

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

## **Lesson 3**

### **Creating ways to enhance young people's ability to manage peer pressure and bullying on and around the local rail network**

Students explore how they can make places 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** an action or a resource to help young people manage peer pressure and bullying on and around the local 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 Create an alternative script for a children's story to communicate a message about challenging peer pressure

As a class:

- Watch Green Eggs and Peer Pressure – Tim Northern: Rooftop Comedy: <http://youtu.be/3tTb1nZLgZQ>
- Read Green Eggs and Ham by Dr Seuss.
- Discuss how the book could be interpreted as a story about peer pressure and being persuaded to act in ways you don't want to.

Ask students to work in groups to create a remix<sup>1</sup> of Green Eggs and Ham. Use the existing illustrations but write an alternative text showing how to manage the relentless peer pressure from Sam-I-Am.

*Note:* You can view and download some useful slides *Free to Mix: An educator's guide to reusing digital content* from: <https://www.slideshare.net/nztaeducation/free-to-mix-an-educators-guide-to-reusing-digital-content> and a guide from: <https://creativecommons.org.nz/wp-content/uploads/2013/03/Free-to-Mix.pdf>

As a class:

- **Present** your alternative version to the class.
- **Discuss** the claim that greater public use of the rail network can help young people manage peer pressure and feel safe from bullying.

**Extension:** Ask students to look for other narratives (short stories, novels, poems, song lyrics, video, or film) that you can re-interpret as stories about peer pressure.

For example:

- Don't Let the Pigeon Drive the Bus – Mo Willems  
<https://www.booktopia.com.au/don-t-let-the-pigeon-drive-the-bus--mo-willems/prod9781844285136.html>
- The True Story of the 3 Little Pigs – Jon Scieszka & Lane Smith  
<https://www.booktopia.com.au/the-true-story-of-the-3-little-pigs--jon-scieszka/prod9780140540567.html>
- I Will Never Not Ever Eat a Tomato (Charlie & Lola) – Lauren Child  
<https://www.booktopia.com.au/i-will-never-not-ever-eat-a-tomato-lauren-child/prod9780763621803.html>

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<sup>1</sup> A new version of a song, book, picture or video made by adding to or otherwise changing the original version (licence permitting).

In each case, determine:

- who is exerting the peer pressure,
- whether that peer pressure is explicit or implicit,
- how the peer pressure is portrayed,
- how the peer pressure is managed, and
- whether the peer pressure has positive or negative outcomes for the protagonist (leading character).

Record your findings in a table such as the one below.

Title of text/song/poem/movie	Who is exerting the peer pressure?	Explicit or implicit?	How is the peer pressure portrayed?	How is the peer pressure managed?	Positive or negative outcomes for the protagonist?	Explain why

### 3.2 Make a series of “Even if your friends don’t think it’s cool” videos to help others manage peer pressure to act unsafely on and around the rail network

Students use their new learning from the previous activities to make a set of short (60-second) videos showing ways to manage peer pressure and stay safe around the rail network.

Ask students to work in groups to create an “Even if your friends don’t think it’s cool” video or animation:

- Draft a compelling storyline or script that lays out the structure of your video. For example, a traditional script might involve: a key event where a student is subjected to peer pressure to act in an unsafe way on the rail network; a struggle against the peer pressure; a crisis that results from the peer pressure; a climax; and a resolution where the student draws the line and walks away from the peer pressure.
- Describe the location/setting on the rail network.
- Describe the characters.
- Develop dialogue to support the storyline. “Show” rather than “tell”.
- Read your screenplay aloud to hear if it flows well.
- Rework your dialogue to increase the impact of the message (less is more).
- Watch some of the following educational videos to get different ideas on how you will share your message:
  - Learning, Sharing, Growing: A Children’s Guide to Life’s Lessons: Vacuum <http://www.zefrank.com/vacuum/index.html>
  - Pedestrian Crossing (1948): [https://archive.org/details/pedestrian\\_crossing\\_TNA](https://archive.org/details/pedestrian_crossing_TNA)
  - Cory: An Hero: Episode 1–2 “Peer Pressure”: <http://youtu.be/umlK69nirB0>
  - Peer Pressure: Machinima: [http://youtu.be/k4s7LJy\\_iQ](http://youtu.be/k4s7LJy_iQ)
  - Peer Pressure: Natural High: <http://youtu.be/orZ9gG8Vnfs>
  - Michael Jackson and the Flintstone Kids “Just Say No” campaign: <http://youtu.be/9lh4tBBiPTc>

- Rework your screen play in response to the other videos.
- Make the video or animation.

