

CONSEQUENCES: SWITCHED ON FOR SPLIT SECOND DECISIONS – 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 |

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.

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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

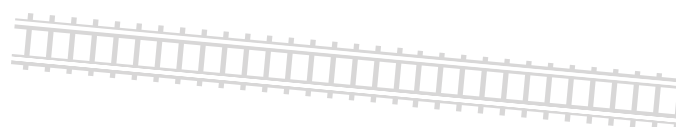
We're aware that youth groups and families may also want to use the materials in this resource. Specific guidance has been provided where appropriate within the lesson plan.

RESOURCE OVERVIEW

| NAME OF RESOURCE | FORMAT | LEARNING OUTCOMES |
|---|---------------------|---|
| Consequences: Switched on for split second decisions | Discussion activity | <ul style="list-style-type: none">• I can identify reasons for rail safety rules and behaviours, and consequences for disregarding these, for oneself, others, and the wider community• 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



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Overview

After watching the [Parallel Lines film](#), students must produce an impact analysis to explore the far-reaching effects of an incident on the tracks

Learning outcomes

- I can identify reasons for rail safety rules and behaviours, and consequences for disregarding these, for oneself, others and the wider community
- I can demonstrate ways to resist pressure to behave in an unsafe or risky way around the railway

Supporting resources and equipment required

- Consequences: Switched On for split second decisions worksheet

Suggested order

- **Introduction:** Dean's statement
- **Activity:** Creating impact maps
- **Plenary:** Class discussion

Timing

30–40 minutes

ACTIVITY

- As a class, watch the Parallel Lines film

CLICK HERE
TO GO TO VIDEO



- Write Dean's comment from the **Parallel Lines film** on the board "No harm done, right". What do the students think about this comment?

- Working in pairs or individually, ask students to consider each character in the film (Dean, Ashley and the train driver) and create an impact map for each of them:
 - a. using the case study outcome
 - b. using the alternative outcome i.e. if Switched On decisions had been made
- They could consider the following:
 - the direct, immediate effect on that character
 - the longer-term effect on that character
 - any potential future effects
 - the effects on anyone directly connected to them (e.g. family, friends)
 - anyone indirectly connected to them (e.g. work colleagues, other relatives, people they pass in the street, neighbours, teachers etc.)
 - any impact in relation to the character's future e.g. hospitalisation, on-going treatment, trauma, mental health struggles etc.

PLENARY

- After everyone has completed the activity, begin a whole class discussion that focuses on:
 - How many people could potentially be impacted by a risky decision or choice?
 - What is the difference in impact of making a different type of choice?
 - Is a risky decision ever completely 'harmless' i.e. only affect the person directly involved?

Differentiation

- Some students may need to focus on a smaller number of characters' impact maps