

## Transport Accident Commission

### *CARnAGE*

#### Teacher notes

#### Curriculum links

##### Development of the play

*CARnAGE* was written for, and first performed by *The Mount Players Youth Theatre*, in Macedon. It was also performed at several one-act play festivals across the state, including Ararat and Mount Waverley, at which it has won numerous awards. It was written in response to road trauma and concerns over risk-taking behaviours of young people, with some of the storylines inspired by real life events. The 'First Respondents' storyline was inspired by a friend of the playwright who had just graduated from a Paramedics course, and the 'Classroom' sequences were inspired by responses such as online posts around youth and police safety campaigns.

##### Biography of the playwright

Neil Coulson began acting at the age of nine, and has performed with *The Mount Players* and The Children's Performing Company of Australia. He wrote *CARnAGE* while studying Scriptwriting at the Australian College of Journalism. *CARnAGE* is his first play.

##### Curriculum links and coursework

This resource is based on *CARnAGE* and is pitched at Year 10 level. The content of the resource covers a variety of elements of the *AusVELS* as detailed below. The main emphasis is on Civics and Citizenship, Health and Physical Education and English. The assessment tasks also cover Interdisciplinary Learning. The coursework involves a series of structured questions based on the play, with students responding to the text and undertaking research on issues relating to teenage behaviour and road safety. The unit of study concludes with students working either individually or in pairs to complete a creative task focused on road safety messages aimed at a particular target audience.

As an introductory activity, students could either perform the play in class or alternatively, teachers could negotiate for a Drama/Theatre Studies class in their school to perform the play for a year level or the school as a whole. The opportunities for inter-faculty collaboration are very exciting. The *AusVELS* references are detailed below.

##### Duration of the unit

The coursework (not including preparation for a performance of the play) can be completed in 10 to 12 hours of class time.

<b>Strand</b>	<b>Domain</b>	<b>Dimension</b>	<b>Standard</b>
Physical, Personal and Social Learning	Civics and Citizenship	Community engagement	Students explore ideas and issues in depth through research on issues important to them, their community and their nation. Through active investigation, they learn about and practise the skills and values required for democratic participation – including working with others, organising, solving problems, respecting other points of view, defining areas for investigation, collecting evidence, analysing data, thinking critically, presenting points of view based on evidence and evaluating the effectiveness of their work.
Physical, Personal and Social Learning	Health and Physical Education	Health knowledge and promotion	Students develop greater independence. They seek deeper connections between their learning and the world around them. They use health data to explore personal behaviours and community actions that contribute to the health of specific groups. They investigate community facilities available for

			health and physical fitness activities, and explore how they might use them to maintain their wellbeing.
Physical, Personal and Social Learning	Health and Physical Education	Health knowledge and promotion	Students examine physical, social, emotional and mental health and personal development across various stages of the lifespan. It focuses on safety and the identification of strategies to minimise harms associated with particular situations or behaviours. Students examine the promotion of health of individuals and the community through the use of specific strategies and the provision of health resources, services and products.
Discipline based learning	English: <i>Literature</i> : understanding, appreciating, responding to, analysing and creating literature	Expressing and developing ideas	Students engage with a variety of genres and modes. They re-enact, represent and describe texts in order to display their understanding of narrative, theme, purpose, context and argument and to defend their ideas in written and oral modes. Students are given further opportunities to create increasingly sophisticated

			and multimodal texts in groups and individually.
Interdisciplinary Learning	Communication	Listening, viewing and responding	Students experiment with communicating complex information in a variety of ways. They further develop skills in structuring oral and written presentations to achieve clear and coherent communication. They are able to make informed decisions about selecting resources and technologies appropriate to the format, content and mode of communication.
Interdisciplinary learning	Thinking Processes	Creativity	The capacity to think creatively is a central component of being able to solve problems and be innovative. In the <i>Creativity</i> dimension, students learn to seek innovative alternatives and use their imagination to generate possibilities. They learn to take risks with their thinking and make new connections.