Suitable animation software includes:

- Hue Animation My Create: <https://huehd.com/products/mycreate-ipad/>
- Pivot Animator: <http://pivotanimator.net>
- Stykz: <http://www.stykz.net>
- ABCya: <http://www.abcya.com/animate.htm>
- Monkey Jam: <http://monkeyjam.en.softonic.com>
- Clay Animator: <http://www.clayanimator.com>
- CrazyTalk: <http://www.reallusion.com/crazytalk>
- Scratch (MIT): <http://scratch.mit.edu>
- Zu3D: <http://www.zu3d.com>

Note: Students wishing to use Minecraft as an animation platform can use video recording software or simply grab a series of screenshots and use photo editing software to add annotations. For more detailed instructions, refer to:

- Minecraft Wiki: Tutorials: Videos: <http://minecraft.gamepedia.com/Tutorials/Videos>
- Minecraft Forums: Tips on Making a good video: <http://www.minecraftforum.net/topic/558294-tips-on-making-a-good-video>
- How to Make a Minecraft Video: <http://www.apowersoft.com/make-minecraft-video.html>
- Bandicam: Minecraft Game Recording: [http://www.bandicam.com/product/how\\_to\\_record\\_minecraft\\_gameplay](http://www.bandicam.com/product/how_to_record_minecraft_gameplay)
- Minecraft Animations: Mine-imator: <http://www.stuffbydavid.com/mineimator>

### Success criteria

Each video should:

- Appeal to an audience of young people.
- Identify the peer pressure 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.
- Describe a way to successfully manage the peer pressure.
- Send a clear message about challenging peer pressure and bullying.

Students share their draft videos with other students.

Prompt them to ask for and give feedback on how they could improve the animation or video. 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 ...

**Extension:** Collate the videos from the class. Share them with a wider audience (class, school, local community) in a class film festival or online embedded in a class blog or wiki. Encourage feedback from the audience on the effectiveness of the videos in communicating an important message about managing peer pressure or bullying.

### 3.3 Make decisions about actions to help young people manage peer pressure and bullying around places on the local rail network

Discuss these questions:

- What is the reason for young people moving 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 you work with your community to help young people be safer on or around the rail network in your local area?

Ask students to work in small groups to:

**Ask** local people of all ages about their needs and opportunities for physical activity at different locations in your local community. What do they do and what would they like to be able to do?

**Visit** locations on and around the rail network in your local community, such as those listed below.

<i>railway stations</i>	<i>platforms</i>	<i>level crossings</i>	<i>overbridges</i>	<i>pedestrian walkways</i>
<i>tracks</i>	<i>rail yards</i>	<i>terminal facilities</i>	<i>overhead wires</i>	<i>rail substations</i>

**Describe** any regular physical activity (exercise) occurring in a location on or around the rail network over a given time period.

**Identify** opportunities for people to be physically active in locations on and around the rail network in your local community.

**Ask** members of your local community (including rail network staff) for local stories about places on and around the rail network.

**Research** the history – planning, building and development – of the local rail network.

**Plan** a physical activity (exercise) route in your local area that incorporates places of interest on and around the rail network. Use the “Create a Map” function on Google Maps: <http://www.google.com/earth/outreach/tutorials/custommaps.html>

**Annotate** rail network locations on this route with distances, suggested times, explanations, narrative and local anecdotes about the rail network, using the Create a Map function on Google Maps.

For ideas on how you can describe the route, search online or refer to:

- Whadjuk Trail Network: <http://whadjukwalkingtrails.org.au/trails/bush-to-beach/>
- Sydney City Walk: <http://www.architecture.org.au/sydney-walks/45-sydney-city-walk>
- Parramatta Walk: [http://www.sydneyguide.com/parammatta\\_walk.php](http://www.sydneyguide.com/parammatta_walk.php)
- Adelaide Explore the City Trails: <https://www.cityofadelaide.com.au/explore-the-city/visit-adelaide/maps-trails-and-guides/>
- Canberra Guided and Self-Guided Tours: <https://www.nca.gov.au/tour/anzac-parade-walk>
- Walking and hiking around Darwin: <https://northernterritory.com/darwin-and-surrounds/see-and-do/outdoor-activities/walking-and-hiking>
- Greater Hobart Trails: <https://www.greaterhobarttrails.com.au/>
- Brisbane hikes and walking trails: [https://www.visitbrisbane.com.au/information/articles/nature/hikes-within-30km-of-brisbane?sc\\_lang=en-au](https://www.visitbrisbane.com.au/information/articles/nature/hikes-within-30km-of-brisbane?sc_lang=en-au)

