

MAKE YOUR CHOICE – TEACHER GUIDANCE



12–16 years

LIVING SWITCHED ON

From special journeys to everyday commutes, the rail network helps get us where we need to be. Even if we're not travelling, we need to be Switched On to the risks the rail environment can pose.

We can all enjoy life's adventures when we spot signs of danger, look out for our friends and always stay Switched On.

Young people often make responsible choices around the tracks but there can be times when independent decision-making can be compromised. Living Switched On has been designed to help young people aged 12–16 explore a range of themes such as peer pressure, the perils of group mindset and how at times accidents happen as a result of small bad decisions rather than one big mistake.

Living Switched On encourages young people to gain the knowledge that could keep them safer around the tracks, whilst also exploring the impact ripple that rolls out across communities and the rail industry workplaces when accidents happen.

Although safer behaviour and better decision making are the desired outcomes of this resource, at its heart is a clear examination of young people's vulnerabilities. In the safety of the classroom, we encourage educators to discuss what makes their students 'tick' – particularly when they're out and about as part of a friendship or peer group. Through this process, potential vulnerabilities for flawed decision-making can be identified, explored, and corrected in readiness for real world challenges.

CONTENTS	PAGE
Resource Overview	2
Getting Started	2
Resource Guidance	3–5

CURRICULUM LINKS

KS3 & KS4

- **PSHE**
Health and wellbeing: Self concept, Drugs, Alcohol and Tobacco, Managing risk and personal safety. Relationships: Relationship values, Social influences
- **Citizenship**
- **English**
Reading, Spoken English
- **Science**
Physics

S1–S5

- **PSE**
Health and Wellbeing: Self Concepts, Drugs, Alcohol. Managing Personal Safety and Risks, Relationships. Social Influences
- **Citizenship**
- **English**
Reading and Talking
- **Science**
Physics

These resources can also be used within SMSC planning and delivery.

WHY IS THERE A NEED TO INCORPORATE RAIL SAFETY INTO YOUR TEACHING?

There are 20,000 miles of track, 30,000 bridges, tunnels and viaducts plus thousands of signals, level crossings and stations across our rail network. There are more than 19,000 trespass incidents on the tracks every year.

Learning to hazard spot and address potentially dangerous behaviour is crucial at any age. Schools have recognised the importance of teaching about a range of safety behaviours through PSHE and Citizenship lessons in school. The rail industry wants to support this vital work.

MAKE YOUR CHOICE – TEACHER GUIDANCE



12–16 years

HOW TO RUN THE ACTIVITIES AT SCHOOL

This resource has been designed to be flexible and easy to use with a range of options for delivery. This teacher guidance document contains tips for delivery and a loose script that can be adapted by educators to best suit the needs of their learners.

Teachers may decide to:

- Deliver the activities linked to each lesson individually within the normal timetable
- Run all of the activities across a week, as part of a topic focus week

HOW TO RUN THE ACTIVITIES IN OTHER SETTINGS

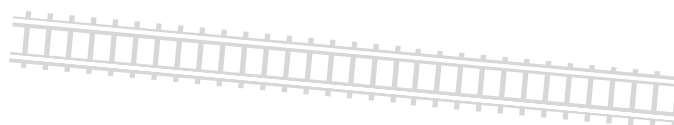
We're aware that youth groups and families may also want to use the materials in this resource. Specific guidance has been provided where appropriate within the lesson plan.

