

## INTRODUCING LIVING SWITCHED ON INTERACTIVE VIDEOS

The Living Switched On interactive video series aims to equip your students with the skills needed to make safe and responsible choices around the railway, level crossings and overhead line equipment. From understanding how peer pressure and influence can affect behaviour, to recognising the ripple effect poor decisions can have on themselves and others, the content encourages thoughtful, informed decision-making.

Please note, these videos are based off existing Switched On, 'Living Switched on' resources. While some of the content may therefore seem familiar, resources have been adapted and intertwined with new content throughout our videos to ensure the content is being delivered differently to students.

## CURRICULUM LINKS

### KS3 & KS4

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

### S1-S5

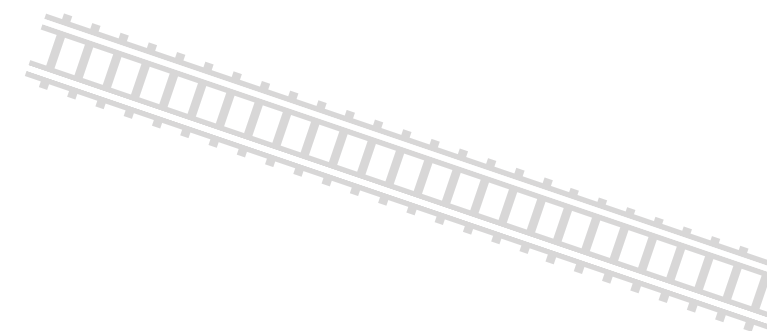
- **PSE**  
Health and Wellbeing: Self Concepts, Managing Personal Safety and Risks, Relationships. Social Influences
- **Citizenship**
- **English**  
Reading and Talking

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.

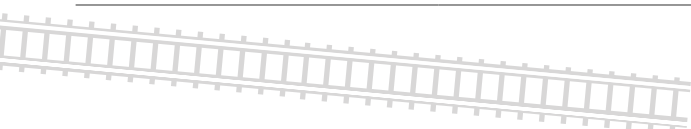
Learning to hazard spot and address potentially dangerous behaviour is crucial at any age. Schools have recognised the importance of teaching about a range of safety behaviours through PSHE and Citizenship lessons in school. The rail industry wants to support this vital work.



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## VIDEOS OVERVIEW

NAME OF RESOURCE	FORMAT	LEARNING OUTCOMES
<b>Informing your decisions around the railway</b>	Film – containing interactive quiz	<ul style="list-style-type: none"> <li>I can identify rail-related risks and dangers</li> <li>I can identify, describe, and demonstrate safety signs and behaviours at a train station</li> <li>I can describe and explain safety signs and behaviour at a level crossing</li> <li>I can identify a level crossing and understand how to behave responsibly at them</li> </ul>
<b>Behaving safely and responsibly around the railway</b>	Film with accompanying discussion activities	<ul style="list-style-type: none"> <li>Ways to keep my friends safe and resist peer pressure to ignore safety signs and take risks at a station</li> <li>I can demonstrate ways to resist pressure to behave in an unsafe or risky way around the railway</li> <li>I know that taking risks around rail tracks can end in serious injury or death, which can have an impact on others and the wider community, as well as myself</li> <li>How to use what I have learned to consider my own preconceptions about behaviour around rail tracks, and potentially change these and my future behaviour</li> <li>What to say and do to keep my friends safe, or resist pressure from friends to take risks or behave unsafely around rail tracks</li> </ul>
<b>Decisions making and the impact of your decisions</b>	Film with accompanying discussion activities	<ul style="list-style-type: none"> <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 identify other rail-related risks in different places</li> <li>That behaving unsafely around the railway can lead to serious injury and death</li> <li>I know that taking risks around rail tracks can end in serious injury or death, which can have an impact on others and the wider community, as well as myself</li> <li>How to use what I have learned to consider my own preconceptions about behaviour around rail tracks, and potentially change these and my future behaviour</li> <li>What to say and do to keep my friends safe, or resist pressure from friends to take risks or behave unsafely around rail track</li> </ul>



