

## **Lesson 3**

### **Extending ideas about managing the unsafe behaviours of young people using level crossings on the rail network**

#### **Learning intention**

**Develop** metaphors and symbols to support the communication of a provocative message in a devised drama.

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 “waiting with others” drama into a drama that asks a provocative question about young people and level crossings

*“People behave in “dumb” ways at level crossings on the rail network.”*

Ask students to:

- **Read** CARRS-Q Railway Level Crossing Safety Fact Sheet from The Queensland University of Technology. Pay particular attention to the section on “Tips for Staying Safe”. Download the resource from: <https://research.qut.edu.au/carrsq/wp-content/uploads/sites/45/2017/12/Railway-level-crossing-safety-print.pdf>
- **Collect** material on level crossings, waiting and staying safe on the rail network from newspaper/magazine articles and blog posts, poems, short story, novels, plays, posters, pictures, lyrics, Tweets, television and radio advertisements, YouTube videos and multimedia campaigns. Use the material as a catalyst for thinking in new ways about people and level crossings.

Ask groups to **develop** a metaphor or analogy (i.e. using one thing to mean another) and/or a symbolic representation to use in their drama about young people and level crossings. To develop a metaphor, follow these steps:

**Step 1:** Describe the features of the idea, activity or thing you wish to make a metaphor for.

**Step 2:** Choose one essential characteristic.

**Step 3:** Describe other ideas, activities or things that share the same characteristic. Think widely.

**Step 4:** Choose an idea, activity or thing that captures your attention.

**Step 5:** Use this to form a metaphor with the first idea. You can use the included **HookED Analogy Map** to help you.

**Step 6:** Share the metaphor with your group. It may provide a useful provocation for your drama.

Ask students, in their groups, to use this research to:

- **Identify** important messages, metaphors or symbols that could be used in your drama.
- Rework your 60-second drama into a longer piece exploring **ways for young people to stay safe on and around level crossings**. Your drama should cause the audience to

think about a big question about level crossings that you have identified during this unit.

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 – fastforward, flashback, flashforward, slow motion
  - gives information – telephone conversation, diary entry, overheard conversation
  - shows a character’s thoughts or a difficult choice they face – 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, draft, review and rewrite the changes they make.

Ask students to consider how they will:

- **Stage the drama.** Think about the powerful symbolism of a level crossing. How can these symbols and/or metaphors for opening and closing, stopping and starting, waiting and rapid movement be represented on stage? Does the staging make the meaning of the play clear to an audience? How will you use staging and theatrical techniques to amplify key moments in the play? How will you fully and thoughtfully use the stage space? What is the setting for the play? How will the staging help you establish the characters, the moods, and situation? How will you position the characters on stage (blocking) to ensure sight lines and interest for the audience? Will the play require transitions? If so, how will you manage these so they enhance the audience’s experience?
- **Use production features on stage.** Think about what will be required to suggest a level crossing, suitable costumes to support the different characters’ viewpoints, any sound effects that might increase tension or engagement at the level crossing, simple lighting effects.

As final steps, ask the groups to:

- Draft, rehearse, revise and then perform the drama to an audience of peers.
- Modify the drama in response to audience feedback.
- Perform the drama for the wider school community.

**Extension:** Write “in role” about the drama using the level crossing’s voice. Imagine you are the level crossing and relate your thoughts and/or feelings about your situation. To what extent do you feel responsible for what you see happening around you?

## 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 within the Australian Curriculum. Results can be recorded via your usual assessment record method.

*Develop metaphors and symbols to support the communication of a provocative message in a devised drama.*

<b>Extended ideas</b>	<p>I can develop metaphors and symbols to support the communication of a provocative message in a devised drama  <b>AND</b> I can annotate the script with explanations about how, why and when to use them in a performance  <b>AND</b> I seek feedback on how to improve my use of metaphors and symbols in the performance  <b>AND</b> I act on this feedback to improve my script.</p>
<b>Connected ideas</b>	<p>I can develop metaphors and symbols to support the communication of a provocative message in a devised drama  <b>AND</b> I can annotate the script with explanations about how, why and when to use them in a performance.</p>
<b>Loose ideas</b>	<p>I can develop metaphors and symbols to support the communication of a provocative message in a devised drama  <b>BUT</b> I am not sure how, when or why I should use them.</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?)*

<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>