RESOURCE OVERVIEW

NAME OF RESOURCE	FORMAT	LEARNING OUTCOMES
Make your choice	Discussion activity	<ul style="list-style-type: none">• I can describe and explain rail safety rules and behaviours• I can identify reasons for rail safety rules and behaviours, and consequences for disregarding these, for oneself, others and the wider community• I can identify rail-related risks and dangers• I can describe ways to keep oneself and others safe around the railway, and how to get help in an emergency• I can demonstrate ways to resist pressure to behave in an unsafe or risky way around the railway

GETTING STARTED

- Resources can be accessed via the [Switched On website](https://www.switchedonrailsafety.co.uk). Living Switched On also incorporates films and activities from You vs Train, an existing Network Rail resource warning about the risks of trespassing on the railway
- Living Switched On hosts a range of resources from films to quizzes and group discussions we recommend that educators familiarise themselves with the content and plan an appropriate approach for their students
- Some resources explore dangerous behaviour and we recommend sharing trigger warnings i.e. let students know the nature of the content and give them the opportunity to opt out if they feel it might trigger difficult emotions



MAKE YOUR CHOICE – TEACHER GUIDANCE



12–16 years

MAKE YOUR CHOICE

Overview

Pupils discuss different scenarios on a set of consequences cards to enable them to consider their own values and potential behaviour in relation to different choices and decisions.

Learning outcomes

- I can describe and explain rail safety rules and behaviours
- I can identify reasons for rail safety rules and behaviours, and consequences for disregarding these, for oneself, others, and the wider community
- I can identify rail-related risks and dangers
- I can describe ways to keep oneself and others safe around the railway, and how to get help in an emergency
- I can demonstrate ways to resist pressure to behave in an unsafe or risky way around the railway

Supporting resources and equipment required

- Make your choice worksheet
- Scissors to cut up the cards

Suggested order

- **Introduction:** Work through one of the scenarios as a class
- **Activity:** Students to analyse the scenarios and come up with best practice responses
- **Plenary:** Students should share their responses to the scenarios and try and relate their learning to local context

Timing

20 minutes

Home learning tips

The scenarios could be explored at home and students could submit their thoughts through email to school.

ACTIVITY

- This activity contains nine different scenarios for students to explore and works well with the students working in small groups
- Choose one of the scenarios and work through it as a class, encourage students to think beyond their immediate responses, can they relate to the scenarios?
- It may be easy to give a reasonable response to risk in a classroom setting but what other factors might they need to consider in real life e.g. peer pressure?
- Divide the class into small groups and give them three different scenarios to explore
- Some suggested discussion points and answers for each scenario are below:

1. Two people are standing on the edge of the platform waiting for their train. One gets their ticket out to look at it, a train goes by on the other side and the ticket blows out of their hand and on to the track. The train isn't due for another five minutes, the ticket is literally right there and there aren't any staff around.

It would appear that all signs point to getting the ticket being without risk. This however, is 100% incorrect. It is never safe to lower yourself down onto the tracks – even if you've dropped something incredibly valuable or important. There are a number of risks from an oncoming train – even though you may not be able to see the train, trains move incredibly quickly and can be very quiet. There is also the danger of electrocution from the third rail. The third rail constantly has electricity running through it to power the trains. Although there isn't any staff at the station, there may be a member of staff on the train or at your destination.

MAKE YOUR CHOICE – TEACHER GUIDANCE



12–16 years

- Two friends are on their bikes rushing to get to school. It's raining and they're late. As they approach a level crossing the lights start to flash and the alarm goes off, but the gates aren't coming down yet. If they get trapped behind the barrier they will definitely be late for school. The friend in front puts on a burst of speed and gets over the crossing. The other friend isn't going so fast but the first shouts 'Come on, you can easily get across in time!'

This is the time to use your Switched On thinking. It is never safe to move over the tracks at a Level Crossing when the lights and alarms are going off. This means that a train will arrive imminently. It's time to weigh up the risks. Yes, you may be late to school but an explanation of having to wait for a train will be an adequate reason for being safe. You can even tell Teachers at school to check the train timetable!

- It's the last week of the summer holidays, it's hot and everyone is bored. A group of friends go out for a walk and find themselves walking alongside a goods' yard. The fence isn't that high so they climb over to have a look around. One of them suggests they all climb on top of the roof of a train to sunbathe – the trains aren't in use and the kids wouldn't be doing any harm if they were just lying there.

