



## ACTIVITY TWENTY:

## At the Station – Drama response

This is a tableau exercise that gets students to act out possible scenarios. After reflecting on the performances, students will be provided with the opportunity to re-write the endings. In doing so, they come up with and act out strategies that can help them avoid potentially dangerous incidents from occurring at the train or bus station.

### Student Outcomes

#### The Arts

**Strand: Arts, Skills and Processes**

Arts 3 The student uses a range of specific arts skills, techniques, processes, conventions and technologies in presenting art works for identified audiences or purposes.

#### Health and Physical Education

**Strand: Concepts for a Healthy Lifestyle**

CHL 3 The student understands that personal health, safety and physical activity practices enhance the physical, mental, emotional and social aspects of their own and others health.

CHL 4 The student understands how factors influence personal behaviours and how to appraise their own and others health, safety and physical activity practices.

CHL 5 The student understands the consequences of actions taken to enhance personal and community health, safety and physical activity, and to avoid or reduce risks associated with lifestyle behaviours.

### Purpose

This activity will provide an opportunity for a student to:

- Visualise consequences, think laterally, recognise opportunity and test options
- Understand how their choices can affect their physical, emotional and social well-being.

### Preparation

- Photocopy *Resource Seventeen – At the Train Station Tableau Scenarios*.

**OR**

- Photocopy *Resource Eighteen – At the Bus Station Tableau Scenarios*.

### Procedure

1. The teacher can explain to the students that a tableau is a still image that depicts an event or scenario in a ‘frozen-in-time’ manner, much like a photograph does.
2. Distribute the *Tableau Scenarios*. Students can read the scenarios and discuss.
3. In groups, the students can break the scenario into three parts.
  - Tableau 1: Beginning – the circumstances that triggered the dangerous situation
  - Tableau 2: During – the dangerous action that is taken
  - Tableau 3: After – the end result, these can be both positive and negative endings.
4. The group needs to allocate a narrator and several actors and work through the scenario creating a range of different outcomes.
5. The students can perform the tableau to the whole class, holding each of the three frames for a period of 10-15 seconds each while the narrator reads out the scenario to the class.
6. The students can present both positive and negative outcomes.
7. Present these tableau scenarios at the school assembly during Rail Safety Week or other relevant dates to show that actions have consequences.



### Variation

- Students create their own scenarios to act out to the groups.
- Students can discuss scenarios and the choices people made.
- For more information about National Rail Safety Week visit: [www.railmates.com.au/static/campaigns.php](http://www.railmates.com.au/static/campaigns.php)

### Fact File

Have students considered that train travel is an environmentally friendly form of transport? The average car creates one kilogram of greenhouse gas every three kilometres. In Australia, passenger vehicles produce almost 40 million tonnes of greenhouse gases a year. Imagine how much greenhouse gas you can save by choosing train travel!

### From the Kids

*“It is great to do the drama activities as it is fun but it makes you think of all the consequences that can happen.”*

– Simon (11)

*“These activities were great because we could produce a performance for the whole school and perform it at our assembly.” – Mary (15)*





## Tableau Scenarios

Students are divided into groups of five. Each group is given one of the following scenarios and students can develop their own ending and consequence.

### Scenario 1

You are running late for school due to a family incident beyond your control. You are about to miss the train that will just get you to school on time. You consider for a moment the quickest way to get to the other side of the tracks so as to not miss the train, which is cutting across the train tracks. You hesitate for a moment, then think about the teacher's reaction if you come late to class again.

### Scenario 2

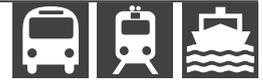
A young boy arrives at the train station late at night with a bag concealing spray paint. He watches left and right for any signs of people coming. The train station appears to be deserted. He leaps off the platform and begins tagging the side of the platform where the trains pass. Normally the young person times his tags so that he is in and out in a matter of minutes. However tonight, two Transit Officers appear.

### Scenario 3

A young group of people, some of who are drunk, are throwing rocks, cans and empty beer bottles at the power lines. The group of people is jovial, cracking lots of jokes and having competitions at who can throw the most objects at the power lines and get the target.

### Scenario 4

A kid arrives at the train station early and is sitting on the bench reading his favourite magazine. Two other people arrive and start harassing the boy, and telling him to hand over the magazine. The boy refuses to hand over the magazine and calls for help. There are only young people at the train station and many of them are frightened of the bullies and are too scared to offer help.



## Tableau Scenarios

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### Scenario 1

You are sitting on the bus with a group of friends. There are lots of scratchies on the windows but one window near you is relatively clear of them. One friend dares you to put a scratchie on the window. It is not something you have done before and you think it is a joke. You look at your friend and she has a serious look on her face and you look up at where the driver is and you can see he is looking at your group in the mirror.

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### Scenario 2

A group of students get on the bus after school. They move to the back of the bus. They are very rowdy and do not notice that a man is sitting in the corner. They almost sit on top of him. He smells like he has been drinking and he asks for money.

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### Scenario 3

A young boy is running late for school. He has his heavy school bag on his back. He can see the bus moving down the hill towards his bus stop. He knows if he runs really fast he can make it. The driver pulls into his bus stop and the student decides to run across the road in front of the bus so he can get to the front door of the bus.

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### Scenario 4

A group of girls get on the bus and take up the last seats available in the middle of the bus. Over the next three stops a number of other passengers get on. A pregnant lady then gets on the bus with her young child. She is standing in the middle of the aisle and the bus moves away.

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### Scenario 5

You and your mates are walking home from a friend's party when someone tells you about the time they threw a rock at a bus and broke a window. They think it is really cool and they try and convince you to do the same.

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