

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

Lesson 3

Creating ways to positively influence hazardous physical activity

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

Learning intention

Create a proposal or a resource to positively influence hazardous behaviour 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 Make a set of trading cards to help others manage peer pressure on them to act unsafely on and around the rail network

Using their new learning from the previous activities, students work in groups to create a set of trading cards that suggest five different ways to manage negative peer pressure on and around the rail network. These cards are to be designed for students to carry in their wallet or photograph and add to their mobile phone image library.

Each card will:

- Identify a peer pressure approach used to persuade others to act in illegal or dangerous ways on the rail network (e.g. rejection, putdowns, reasoning, everyone else is doing it).
- Explain how and why the peer pressure is a hazard to personal safety or the safety of others.
- Assess the riskiness of the peer pressure approach (0 to 5) to create a Risk Assessment Score. This can be done through a class vote. Add the reasons why this score was given (e.g. consequence score + likelihood score = score).
- Identify three ways to manage (deal with) the hazardous peer pressure.
- Use a pull-out quote to send a message about managing hazardous peer pressure.

Set out the information in the way shown on the attached **Trading Card Template**. Alternatively student can make their own cards using genuine sizing of 64 mm x 89 mm (2.5" x 3.5").

Students share their draft trading cards with other students.

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

Some feedback prompts for students:

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

Trading Card Template Guide

Front


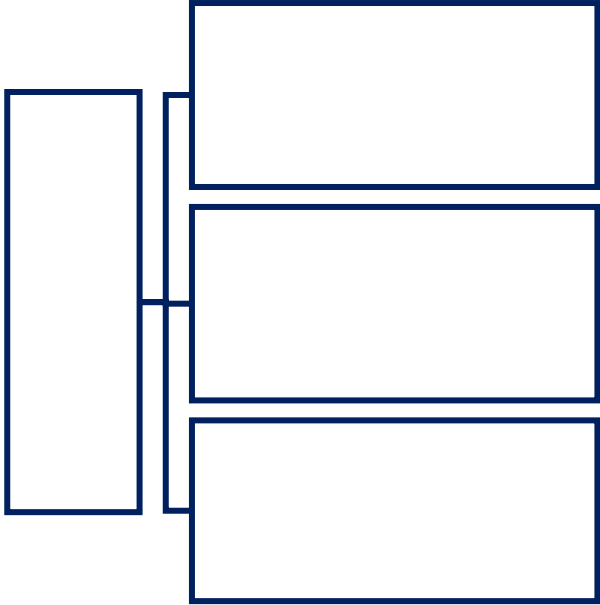
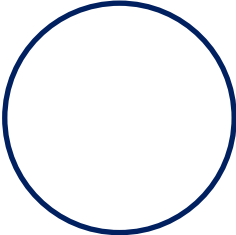

Back

<p>Draw or insert an image representing the peer pressure to act in a hazardous way on the rail network here.</p> <p>Insert a name for the peer pressure here.</p> <p>Explain why peer pressure to act in this way is dangerous on the rail network.</p>	<div data-bbox="842 600 1436 936"> </div> <p>Insert three ways to manage the peer pressure.</p>	
<div data-bbox="335 1310 574 1545"> </div> <p>Insert a score out of 5 for the riskiness of the peer pressure in the circle.</p> <p>Explain your reasoning here.</p>	<p>Explain why the actions above help manage the peer pressure.</p>	<div data-bbox="1056 1310 1452 1568"> </div> <p>Insert your pull-out quote about managing peer pressure here.</p> <p>Draw or insert a photo of your face here.</p>

Trading Card Template

Front

Back

3.2 Make decisions about actions to help young people move safely on or around a place on the local rail network

Discuss these questions:

- Why do young people move in unsafe ways on or around a place on the local rail network?
- What can be done to help manage the risk young people face when moving on and around the rail network in your local area?
- How can we work with young people to make them safer on or around the rail network in your local area?

