

HARRISON'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.

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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

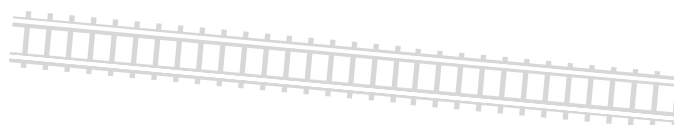
We're aware that youth groups and families may also want to use the materials in this resource. Specific guidance has been provided where appropriate within the lesson plan.

RESOURCE OVERVIEW

| NAME OF RESOURCE | FORMAT | LEARNING OUTCOMES |
|------------------|------------------------------|--|
| Harrison's Story | Film and 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• 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 other rail-related risks in different places |

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

Trespassing on the railway or land near the railway can have utterly devastating consequences from life-changing, potentially fatal injuries through to prosecution. But there's another hidden cost in the effects on the trespasser, their loved ones, our railway staff and the wider community.

This short film highlights the potential tragic consequences of trespassing.

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
- 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 other rail-related risks in different places

Supporting resources and equipment required

- Interactive whiteboard with sound

Suggested order

- **Introduction:** Introduce the topic of the consequences of trespassing on the tracks – who might be affected?
- **Activity:** Watch Harrison's Story film
- **Plenary:** Whole class discussion

Timing

30 minutes

Home learning tips

The film can be accessed from home but it's also useful to have a discussion about the main issues as highlighted below.

- We would recommend that you take the time to view the film before you watch it with your students. Although the film is not graphic, there is a sense of danger and threat throughout. Do give students the option to opt out from viewing the film if it triggers difficult emotions
- Explain to students that they are going to watch a film about trespassing on railway land. Before pressing play, spend a few minutes discussing the consequences of this sort of behaviour. It may be unlikely that students have considered the impact on people working on the trains
- You can access the film here:

**CLICK HERE
TO GO TO FILM**



- Once the film has finished, give the students a few minutes to discuss the film in small groups
- You can then host a wider class discussion using the prompts below. If you have less time available, you may want to split the class into small groups and ask them to take 3–4 questions and then present back to the class

DISCUSSION PROMPTS

Note: there are no 'right' or 'wrong' answers, and discussion could develop further depending on the responses given, Responses should be discussed without judgement, either of the student responding or the person involved

- When did things begin to go wrong in the story? Can the students isolate one decision that led to tragedy? **When they decided to trespass in order to retrieve Harrison's ball**
- What kind of decision do you think this was? Did the group take any time to think through what they were doing? **The group did not assess the**

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risks but there is the possibility that they weren't aware of the risks associated with the railway environment and overhead power lines

- Are there times when we are more likely to think through our decisions and assess the risks? *We are more likely to assess risk when we are aware of the risks associated with a particular activity*
- Are we more likely to take risks when we are part of a group? *It can be very challenging to highlight risk when young people are in a group – ask the students to respond to this question using their own experiences. Why might an individual take more risks when they are in a group (they may be frightened of “losing face” or being called a coward)*
- Which risk was Harrison not aware of? *There are a range of risks that Harrison and his friends were not aware of – firstly being anywhere near the track could result in a collision with a high speed train. The risk that was highlighted in the film, is the danger of electric shock. Being in close proximity to overhead powerlines is dangerous. An overhead wire does not need to be touched to cause serious injury or death as electricity can jump, or arc, across small gaps*
- Can you list the dangers that are present when we trespass? *In addition to the information above, students may cover any of the following:*
 - Overhead power lines are always live
 - In some areas there is a third rail which is always live and can cause electric shocks if it is touched
 - The fact that fast moving trains take a very long time to stop – even if a driver sees a trespasser on the rails, there is no guarantee that they will be able to stop in time
- Who is likely to have been impacted as a result of this tragedy? *Harrison's family, his friends, members of the emergency services, rail workers, his school community*

Additional questions for class discussion

- When someone makes a choice about their behaviour, is that choice just about them?
- Does it matter if someone takes a risk if it is 'their choice'?
- Is it ok to take risks if no one gets directly hurt? (Explore what 'hurt' might mean)
- If someone else had been telling the story (i.e. not Harrison), how do you think it might have been told differently?

Differentiation

- Some students may benefit from working in a smaller group with an adult supporting discussion to ensure the main points from the resource are understood
- To challenge students, ask them consider the last question above and re-tell the story (e.g. as a cartoon strip, storyboard, audio or video monologue) from one of the other characters' perspectives and compare their re-telling with Harrison's (e.g. tone of voice, mannerisms, word choices, emotions, explanation of behaviour)

