

# ON A JOURNEY: AN INVESTIGATION STUDY – 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.

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## 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

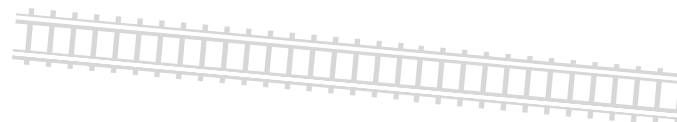
We're aware that youth groups and families may also want to use the materials in this resource. Specific guidance has been provided where appropriate within the lesson plan.

## RESOURCE OVERVIEW

NAME OF RESOURCE	FORMAT	LEARNING OUTCOMES
On a journey: an investigation study	Multimedia case study	<ul style="list-style-type: none"><li>• I can identify rail-related risks and dangers</li><li>• I can describe ways to keep oneself and others safe around the railway, and how to get help in an emergency</li><li>• I can demonstrate ways to resist pressure to behave in an unsafe or risky way around the railway</li><li>• I can identify other rail-related risks in different places</li><li>• I can explain the dangers, risks, and consequences of ignoring track safety signs, or behaving in an anti-social or unsafe way, to myself, others and the community</li></ul>

## 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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## ON A JOURNEY: AN INVESTIGATION STUDY

### Overview

Explore this multimedia case study independently, in small groups or as a whole class to uncover what really happened on a journey with a group of close friends.

Students explore messages, posts and conversations to discover what might have led to the incident. Equipped with police reports, CCTV footage and witness statements, they'll piece together what really happened and what could've been done to prevent it...

### Learning outcomes

- 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
- I can identify other rail-related risks in different places
- I can explain the dangers, risks and consequences of ignoring track safety signs, or behaving in an anti-social or unsafe way, to myself, others and the community

### Supporting resources and equipment required

- Interactive whiteboard with sound and/or individual laptops or tablets for students to independently or in small groups
- On a journey: outcome table worksheet

### Suggested order

- **Introduction**
- **Activity:** Explore the case study in small groups
- **Plenary:** Students to share their version of events

### Timing

30 minutes

### Home learning tips

This resource is suitable for use at home. The case study is self-contained, although young people may need additional guidance in pulling out all of the information from the different sources of evidence.

## ACTIVITY

- This activity is an interactive multimedia case study that can be accessed online
- The story isn't overtly graphic; however it does contain details of an accident at the tracks where a young person receives life-changing injuries. It also covers the impact this has on the friends, family, and local community. It is worth being aware of any sensitivities students may have towards the resource and ensuring they are aware of what to do if they feel uncomfortable at any stage
- In small groups or independently, ask students to use the evidence given to help work out what incident occurred and why, the impact, and how the outcome could have been different if people had made alternative choices and behaved differently
- Students should use the statements and evidence to work out what has happened. Encourage them to pay attention to the detail, for example the messages and their time stamps may give them more information than they think
- Challenge them to find out as much information as possible about the personalities behind the decisions and try to identify where different decisions could have been made to bring about a different consequence

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- As the students uncover decisions that could have been more Switched On, they can use the **On a journey: outcome table worksheet** to help record the different outcomes
- Below is an outline of what actually happened – how close were your students in guessing?

*A group of friends – Ru, Jesse, Ali, Gbemi, Michael, Chloe, Xander, Jayden, Lola and Tiana – arrive at Westbury Train Station to go up Fells Hill to watch the sunset.*

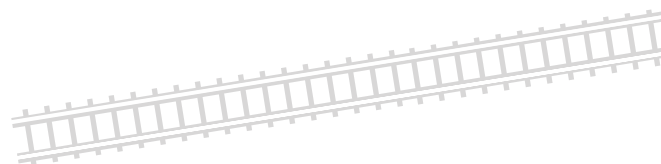
*What they don't know is that recently a storm caused damage to the fencing that lines the boundary between the track and a pathway some of them take later that evening. Signs and lighting that may have alerted them to danger have also been vandalized.*

*Prior to departing, some of the group (Xander and Jesse) had made a plan to tag the footbridge over the tracks with graffiti. The risk taking and dangerous behaviour starts as soon as the group disembark the train with one member of the group describing the behaviour as like a virus – everyone catches it. There is an atmosphere of “one upmanship” amongst the group.*

*As the group arrive at the station, Xander persuades a reluctant Jayden to take a selfie on the tracks. On the way to the hill, Jesse knocks off a loose brick on the bridge onto the tracks, which goes unreported. The group have to cross a level crossing and they play football as they cross the tracks and Michael plays “chicken” with a passing train (this train is on a different line to the one with the brick that Jesse dislodged onto the tracks earlier). As the group heads up the hill the risk taking reduces until Xander has a disagreement with Lola. This gives him an excuse to head back down the hill to find a way over to the footbridge.*