In making young people safer, think about what can be done by students at each of these levels:

- **individual** – for example, learn more about the reasons why young people move in unsafe ways on or around a place on the rail network in your local area, and about what is needed to help young people better manage their safety on or around a place on the rail network in your local area,
- **class** – for example, survey other young people to find out what would help them manage hazards at a place on or around the rail network in your local area,
- **school** – for example, encourage schools to adopt policies for safer movement of young people on and around the rail network in your local area,
- **clubs and youth organisations** – for example, take part in discussions, write to news media and online forums to raise the awareness of working together to create safe outcomes for students moving on or around the rail network in your local area,
- **local community** – for example, participate in local body politics and lobbying to include a youth perspective on safer outcomes for young people moving on and around the rail network in your local area,
- **government** – for example, contact government representatives to build an awareness of a youth perspective on keeping safe around the rail network in your local area, and
- **places of worship**– for example, encourage discussion among church/mosque/temple/synagogue etc. members around meeting the rights of young people to experience safe outcomes when moving in and around the rail network in your local area.

Ask students to come up with an example for what they might do to take action or influence others to take action at each level listed above.

Ask students to imagine how they might work with other young people to create safer outcomes for young people who are moving in and around the rail network in your local area. Their suggestions might involve re-imagining a place on the local rail network as a place to foster wellbeing for the youth community. It might require renovations, landscaping, improving the accessibility, incorporating youth art or opportunities for youth to act in public service projects. Their suggestions might involve providing public places for enhancing the physical wellbeing of young people outside of the rail network or drop-in street theatre hubs designed to build resilience and help young people deal with bullying and negative peer pressure to act in unsafe ways around the rail network.

Use a decision making matrix below to select the best ideas from the class.

Develop explicit criteria to select the best solution from several choices. For example, which solution is most likely to appeal to young people? Which solution can be achieved using existing resources? Which solution is most likely to attract local community support? Which solution best confronts the cause of the unsafe situation? Which solution will work the best in the long term? Which solution will be easiest to implement?

Which solution best meets the criteria listed below? Rank from 1 to 5.

	Possible solution 1	Possible solution 2	Possible solution 3	Possible solution 4	Possible solution 5
Criterion 1					
Criterion 2					
Criterion 3					
Criterion 4					
Criterion 5					
Total					

Ask students to elaborate the best solution using the following structure:

- Who will do what? (describe)
- What is the idea for a solution? (describe)
- How will it work? (describe)
- Why will it create safer outcomes for young people on and around a place on the rail network in your local area? (explain).

Ask students to:

- Use the solution to create a draft formal proposal and/or action plan to help young people moving on and around your local rail network be safer. The Youth Activist's Toolkit will be helpful when you are creating a draft proposal: http://www.advocatesforyouth.org/storage/advfy/documents/Activist_Toolkit/activisttoolkit.pdf
- Write up your proposal.
- Take your next steps to making a difference. The following youth advocacy links may help you. Contact the agencies about your proposal by letter, email or phone.
 - Australian Youth Affairs Coalition: <http://www.ayac.org.au>
 - Youth Affairs Network Queensland (YANQ): <http://www.yanq.org.au>
 - Youth Affairs Council of Victoria (YACVic): <http://www.yacvic.org.au>
 - Youth Affairs Council of South Australia (YACSA): <http://www.yacsa.com.au>
 - Youth Action and Policy Association NSW (YAPA): <http://www.yapa.org.au>
 - Northern Territory Youth Affairs Network (NTYAN): <http://www.ntyan.com.au/new/ntyan>
 - Youth Coalition of the ACT: <http://www.youthcoalition.net>
 - Youth Network of Tasmania (YNOT): <http://www.ynot.org.au>
 - Youth Affairs Council of WA (YACWA) www.yacwa.org.au
 - UN Youth Australia: <http://www.unyouth.org.au>
 - Multicultural Youth Advocacy Network Australia (MYAN): <http://www.myan.org.au>
 - Fixers: Young people fixing the future: <http://www.fixers.org.uk>

Appendix: Differentiated assessment rubrics

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

Health & Physical Education

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

Create a proposal or a resource to positively influence hazardous behaviour on the rail network

Extended ideas	<p>I can create a proposal (or a resource) to positively influence hazardous behaviour on the rail network AND explain why this proposal or resource will positively influence hazardous behaviour on the rail network AND seek feedback on how to improve the effectiveness of my proposal or resource AND act on the feedback to rework my proposal or resource.</p>
Connected ideas	<p>I can create a proposal (or a resource) to positively influence hazardous behaviour on the rail network AND explain why this proposal or resource will positively influence hazardous behaviour on the rail network.</p>
Loose ideas	<p>I can create a proposal (or a resource) to positively influence hazardous behaviour on the rail network.</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>