## GETTING STARTED

- Resources can be accessed via the [Switched On website](#).
- All three videos have been designed to be flexible and easy to use with a range of options for delivery at school.
- Videos can be completed as standalone videos, in any order, depending on what focus area would best suit your students.
- Alternatively, the videos can be completed as a series starting with, 'Informing your decisions around the railway', followed by 'Behaving safely and responsibly around the railway' and finishing with 'Decision making and the impact of your decisions'. If you are completing the videos as a series we would recommend allowing **60-90 minutes**.
- Each video has an accompanying activity worksheet that students can complete as they watch each video. You will need to print off these activity worksheets and share with your class.
- You may wish to show students the videos and have them engage with the activities during:
  - A normal timetabled lesson, for example, PSHE or Citizenship
  - A topic focus week, for example, Rail Safety Week
- For all the videos, there is no planning required before playing them to your students. The content in the video is delivered by an expert host who will talk directly to your students as if they are a live audience. Throughout the video there will be stopping points where the host will invite students to either discuss a question in groups or complete their accompanying activity worksheet. Where there is a discussion-based activity, your role will be to facilitate this using the guidance below.
- Below is detailed guidance for completing each video and the extensions activities that are optional to complete after watching the 'Decision making and the impact of your decisions' video.

## HOW TO USE THE VIDEOS AND WORKSHEETS IN OTHER SETTINGS

We're aware that youth groups and families may also want to play this video with young people. Specific guidance found below around playing each video for young people and delivering the accompanying activities also applies outside of school settings.

## ADDITIONAL ACTIVITIES

[Explore the Living Switched On resources](#) on the Switched On website, for more rail safety activities to complete with students in the classroom.

## INFORMING YOUR DECISIONS AROUND THE RAILWAY

### Overview

When it comes to travelling safely and behaving responsibly at the railway, how well do your students know the dangers they could face or the meaning of the signs that are there to keep them safe? How far can electricity in the overhead line equipment arc? What is the maximum fine for trespassing? Where would you find a sign saying 'Stop when lights show'?

The 'Informing your decisions around the railway' interactive video starts with a quiz to test your students' baseline knowledge of train and track safety. The video then moves on to get your students thinking about the meaning of safety signs and where they would typically find these. The video will then finish with students watching a clip on level crossings to further their knowledge of this part of the railway.



## Learning outcomes

- I can identify rail-related risks and dangers
- I can identify, describe, and demonstrate safety signs and behaviours at a train station
- I can describe and explain safety signs and behaviour at a level crossing
- I can identify a level crossing and understand how to behave responsibly at them

## Supporting resources and equipment required

- Informing your decisions activity worksheet
- Pen/pencil to use to complete activity worksheet
- Screen display or tablet to show the videos

## Timing

Playing the video and completing the accompanying activities will take approximately **15-20 minutes**.

## ACTIVITY

- Before starting the video, make sure you have printed and handed out the 'Informing your decisions' activity worksheet for your students to complete throughout the video. Please note, there will be pause moments highlighted in the video where you can stop the video to allow students time to discuss and complete their activity worksheet.
- Introduce your students to the topic of rail safety and explain that having strong foundational knowledge of the dangers of the railway is key to helping inform good decision making around the railway.
- The aim of this video is to assess and progress learning and understanding of rail safety around the railway and level crossings
- **▶ Play video**
- **⏸ Pause moment**
- Pause the video here to allow students to complete the following questions on their activity worksheets. Please note the host in the video will reveal the answers as he goes so there is no need to reveal these to students.

- Compared to your home, how many times more powerful are the overhead wires?  
**Answer: 100 times**
- Wearing rubber-soled shoes means you can't be electrocuted. **Answer: False.**
- After your students have completed their activity worksheet, resume video
- **⏸ Pause moment**
- Pause the video here to allow students to complete the following questions on their activity worksheets;
  - What is the age of criminal responsibility in England and Wales? **Answer: 10 years old.**
  - Electricity in the overhead line equipment can arc – but how far? **Answer: 3 meters**
- After your students have completed their activity worksheet, resume video
- **⏸ Pause moment**
- Pause the video here to allow students to complete the following questions on their activity worksheets;
  - An average train weighs over 400 tonnes. How much distance do you think it would take for a train travelling at top speed (125mph) to come to a stop? **Answer: Up to 2km**
  - What is the maximum fine for trespassing on the railway? **Answer: £1,000**
- After your students have completed their activity worksheet, resume video
- **⏸ Pause moment**
- Pause the video here to allow students to think about the following questions. As before the answers will be revealed by the host in the video once play is resumed;
  - What do each of these signs mean?
  - Where would you find these signs?
    - » **Danger, no unauthorised access** – this is here to let people know you can't go further than this sign as it could be dangerous. Found at stations
    - » **Stop when lights show** – This is an advanced warning, instructing level crossing users that they must stop when the lights show as a train is due to pass over the crossing. Found at level crossings

- » Stop. Red STOP, Green CLEAR – You will see this sign at some footpath or bridleway level crossings. You must pay attention to the lights. Stop means a train is on its way. You should wait for the light to turn green before crossing the tracks.
- Allow students time to write their answers on their activity worksheet. Once they have finished, resume playing video.
- If you are completing this video alongside our other videos, you can move on to our 'Behaving safely and responsibly around the railway' [here](#).