The goods yard is private property and if you enter this area you are trespassing. Sunbathing on top of the train may appear to be just a bit of fun but you have no idea if the trains are safe or not. There could even be the danger of electrocution in this area. There will be plenty of other great sunbathing spots elsewhere – try and persuade the group out of this Switched On decision and ensure the safety of you and your friends.

- There's a level crossing nearby without barriers. Someone is running across it and they drop their mobile on the track but don't realise until they are across and look back. They can see a train but it looks like it's quite a way off yet. The friend they're with tells them to just leave it but it's a really expensive phone.

This is a tough situation but there is only one safe option when you're around the tracks. You can see the train – this means that there is immediate risk to life if you are not at a safe distance from the tracks. Yes, this could turn out to be an expensive mistake for the runner but it's absolutely not an option to go back and get the phone now. The runner may get lucky and the phone could remain undamaged, however if they go back onto the track it's breaking the law and highly likely to end in life changing injuries.

- Two friends arrive at a station together but they're going to catch different trains on opposite platforms. While they're waiting for their trains they are waving at one another, when one realises the other one has their door key which they were looking after in their pocket. There isn't time to run down the platform, up the stairs and over the bridge, but the opposite platform is only a few metres away across the track. The person with the keys says 'We'll just nip across – I'll meet you in the middle'.

This is illegal and dangerous. The first danger is of the potential for an electric shock from the third rail. Secondly, even though it appears that a train isn't in sight that could change quickly. The friends need to keep themselves and each other safe. They need to go around the long way, even if it means missing their train. This is the only Switched On decision they can make.

- A group of friends are leaning over a railway bridge. One suggests chucking rubbish on to the track to see what they can hit. There's a pile of building bricks and metal close by and someone suggests throwing some of that down.

Throwing obstructions onto the line is illegal and highly dangerous. Although this may seem like a bit of harmless fun it can have serious consequences. From causing severe delays to people's journeys to potentially causing a very serious train accident. It's also likely that this dangerous behaviour will be caught on CCTV, which could mean a fine or a custodial sentence.

MAKE YOUR CHOICE – TEACHER GUIDANCE

12–16 years

7. Two friends are walking home at night. It's late and they want to get back quickly. There's a shortcut along the side of the railway – it's not very far along the track but it will save them about half an hour of walking the long way round. They've got torches on their phones so will easily be able to see where they're going.

Regardless of levels of visibility this is a highly dangerous activity. No amount of saved time is worth risking your life for, particularly when you bear in mind that many modern trains move incredibly quickly and almost silently. Outside of an oncoming train there is also the danger of electrocution. A Switched On decision will see you taking the long route.

8. Someone is walking their dog. The dog starts to try and chase a rabbit and pulls the lead out of their owner's hands. It gets under a fence and on to the railway line embankment. The hole in the fence is big enough for a person to get through – the dog is confused and it might run on to the track.

An animal on the tracks could cause an accident. The first important but difficult decision is to never follow a pet onto the tracks. If this happens the owner should call the Network Rail 24hr Helpline 03457 11 41 41. They should also mention the hole in the fence as this is also a problem that should be fixed as soon as possible to prevent further problems with people or animals finding their way close to the tracks.

9. Someone on the way to work stops at a level crossing with the alarm going off the barriers down. They wait for a few minutes and a train goes by. Five minutes later the barriers are still down but no train has gone past. There's a long queue of cars behind and some are honking their horns. There is only one barrier on the driver's side so they could drive round it.

The barriers are still down for a reason. This is to keep everyone safe, as another train will soon be passing through the Level Crossing. At times we may have to wait longer than we want for the Level Crossing to clear and for it to be safe for us to move over the crossing. The only safe time to drive over a level crossing is when the alarm has stopped sounding and the barriers are fully raised.

- Once students have explored all of the scenarios, encourage them to think about a local context; are there hazards that they should be aware of?

Differentiation

- Some students may need to work with an adult to work through a shorter number of scenarios.
- Students that would like an additional challenge could write their own scenarios based on the issues they have explored through this topic.