**Note:** *The exercise route could target any age group and take any form so long as it includes opportunities for people to walk past or through places on the rail network – e.g. a 360-degree view of the railway station route; a route of 11 level crossings and one overpass; a three times around the railway yards route; a boredom-proofed workout route that changes each time you use it; a surprising places to hang out route; a local landmarks or personalities route; best-ever ice cream trails; a great sniffs for dogs walking route; an unusual pavements route; a train spotter's route – bring your notebook and overcoat; a spot the railway signs route; a get the kids off the iPad route; a before breakfast coffee by the station route; a get closer to the sky pedestrian overpasses route; a route of best places on the rail network to watch the sun going down; an urban orienteering rail network route.*

Also suggest variations such as:

- Geocaching: <http://en.wikipedia.org/wiki/Geocaching>
- Letterboxing:- [http://en.wikipedia.org/wiki/Letterboxing\\_%28hobby%29](http://en.wikipedia.org/wiki/Letterboxing_%28hobby%29)

**Collaborate with others** to create an interactive map of the physical activity route that will engage people in walking around and through local places on the rail network.

For example, embed the map in a blog or wiki and encourage young people to post photos, data on their levels of fitness and/or descriptions of what they saw on the route around the rail network via Twitter or by a reply function on the blog.

**Invite** friends, family and people in your local community to experience regular physical activity by participating in a weekly challenge following the rail network route map.



**Build** an online and offline community with local people by encouraging route map participants to add whimsical and engaging: place markers, descriptions or challenges, alternative route lines, photos and video to your online map.

**Evaluate** the extent to which your mapping initiative has assisted and increased your participation and the participation of others in regular physical activity.

**Evaluate** the extent to which your mapping initiative has assisted and encouraged people to walk past or visit different places on the local rail network.

**Extension:** Ask students to seek support in implementing, sustaining and extending their mapping initiative.

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](http://www.advocatesforyouth.org/storage/advfy/documents/Activist_Toolkit/activisttoolkit.pdf)

The following youth advocacy links may help you to take your next steps to making a difference. Contact the agencies about your proposal by letter, email or phone.

- o Australian Youth Affairs Coalition: <http://www.ayac.org.au>
- o Youth Affairs Network Queensland (YANQ): <http://www.yanq.org.au>
- o Youth Affairs Council of Victoria (YACVic): <http://www.yacvic.org.au>
- o Youth Affairs Council of South Australia (YACSA): <http://www.yacsa.com.au>
- o Youth Action and Policy Association NSW (YAPA): <http://www.yapa.org.au>
- o Northern Territory Youth Affairs Network (NTYAN): <http://www.ntyan.com.au/new/ntyan>
- o Youth Coalition of the ACT: <http://www.youthcoalition.net>
- o Youth Network of Tasmania (YNOT): <http://www.ynot.org.au>
- o Youth Affairs Council of WA (YACWA) [www.yacwa.org.au](http://www.yacwa.org.au)
- o UN Youth Australia: <http://www.unyouth.org.au>
- o Multicultural Youth Advocacy Network Australia (MYAN): <http://www.myan.org.au>
- o 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** an action or a resource to help young people manage peer pressure and bullying on and around the local rail network.*

<b>Extended ideas</b>	I can create an action or a resource to help young people manage peer pressure and bullying on and around the local rail network <b>AND</b> explain why I think it will be effective <b>AND</b> seek feedback on how to improve my actions or resource <b>AND</b> act on the feedback to make my actions or resource more effective.
<b>Connected ideas</b>	I can create an action or a resource to help young people manage peer pressure and bullying on and around the local rail network <b>AND</b> explain why I think it will be effective.
<b>Loose ideas</b>	I can create an action or a resource to help young people manage peer pressure and bullying on and around the local rail network <b>BUT</b> I am not sure how or why it will work.

### 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?)*

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