## BEHAVING SAFELY AND RESPONSIBLY AROUND THE RAILWAY

### Overview

Young people may find themselves in situations where they are feeling peer pressured to behave in a way that is anti-social. Or, they may feel 'inspired' to try something they have seen online that ultimately puts themselves and those around them at risk of behaving dangerously.

Throughout the 'Behaving safely and responsibly around the railway' interactive video students will be encouraged to review images and audio clips of 'influencers in action' as well as examples of anti-social behaviour. Through reflection and discussion, students will explore and learn what the risks of anti-social behaviour are, the impact dangerous behaviours can have on ourselves and others around us, and consider ways in which they can overcome peer-pressure.

### Learning outcomes

- Ways to keep my friends safe and resist peer pressure to ignore safety signs and take risks at a station
- I can demonstrate ways to resist pressure to behave in an unsafe or risky way around the railway
- I know that taking risks around rail tracks can end in serious injury or death, which can have an impact on others and the wider community, as well as myself
- How to use what I have learned to consider my own preconceptions about behaviour around rail tracks, and potentially change these and my future behaviour
- What to say and do to keep my friends safe, or resist pressure from friends to take risks or behave unsafely around rail tracks

### Supporting resources and equipment required

- Behaving safely and responsibly activity worksheet
- Pen/pencil to use to complete activity worksheet
- Screen display or tablet to show the videos

### Timings

Playing the video and completing the accompanying activities will take approximately **15-20 minutes**.

### ACTIVITY

- Before starting the video, make sure you have printed and handed out the 'Behaving safely and responsibly' activity worksheet for your students to complete throughout the video. Please note, there will be pause moments highlighted in the video where you can pause the video to allow students time to discuss and complete their activity worksheet.
- This video is about encouraging students to analyse risk taking behaviour and decision making around the rail environment
- Discuss the learning objectives for this resource and highlight that although the rail environment is at the centre of the activities, the activities they are going to engage in will look at risk taking, peer pressure and what action you can take to remove yourself from danger without putting friendships at risk
- As with all discussions linked to risk taking behaviour it's important to be aware of the existing experiences of your students
- Ensure that you have clear guidance in place of what students should do if they find the subject matter upsetting



- **▶ Play video**
- **⏸ Pause moment**
- Pause the video here. Ask your students to analyse and discuss the images and audio clips they have just heard. Students can work in pairs, small groups or as a whole class. Ask them to consider the following questions;
  - What do we think the risk is in these situations?
  - What could happen and why is what they are doing dangerous?
- Allow 5-10 minutes for discussion.
- For your information, an outline of each image and the accompanying audio is below, as well as some discussion guide/prompts you may wish to use as students discuss;
- **Scenario 1 – Girl on platform**, 'Welcome to the livestream guys, today I'm off to my friend's house'
  - We see a picture of a girl at the station standing on the platform edge as she waits for the train to arrive. She is holding her phone up as she records a video blog of her about to travel on the train. She is stood in front of the yellow line.
- **Scenario 2 – Girl and boy at level crossing**, 'I can't wait for this to go viral'
  - We see a picture of a teenage girl and boy about to cross a level crossing whilst filming content. Both teenagers are ignoring the level crossing signal lights which are red and indicate not to cross as a train will be coming.
- **Scenario 3 – Boy and girl at fence/railway tracks**, 'Hey guys, let's go film some content over here!'
  - We see a picture of three teenagers walking over a stile near the railway track. One is holding up their phone ready to film the other two. The boy in the background looks as if he is about ignore the safety signs and walk on the tracks. He is gesturing for the others to follow him.
- **Discussion guide/prompts** (*there is no need to share these as specific answers as the host will go through suggested answers later on in the video*)
  - What are the risks in these situations?
    - » **Physical Harm:** Dangerous behaviour may lead to accidents such as falls, trips, or collisions with moving trains or station structures
    - » **Electrocution:** Trespassing on tracks or climbing on equipment can result in contact with live electrical components, leading to severe injuries or even fatalities
    - » **Train Collisions:** Ignoring safety measures such as standing behind the yellow line or safety signs increases the risk of being struck by a train, causing serious injuries or death
  - What could happen and why is what they are doing dangerous?
    - » **Legal Consequences:** Engaging in unauthorised activities or trespassing on railway property can lead to legal repercussions, including fines or arrest
    - » **Emotional Impact:** Witnessing or experiencing accidents due to risk-taking behaviour can have lasting emotional effects on individuals and witnesses
    - » **Disruption of Services:** Certain risk-taking actions, such as unauthorised access to tracks, may disrupt train schedules, affecting the overall efficiency of the railway system
- 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
- Once students have finished discussing, resume video.
- **⏸ Pause moment**
- Pause the video here. Again, ask your students to analyse and discuss the images on screen. Students can work in pairs, small groups or as a whole class. Ask them to consider the following questions;
  - What do we think the risk is in these situations?
  - What could happen and why is what they are doing dangerous?

