

### Lesson 3: Drama

#### The Arts Curriculum links

##### Drama

- Explore role and dramatic action in dramatic play, improvisation and process drama ([ACADRM027](#))
- Use voice, facial expression, movement and space to imagine and establish role and situation ([ACADRM028](#))
- Present drama that communicates ideas, including stories from their community, to an audience ([ACADRM029](#))
- Respond to drama and consider where and why people make drama, starting with Australian drama including drama of Aboriginal and Torres Strait Islander Peoples ([ACADRR030](#))

#### 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.
- **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 (15mins)

### Safe families

**Preparation/resources:** Excerpts of movies and TV shows your students watch; images of actors using different facial expressions.

Develop a learning intention and success criteria for using facial expression to represent an emotion.

Discuss the role of the actors in movies and plays using still images and excerpts from movies and television programmes students watch as prompts.

Ask questions about the actors - *Is that what the actors are really like? Is what they doing true? Are they just pretending to be sad, mad, crazy or glad?*

Introduce the idea that actors 'represent' the emotions and behaviours of other people much like visual artists can 'represent' lines in their paintings and musicians can 'represent' the sounds of trains on tracks in their music compositions.

Discuss how actors represent emotions, actions and behaviours. Ask students what actors do to represent sadness, happiness, concern, fear, etc. Explain that when actors work their emotions are not real - they are 'pretending'.

Ask students to work in pairs to:

- **Look** at images of actors using different facial expressions.
- **Practise** using facial expressions to pretend they are happy, sad, afraid or fearful, surprised, disgusted, and angry. To help them practise, ask them to think of a situation when they felt one of the six basic emotions.
- **Play** “guess our expressions” with another pair of students.

Provide opportunities for rehearsing, revising, conferencing, and presenting the facial expression (performance).

In whole task discussion ask questions like:

- How could facial expressions help teach others something important?
- How could we use facial expressions to help keep people safe around trains and tracks?
- Could we create a play that could teach others something important about keeping safe around trains and tracks?

**Extension:** Make a facial expression library. Take ‘selfies’ or ask a friend to take digital photos of your face representing the six basic emotions: Happy, sad, afraid or fearful, surprised, disgusted, and angry. Use photo editing software to create a facial expression template (2 by 3 grid) for your library. Get permission to add facial expressions from other friends and family members. Think about how easy would it be to make a facial expression library of your cat or dog?

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## Activities

You can allocate the following activities to groups according to student learning needs.

Activities are designed so that students can complete their activity within a one hour lesson. Each group can be working on different activities at the same time, or choose to do the same activity.

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### Activity 3.1 Helping others stay safe (25mins)

**Preparation/Resources:** Yellow tape

Develop a learning intention and success criteria for creating stories in drama to communicate feelings.

Create a train platform space with a yellow line running through it which clearly shows the rail side and the platform side of the line (consider adding a line for the end of the platform and two lines for the train tracks).

Ask students to work in groups to create a mini-play about a family group approaching the station and excitedly discussing the train trip they are going on.

The family group should represent families in your community and include at least two people (e.g. a pre-schooler and an elderly relative) who need extra help to stay safe around tracks and trains.

Their play should show the families' feelings during the following five events.

1. **Leaving home:** The family talk about the train trip - where they are going and what they are going to do when they get there.
2. **Approaching the station:** The family talk about how they will stay safe on the platform.
3. **Walking onto the platform:** The family move onto the 'platform' helping all family members stay safe.
4. **Approaching the yellow line:** The family move towards the yellow line, but stay behind it.
5. **An approaching train:** The train approaches and the family talk about waiting until it stops to cross over the yellow line and board the train.

Provide opportunities for rehearsing, revising, conferencing, and presenting the events in the mini-play in a performance.

**Extension:** Mix up the events in the play (and or the different groups of actors) and repeat the performance. For example rearrange the play to show different family groups in your community approaching the yellow line.

### Activity 3.2 Adults helping us to stay safe (25mins)

**Preparation/Resources:** None.

Develop a learning intention and success criteria for creating stories in drama to communicate feelings.

Ask students to work in pairs to:

**Create** a mini-play about an adult and child waiting at the pedestrian level crossing.

The mini-play should show the feelings of the adult and child when:

- The child does not want to hold hands with the adult.
- The adult tells the child they must hold hands to be safe.
- The adult explains that the child matters to them, trains are very big and move very fast, and that holding hands makes sure the child will be safe around trains.
- The child takes the adult's hand and tells the adult that by holding hands they are both being safe around tracks and trains.

Provide opportunities for rehearsing, revising, conferencing, and presenting the events in the mini-play in a performance.

**Extension:** Recreate the play to show the feelings of the adult and child when the child wants to hold hands with the adult at a pedestrian level crossing but the adult does not understand why this is important. Seek an opportunity to perform both versions of the play to your school community.

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### 3.3 Whole class sharing (20mins)

**Preparation/resources:** None

Groups present their mini-plays to the class. One member of the group should introduce the mini-play, explaining the TrackSAFE actions involved. Groups should respond to audience questions after performing. They can also ask the audience questions to ensure they have understood their TrackSAFE message.

Mini-plays can be videoed and edited for sharing with the wider community, and uploaded to the [Feedback and Giveaways](#) section of our website.