

Lesson 2: Drama

The Arts Curriculum links

Drama

- Explore ideas and narrative structures through roles and situations and use empathy in their own improvisations and devised drama ([ACADRM031](#))
- Shape and perform dramatic action using narrative structures and tension in devised and scripted drama, including exploration of Aboriginal and Torres Strait Islander drama ([ACADRM033](#))
- Identify intended purposes and meaning of drama, starting with Australian drama, including drama of Aboriginal and Torres Strait Islander Peoples, using the elements of drama to make comparisons ([ACADRR034](#))

TrackSAFE outcomes of this lesson

Students should be able to:

- **Describe** what they themselves need to do to stay safe on the train network
- **Explain** why they need to do those things to stay safe on the train network
- **Teach** others how to stay safe near trains and tracks

2.0 Whole class learning session (10mins)

Safety should always be on play!

Preparation/resources: Yellow tape

Revise TrackSAFE actions if the students have covered these in the English lessons. See the English unit of work and create a quick summary if students have not completed these lessons.

Discuss:

- **Actions** help keep people in your community safe when around trains and tracks. Use the terms STOP, LOOK, LISTEN, THINK for discussions around crossing at a pedestrian level crossing.
- **Actions** that can be achieved with a remote control while watching a DVD. Use the terms 'pause', 'stop', 'rewind', 'fast forward' and 'play'.

Use tape as a yellow line to mark off part of a room.

Ask students to move around the room as if they were milling around on a station platform.

Put one student in charge of an imaginary remote control.

Let the student control the actions of the people milling around the imaginary station using the 'pause', 'stop', 'rewind', 'fast forward' and 'play' button.

The crowd must respond to any action called by the "remote controller".

The student with the remote control must try to keep the people 'behind' the yellow line.

When people stray over the yellow line the remote control gets passed to another student.

Pose the question – *Wouldn't it be great if we could do this in real life? What are the benefits if we could prevent someone moving to an unsafe area?*

Relate a personal story where you were in an unsafe situation, and you wished you could have pushed the 'pause' button to give you time to think about what you should do next; or when you wished you could 'fast forward'.

Use think-pair-share to ask students to think of a moment in their life when having a 'pause', 'stop', and rewind', 'fast forward' and 'play' button would have been useful. Encourage students to think of situations where they had to think about their safety, and to share a positive outcome (either real or imagined).

Ask for students prepared to share these moments with the class.

Activity

The following activity is designed as a whole class activity.

Activity 2.1 Remote control magic (20mins)

Preparation/Resources: none

Develop a learning intention and success criteria for shaping and performing dramatic action using narrative structures and tension in devised and short scripted drama.

Ask students to:

- **Work in groups** to create a mini-play that promotes safe behaviours when near train tracks.
- **Appoint** someone to be a 'remote controller' who can call out 'stop', 'pause' 'rewind' etc to ensure everyone stays safe.

Background: The mini-play begins with someone doing something that will put them at risk. The 'remote controller' can call 'pause' and explain to the person what they are doing wrong and why it is dangerous, and then call 'play' to allow them to change their actions. Alternatively, the mini-play could demonstrate an unsafe behaviour and the 'remote controller' could wait until the end, call 'rewind' and instruct the others about what they should have done and why; then call 'play' so a different (and safer) outcome is achieved.

Reflect on how well the mini-play meets the success criteria for shaping and performing dramatic action using narrative structures and tension.

Give students ample time to practise their mini-plays before sharing.

Activity 2.2 Whole class sharing (30mins)

Preparation/Resources: Digital camera

Students perform their mini-plays for the class. Students can provide feedback to each other about the effectiveness of the mini-play and the clarity of safety message.

Consider the opportunities to perform some of the plays for other classes or at assembly and filming the mini-plays for the school, and to save on a USB stick for students to play at home for their families. Upload to the [feedback and giveaways](#) page of the TrackSAFE Education website.