- Allow 5- 10 minutes for discussion
- For your information, an outline of each image is below,
- **Escalator: The Fall**
  - We see a picture of a group of young people messing about on an escalator. There is someone laughing and holding a camera up ready to catch the action
- **Platform: Dangling Legs**
  - We see a picture of a group of friends sitting on the platform edge, with their legs hanging off the edge, over the tracks. They are chatting and laughing together.
- Please refer to the discussion prompts above if you need to give any guidance to students as they analyse and discuss the images. (There is no need to share these as specific answers as the host will go through suggested answers later on in the video)
- Once students have finished discussing, resume video
- **⏸ Pause moment/end of video**
- Once the video has ended, ask students either in their pairs, small groups or as a whole class to reflect and think about the following questions;
  - What things do you think you could do in a situation where your friends were behaving in a way you didn't agree with or pressuring you to act in a way you knew was unsafe?
- **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**
- Can you think of an example of when you've been in a situations where you're friends were doing something that you didn't want to do but felt you had to because they were? This doesn't need to relate to unsafe behaviour, but students can draw on past experience and see how it could relate to a situation of dangerous behaviour

- Do you think it's best to confront your friends calmly or to speak with aggression if you disagree with their behaviour? Why?
- How can we navigate different personalities when dealing with resisting peer pressure?

## PLENARY

- Bring the students back together as a group and pose the key question of what individuals can do if they are unable to change someone's mind in a dangerous situation
- Introduce the idea of always having an exit plan
- An exit plan is something students can use when they feel uncomfortable in any situation, this could be as a result of risk taking but could also be if an event hasn't quite gone to plan and an individual wants to leave an event early
- You create an exit plan by thinking about an event before you get to it. Think about the sort of activities you are happy to engage in and think about ones that could make you feel uncomfortable or in danger
- If a situation arises where you don't feel comfortable, you can simply make an excuse and leave
- The excuse could be as simple as "I agreed with (insert family/carers name here) that I'd be back home by X time. I have to go now."
- If you have agreed an exit plan with a friend you can simply text an agreed symbol or emoji to them and this can be a sign that you would like to leave
- Remind students that they all have the right to feel safe at all times and an exit plan can help them to leave an event if there is risk taking behaviour that is getting out of control
- If you are completing this video alongside our other videos, you can move on to our 'Decision making and the impact of your decisions' video [here](#).

## DECISION MAKING AND THE IMPACT OF YOUR DECISIONS

### Overview

Making poor decisions or trespassing on the railway, level crossings or land near the tracks, can lead to extremely serious consequences, ranging from life-altering or even fatal injuries to legal prosecution. Beyond these risks, there are also emotional and psychological impacts—on the trespasser, their loved ones, railway staff, and the broader community.

The 'Decision making and the impact of your decisions' interactive video highlights the potential tragic consequences of trespassing and poor decision making. Students will have the opportunity to reflect and discuss the short-term and long-term impact unsafe and dangerous behaviour can have – not just on themselves but others around them.

### 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 identify rail-related risks and dangers
- I can identify other rail-related risks in different places
- That behaving unsafely around the railway can lead to serious injury and death
- I know that taking risks around rail tracks can end in serious injury or death, which can have an impact on others and the wider community, as well as myself
- How to use what I have learned to consider my own preconceptions about behaviour around rail tracks, and potentially change these and my future behaviour
- What to say and do to keep my friends safe, or resist pressure from friends to take risks or behave unsafely around rail track



### Supporting resources and equipment required

- Decision making activity worksheet
- Pen/pencil to use to complete activity worksheet
- Screen display or tablet to show the videos

### Timings

Playing the video and completing the accompanying activities will take approximately **30 –40 minutes**.