*Ali, Chloe and Jesse follow Xander. Jesse runs on ahead with Xander and they make their way to the shortcut, the shortcut opens out to a section of track that is on a bend. Taking the shortcut means that a larger number of the group is exposed to risk. Rather than heading back to the station (which was their original plan) Jesse and Xander go through the broken fencing and are alongside the tracks. Again, Jesse runs on ahead, he gets to the footbridge first. As he is now on straight track, he sees the train first he tries to hide in the bridge but is hit by the train. The driver of the train is unaware of the collision with Jesse under the bridge, but he sees that there is an obstruction on the line ahead and initiates the emergency break. Chloe sees the train before Xander and tries to push him off the tracks. Chloe manages to push Xander out of the way but touches the third rail and is electrocuted.*

- You can use the completed outcome table (below) to help the students with the first activity along with some helpful notes on each bit of evidence, along with some discussion prompts
- The outcome table example is highly detailed in order to support your discussions with students
- Students should structure their responses in their own way as they begin to interpret the evidence
- If you don't have lots of time available for this task you can split the different characters up amongst the class



# ON A JOURNEY: OUTCOME TABLE

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CHARACTERS	DECISION/CHOICE	OUTCOME	ALTERNATIVE DECISION	ALTERNATIVE OUTCOME
Decisions directly related to train safety				
1) Shopkeeper	Mentioned the short cut but without the safety information i.e. the shortcut takes you close to the tracks.	The group didn't know the shortcut could be dangerous. When put together with the vandalised signs and the damaged boundary fencing this makes the shortcut extremely dangerous.	Mention the danger associated with the short cut and raise awareness of the damage and vandalism in the local area around the tracks.	The group wouldn't have had easy access to the tracks.
2) Local Resident (older)	Noticed the damage to the boundary fencing but didn't report it	Locals and visitors to the area could be in danger as people/animals e.g. dogs could stray onto the line	Use the emergency 24-hour helpline advertised near railway tracks to report the damage and prevent risk.	The correct authorities would have been made aware of the danger and would have ensured that the boundary was secure and/or trains stop running.
3) Local Resident (younger)	Vandalised the signs warning of no trespassing and electrocution on the track. Local people did not report the damage.	Visitors to the area could be unaware of the proximity of the tracks and the dangers of electrocution around the tracks.	Be aware of the consequences of damaging essential safety signage.	Awareness of the danger of electrocution around the track would have remained high for locals and visitors.
4) Xander and Jayden	As this is a semi-rural station there is relatively easy access to the tracks at the station. This person decides to take a selfie on the tracks and persuades a friend to do the same even though they were reluctant.	Put many lives at risk including their own and their friend.	Take a selfie in a safer location e.g. in front of the station sign far away from the tracks.	The friends would have had a photo as a memory without the risk of electrocution or an accident with the train. Plus, the station sign is a location tag thrown in for free.
5) Jesse	Pushed a loose brick onto the tracks	Put many lives at risk. The driver of the train and passengers.  This behaviour remained unreported by any of the friends.	Not vandalising property at all, especially property around the railway.  Someone within the group could also have reported the anti-social behaviour.	The train wouldn't have had to make an emergency stop and the safety of the driver and passengers would have remained in place.



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## RESOURCE OVERVIEW

CHARACTERS	DECISION/CHOICE	OUTCOME	ALTERNATIVE DECISION	ALTERNATIVE OUTCOME
6) Michael	Ignored the level crossing safety signage and ran across the tracks at the last minute.	Put themselves, the train driver and passengers in danger and frightened the group of friends.	Wait for the alarm to stop and the lights to stop flashing or a friend/resident could have reported the irresponsible behaviour.	Safer behaviour crossing over the tracks.
7) Xander, Jesse, Jayden, Lola and Michael.	Messed about with a football at the level crossing when the line was clear and left it up to the last moment to stop kicking the ball to and fro.	Put many lives at risk including their own and their friends.	Saved the football game for a safer place e.g. a field/ park near the station	The individuals would have been able to show off their skills in a safe environment without the danger of an oncoming train.
Behavioural and peer pressure decisions				
8) Jayden (plus others that choose to drink excessively e.g. Xander)	Some of the group decide to purchase alcohol	Always evaluate the level of risk in a new location. Drinking means your decision making will be impaired - this paired with a lack of familiarity with the location could have terrible consequences.	Responsible drinking or even better not drinking at all would have meant that the group could have fun without impairing their decision-making facilities.	As an individual you could trust your instincts and have a higher chance of avoiding risk.
9) Jesse and Xander	Decides to do graffiti on the footbridge	Graffiti is illegal in most public places. Any tagging, graffiti or street art around the railway involves incredibly high levels of danger to life.	There are plenty of spaces available to street artists where graffiti is allowed. If risk taking is the irresistible part of the activity, there are many safer ways to take risks and have an adrenaline rush without endangering your own life or the lives of others.	There would be no danger to life.
10) Ru	Despite talking to a friend about a gut feeling that something bad was going to happen as a result of all the risk taking they decide to stay and not go home early	The group continued to take risks, getting bolder and including this person in the risk taking.	As they had sensed a high level of risk they could have got an earlier train/called for help from family/ the police. The friend they called could have also tried to be more persuasive and offered help too. "Do you want me to call the police? It all sounds really dangerous."	Fewer risks may have been taken and there may have been the possibility of removing at least one person from the risk taking behaviour.
11) Ali, Chloe, Jesse and Xander.	After using the shortcut down the hill they decide to continue to follow Xander across the track boundary taking them close to the train tracks.	Despite being aware of X's risk taking this person puts their own life in danger by following them.	It's ok to say no. We are all responsible for our own safety. In this instance X should have been firm. They could have outlined the risks i.e. there's a fence that's been knocked down, it's likely to be there for our safety. I'm not happy to go any further.	They may have been able to dissuade their friend from going any further but at the very least they would have been able to keep themselves safe as an individual.

