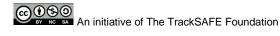**Remember: read the Teacher Notes first!**

Lesson 2

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

Learning intention

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

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

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

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

Refer to:

- Heroic Imagination TV: Dangerous Conformity: http://youtu.be/vjP22DpYYh8
- Bystander Effect: http://en.wikipedia.org/wiki/Bystander_effect
- Peer Pressure: http://en.wikipedia.org/wiki/Peer_pressure
- Bullying: http://en.wikipedia.org/wiki/Bullying

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

Next, ask students to work in groups to:

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

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

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

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

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

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

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

Ask students to:

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

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

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

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

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

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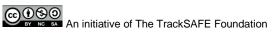
Hazards for young people on the rail network

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

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

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

2.2. Explain how emotions ("feelings") can lead to positive and negative outcomes

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

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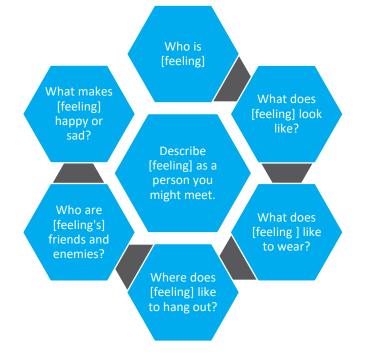
Sometimes peers can influence us to do things that make us feel happy, excited, attractive, cool, smart, important, powerful and in-control. Other times peers can influence us to act in ways that leave us feeling embarrassed, scared, disrespected, ashamed, angry, ugly, stupid, anxious, nervous, powerless,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

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

Ask students to:

Choose one of the emotions ("feelings") listed in the paragraph above.

Use the prompts below to think about the "feeling".

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

Use the structure set out below:

> **(Feeling) -**
>
> *(Four adjectives that describe the feeling as a person you might meet on the rail network.)*
>
> Son/Daughter of… *(the feeling's parents)*
>
> Lover of… *(three different things that the feeling loves)*
>
> Who feels… *(three different feelings and when or where they are felt)*
>
> Who gives… *(three different things the feeling gives)*
>
> Who fears… *(three different fears the feeling has)*
>
> Who would like to see… *(three different things the feeling would like to see)*
>
> Who I met… *(a brief description of the location where you met the feeling)*
>
> **(Feeling)**

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

As a class:

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

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

Bio poem feelings analysis

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

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

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

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

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

The group should:

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

The role play should:

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

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

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

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

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

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

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

Ask students to work in small groups to:

- Use ideas from the previous activities to decide on five top tips for "dealing with peer pressure or bullying on the rail network".

- Write a series of text message responses for young people when they send a text asking for help in dealing with peer pressure or bullying on and around the rail network.

- Use these text message responses to create the content for a Free TXT "What are my options?" app that will allow users to text the app requesting suggestions for dealing with pressure to behave in unsafe ways on and around the rail network.

- Mock up the design for a mobile phone screen displaying a sample input question and your output suggestion/s.

- Allow a "Nah, I need another suggestion" option on the screen.

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

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

> Wikipedia: League of Legends http://en.wikipedia.org/wiki/League_of_Legends

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

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

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

Ask students to work in groups to:

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

As a class, discuss whether a "peer review" system like "Tribunal" would help manage bullying and negative peer pressure in schools.
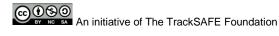
Extension: Research other multiple player online games and identify other strategies used to manage misbehaviours like bullying in online environments.

Ask students to:

- **List** the games researched and the strategies used.

- **Rank** the strategies in order of effectiveness.

- **Make a generalisation** about how useful any of these strategies might be if they were transferred to the school environment – "Overall I think [insert strategy] would be effective/ineffective in managing bullying in the school environment because [insert reason] because [insert evidence]."

- **Present** your research findings to the class.

Appendix: Differentiated assessment rubrics

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

Health & Physical Education

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

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

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

Rail Safety

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

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

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

Extended ideas	I can give several relevant reasons why identified management strategies help us keep safe on and around the rail network *[using text, oral language, drawing, visual arts, dance, drama, music etc.]* **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.
Related ideas	I can give several relevant reasons why identified management strategies help us keep safe on and around the rail network *[using text, oral language, drawing, visual arts, dance, drama, music etc.]* **AND** can explain why these reasons are relevant.
Loose ideas	I can give several relevant reasons why identified management strategies help us keep safe on and around the rail network *[using text, oral language, drawing, visual arts, dance, drama, music etc.].*