

# TEGAN'S STORY

## – 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	3–4

### 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.

# TEGAN'S STORY

## – 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

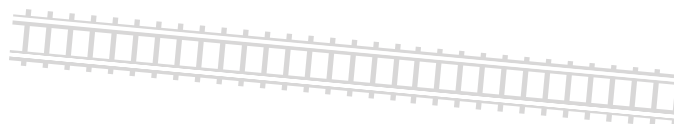
We're aware that youth groups and families may also want to use the materials in this resource. Specific guidance has been provided where appropriate within the lesson plan.

### RESOURCE OVERVIEW

NAME OF RESOURCE	FORMAT	LEARNING OUTCOMES
Tegan's Story	Film and questions	<ul style="list-style-type: none"><li>• I can describe and explain rail safety rules and behaviours</li><li>• I can identify reasons for rail safety rules and behaviours, and consequences for disregarding these, for oneself, others, and the wider community</li><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></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



# TEGAN'S STORY

## – TEACHER GUIDANCE

12–16 years

### TEGAN'S STORY

#### Overview

An insight into a real life incident where Tegan retells her story and her desire for other people to learn from what happened to her.

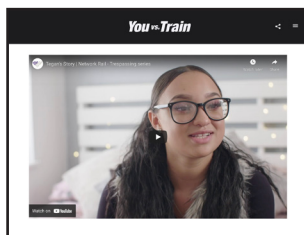
#### Learning outcomes

- 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

- Tegan's story video

CLICK HERE  
TO GO TO VIDEO



#### Suggested order

- **Introduction:** A discussion about the types of things that could cause bad decision making
- **Activity:** Watch Tegan's Story and answer questions
- **Plenary:** How are the class going to learn from Tegan's story?

#### Timing

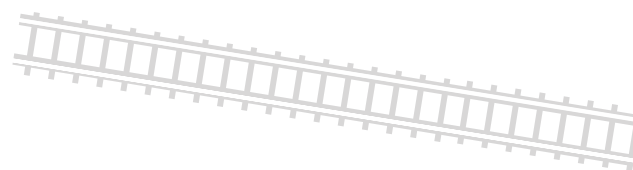
20 minutes

#### Home learning tips

The film and question activity can be easily completed at home. If possible it would be useful for students to hear each others' answers to the questions through an online classroom experience.

#### ACTIVITY

- This activity contains a film and discussion questions for students to consider
- Decide if you would like to run the activity with the whole class or organise the class into smaller discussion groups
- The story isn't overtly graphic; however it does contain details of an accident at the tracks where a young person receives a powerful electric shock from the third rail life-changing injuries in the form of burns. 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
- Watch the film and then ask students to answer the discussion questions below – some guidance about the answers is given below:



# TEGAN'S STORY

## – TEACHER GUIDANCE

12–16 years

### 1) Why did Tegan try to cross over the tracks?

#### Could this outcome have been changed?

- Her friend was over the other side of the tracks and she thought it would be the fastest way to get to her
- Tegan also mentioned that she had decided to have a drink whilst at the beach, this could have contributed to flawed decision making

### 2) How could this outcome have been avoided?

- Tegan's friend could have encouraged her to take a safer route
- Tegan could have ensured that her intake of alcohol was minimal and therefore unlikely to impair her judgement
- If Tegan had known about the third rail she would not have tried to cross over the rails as she would have known that there is always an electric current running through the rail

### 3) How many people were involved in helping Tegan?

- Two rail workers at the station
- A lady that gives Tegan CPR
- The paramedics
- The helicopter ambulance workers
- Nurses and doctors at the hospital
- Physiotherapists
- Family and friends
- What are the dangers of the third rail?

### 4) How long was Tegan in hospital for?

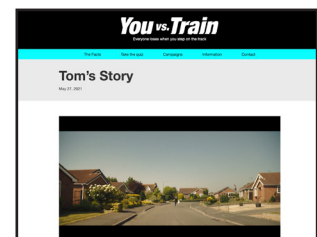
- Tegan spent 5 months in hospital and she explains that her time in intensive care was the hardest in her life

### 5) Are Tegan's injuries restricted to her body?

- Tegan's physical injuries were life threatening, she had been electrocuted and went into cardiac arrest she had third degree burns
- Tegan also talks about how her mental health has been affected by the accident, she worries about showing her body where there is damage and comments that strangers could make about her scars

## EXTENSION ACTIVITY

**CLICK HERE  
TO GO TO VIDEO**



If you have time, ask students to watch 'Tom's Story' which provides another example of the severe impact dangerous and irresponsible behaviour around the railway can have on yourself and others. Adapt the questions as needed from Tegan's Story activity to encourage class discussion.