (or someone you know) have influenced the behaviour of others in a group you belong to. **Identify** the plus, minus and interesting outcomes of this action.

As a class, **discuss** the “good” and “not so good” outcomes of being influenced by others.

**Extension:** Ask students to think about the biggest influences in their life (people and events). Make a list of the 10 best influences and how they have influenced you. Reflect on the sort of influence you would like to have on others.

## **2.4. Explain how peer pressure can influence young people to act in safe and unsafe ways on the rail network**

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

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

Ask students to work in small groups to develop a three- to five-minute role play that describes an unsafe behaviour on the rail network caused by peer pressure or bullying. Students can choose from the attached **Possible situations for role play list**.

The group should:

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

The role play should:

- Identify the negative peer pressure (e.g. rejection, putdowns, reasoning, everyone else is doing it) used to persuade others to act unsafely on the rail network.
- Explain why the behaviour is potentially unsafe on the rail network.

To develop their role plays, ask the groups to:

- **Practise** the role play and seek feedback from another group on how you could make the story line more compelling.
- **Rework** the role play.

Groups deliver the role play, without interruptions, to an audience. Next, use the ‘Augusto Boal Forum Theatre’ technique (refer to: [http://en.wikipedia.org/wiki/Forum\\_theatre](http://en.wikipedia.org/wiki/Forum_theatre)) to replay the scene, but this time any member of the audience can shout “Stop!” and take the place of an actor, changing the situation to manage the peer pressure or bullying in a way that keeps the student safe. Replay the scene several times to allow students to share different strategies, responses and outcomes. The facilitator explains what is happening to the audience. As a class, discuss which approach is likely to be the most effective when managing the peer pressure or bullying that is causing unsafe behaviours on the rail network.

**Extension:** Collate a list of '101 different strategies for managing peer pressure'.

### Possible situations for role play

#### 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?*

### 2.5 Explain how emotions, dispositions and decision making can affect outcomes for young people on and around the rail network

Ask students to read three of the media reports on young people’s hazardous interactions with the rail corridor supplied in the included **Media and Multimodal Resources**.

Ask students to work in pairs and, for each media report, to:

- **Identify** the hazard for the young person or people.
- **Explain** how and why this became a hazard for the young person or people, by referring to emotions, dispositions or decision making,
- **Propose** a way in which the hazard could have been managed.

Ask students to summarise this thinking in a table, as in the example below.

	<b>What was the hazard for the young person?</b>	<b>Why did this become a hazard for the young person? (emotions, dispositions, decision making)</b>	<b>How could this hazard be managed to keep other young people safe in the future?</b>
Reading 1: Title, date and source			
Reading 2: Title, date and source			
Reading 3: Title, date and source			

Each pair shares their summaries with another pair of students. As a class, discuss the reasons some young people are at risk in and around the rail network.

**Extension:** Ask students to make a claim about the special hazards young people face on the rail network:

- Refer to the emotions, dispositions and decision making of young people when making your claim.
- Back up your claim with reasons.
- Back up your reasons with evidence.

For example, “Overall I think .... [insert a claim about young people in and around the rail network] because ... [insert a reason to back up your claim] because [insert evidence to support your reason].”

## Appendix: Differentiated assessment rubrics

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

### Health & Physical Education

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

*Explain how to manage a health and safety hazard on the rail network.*

<b>Extended ideas</b>	My description identifies how to manage several relevant hazards on the rail network <b>AND</b> explains why these safety management strategies are used. <b>AND</b> makes a generalisation about the effectiveness of the use of these safety management strategies.
<b>Connected ideas</b>	My description identifies how to manage several relevant hazards on the rail network <b>AND</b> explains why these safety management strategies are used
<b>Loose ideas</b>	My description identifies how to manage several relevant hazards on the rail network.

### Rail Safety

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

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

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

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