

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

The Arts
Years 7 and 8

Lesson 3

Extending ideas about managing the unsafe behaviours of young people on the rail network

Learning intention

Plan dramatic action to communicate a message about managing the unsafe behaviours of young people 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 Rework a 60-second “bystander effect” drama into a drama about managing peer pressure 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 students, in their groups, to rework their 60-second drama into a longer piece exploring **ways to manage** peer pressure, bullying and the bystander effect on the rail network. Their drama should prompt the audience to think about the big question, “To what extent are we personally responsible for what we see happening around us?”

*Note: Refer to the attached **Peer pressure scenarios** and the ideas the class generated in Lesson 2.*

Ask groups to experiment with their adaptation by adding any or all of the following to build tension, belief and audience engagement:

- mimed action,
- soundscape (and additional dialogue),
- narration, and/or
- convention, which
 - manipulates timeframes – fast forward, flashback, flash forward, slow motion
 - gives information – telephone conversation, diary entry, overheard conversation
 - shows a character’s thoughts/ a difficult choice – voices in the head, spoken thoughts, pressure circle, angels and devils
 - adds impact or interest – chorus of voices, chorus of movement, rewind, split stage.

Ask groups to:

- Use a working plan to plan and review your changes.
- Rehearse and then perform your drama to an audience of your peers.
- Modify the drama in response to audience feedback.
- Perform your drama for the wider school community.

Extension: Ask students to write “in role” about the drama using the bystander’s voice. Imagine you are the bystander relating your thoughts and/or feelings about the situation to one of your grandchildren many years after the event. To what extent do you feel responsible for what you see happening around you?

Peer pressure scenarios

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?

Appendix: Differentiated assessment rubrics

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

The Arts (Drama)

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

Plan dramatic action to communicate a message about managing the unsafe behaviours of young people on the rail network.

<p>Extended ideas</p>	<p>I can plan dramatic action to communicate a message about managing unsafe behaviours on the rail network AND I can annotate my plan to explain why these actions are appropriate AND seek feedback on how I can improve. Revise and extend my plan for dramatic action AND act on this feedback.</p>
<p>Connected ideas</p>	<p>I can plan dramatic action to communicate a message about managing unsafe behaviours on the rail network AND I can annotate my plan to explain why these actions are appropriate.</p>
<p>Loose ideas</p>	<p>I can plan dramatic action to communicate a message about managing unsafe behaviours on the rail network BUT I am not sure how, when or why to use these actions.</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>