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## Exploring the personalities within the group

- It's clear that Xander is a big risk taker and he seeks to influence lots of the other members of the group. This is most evident in the text messages. If the students don't spot it, draw their attention to the messages

## What is revealed in the text conversations?

- In the conversation between Chloe and Xander, Xander dismisses the option of a lift home. Chloe could have tried to be more insistent here as her evening is now tied to Xander's. We can already see that Xander is intent on his version of the evening taking place – and his version is one that may involve risk taking
- In the conversation that Xander has with Jesse we can see more of the dynamic between the two friends. Xander is again insistent on his needs for the evening being fulfilled. We aren't quite sure what he wants to do, he says, "how about we hit the footbridge at Westbury"; this is in reference to some sort of risky behaviour that him and Jesse have previously engaged in. Jesse appeals to Xander's feelings for Chloe (it's here we learn that Chloe and Xander are seeing each other) when he says, "I thought you said Chloe hated it". Jesse refuses to get involved but at 15.06 we see that Jesse comes back to the conversation to say that he will think about it. Why does Jesse look as if he's going to change his mind?
- The answer comes when we look at the conversation Jesse has with Lola. Lola also recognises the fact that Xander is increasingly engaging in risky behaviour but leaves the conversation telling Jesse Xander is a "lost cause". At 15.00, Jesse replies saying, "That's harsh Lo, He's our mate." Could this be why at 15.06 Jesse returns to the conversation with Xander?
- There is further evidence of Xander's influence on his group of friends through his conversation with Jayden. He's focussed on getting Jayden to take risks too. He encourages him to buy alcohol even though Jayden said he has work in the morning. In reality, Jayden doesn't take lots of persuading. Is there a reason for Xander's risk taking?

- We get a little more of an insight into what might be behind Xander's risk taking through his conversation with Gbemi. Gbemi asks Xander how his dad is. Xander clearly doesn't want to talk about this as he takes nearly an hour to answer her question and then only says "It's none of your business Gbemi." This conversation clearly bothers Xander as he returns to his conversation with Jayden to say "Let's make tonight a good one"; perhaps this is to ensure Jayden is still on track to take some risks with Xander

## Evidence in the photo dump

- The photo dump tells a story of a night that started well with the group heading up the hill to see the sunset. We see lots of sunset shots but there are also some more worrying photos to explore. One person seems to be walking off into the distance and two people appear to be having some sort of argument. There are also two photos of a male friend looking angry and frustrated. We also see a footbridge covered in graffiti – can this be a clue as to what Xander meant by "how about we hit the footbridge at Westbury"

## Evidence on social media

- The police have got access to Xander's online social profiles and it's clear that his recent activity has involved him following, liking, and sharing accounts that feature risk taking activities with graffiti and the train environment. **This is a good opportunity to have a discussion with students about social media and content creators that feature risk taking activities. Social media rarely covers the consequences of these activities**

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## PLENARY

- When the class has gone through the evidence, it is their chance to share what they think happened. You may find that some students come to very different conclusions. These conversations may offer some interesting insights into your students' relationships with each other and with risk

## Differentiation

- This resource contains a range of statements, video footage and photographic evidence; some students may find this overwhelming and will benefit from working with an adult. It's important that all students also refer back to their own behaviour in order to embed the Switched On thinking messaging within this resource
- Students that are ready for an additional challenge can add a new character to the case study this character should help change the outcomes in a positive way