### ACTIVITY

- Before starting the video, make sure you have printed and handed out the 'Decision making' activity worksheet for your students to complete throughout the video. Please note, there will be pause moments highlighted in the video where you can pause the video to allow students time to discuss and complete their activity worksheet.
- Throughout the video students will be encouraged to think about what impact their decisions can have on them, as well as the ripple effect their actions can have on those around them.
- We would recommend that you take the time to view the film before you watch it with your students. The stories being told within the video are based on real-events and may be upsetting to some viewers. 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 first going to watch a film about trespassing on railway land. They will then watch a conversation between Network Rail ambassador, Chris McLaughlin and train incident survivor, Lucy Ruck, which goes into the details of what happened to Lucy and the impact her accident had on herself and those around her.
- Ensure that you have clear guidance in place of what students should do if they find the subject matter upsetting
-  **Play video**
-  **Pause moment**



- Pause the video here. Ask your students to reflect on Tom's video and discuss. Students can work in pairs, small groups or as a whole class. Ask them to consider the following questions;
  - What decisions could Tom and his friends have made differently?
  - What was the impact of his decision?
  - What could the impact be on those around him?
  - What information that Tom might not have known would have maybe prevented him trespassing if he had known it?
- **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.**
- Allow 5 – 10 minutes for discussion. Once your students have finished, resume the video.
- **⏸ Pause moment**
- Pause the video here. Ask your students to reflect on Lucy's story and the discussion between her and Chris. As before, students can work in pairs, small groups or as a whole class. Ask them to consider the following questions;
  - Have there been times when you could have been paying more attention?
  - How do you think you would now act differently around the railway and level crossings?
  - What are the key takeaways from Chris and Lucy's discussion for you?
- **If needed, use the following discussion prompts to help guide student discussion;**
  - Importance of knowing the dangers of the railway such as electricity being able to arch, the power of the electricity and the fact it is always live
  - Why it is important to not ignore the safety signs that are put there to keep everyone safe
  - The direct, immediate effect on the individual
  - The longer-term effect on the individual – physical as well as emotional

- The impact accidents can have on others such as witnesses, train drivers or family and friends

- Allow 5-10 minutes for discussion. Once your students have finished, resume the video.

## EXTENSION ACTIVITIES

The following activities are optional but can be completed after watching the 'Decision making and impact of your decisions' interactive video to help put your student's learning into practice. This can be done in the same lesson that you are using to complete the 'Decision making and impact of your decisions' interactive video or completed another time.

There are two activities outlined below which can be completed in any order. You can also opt to run both activities with your students, or just one depending on the time you have available.

### OPTION 1 –

## BEYOND THE IMMEDIATE IMPACT

The following activity aims to help students take the learnings they have gained from the 'Decision making and impact of your decisions' interactive video and apply them to their own scenario. Students will be encouraged to think of their own scenario of dangerous and unsafe behaviour that could around the railway and the impact this could have. This is to help students understand the consequences of what could happen if we don't behave safely and responsibly around the railway, level crossings or overhead line equipment and encourage them not to behave in this way.

### Supporting resources and equipment required

- Decision making activity worksheet
- Pen/pencil to use to complete activity worksheet

### Timings

20-30 minutes

## ACTIVITY

- Before starting the video, make sure you have printed and handed out the 'Decision making' activity worksheet for your students to complete
- Ask students to split into small groups or pairs and ask them to think of their own scenario of dangerous behaviour that could happen around the railway, level crossing or overhead line equipment and the impact this could have.
- Remind students to think beyond the immediate impact a railway accident could have on the individual involved and to consider the following questions.
  - Who else is involved in the situation?
  - How may they be affected?
  - What could be the short- and long-term impacts of the behaviour your students have chosen?
- Bring the students back together and encourage students to share their different scenarios as a class

## OPTION 2 – PARALLEL LINES

The following activity aims to build on the knowledge your students have learnt from the 'Decision making and impact of your decisions' interactive video around the wider impact individual's dangerous and unsafe behaviour can have on those around them. The activity involves watching a short film which highlights the potential tragic impact actions can have on others.

### Supporting resources and equipment required

- Decision making activity worksheet
- Pen/pencil to use to complete activity worksheet

### Timings

- 30-40 minutes

## ACTIVITY

- Before starting the video, make sure you have printed and handed out the 'Decision making' activity worksheet for your students to complete. Ensure that this print out includes the impact map at the end of the activity worksheet
- We would recommend that you take the time to view the film before you watch it with your students. The stories being told within the video are based on real-events and may be upsetting to some viewers. 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
- Ensure that you have clear guidance in place of what students should do if they find the subject matter upsetting
- As a class, watch the [Parallel Lines film](#).
- Working in pairs or individually, ask students to consider each character in the film (Dean, Ashley and the train driver) and pick one to create an impact map for:
  - 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, including physical, mental, educational or financial health
  - the longer-term effect on that character, including physical, mental, educational or financial health
  - any potential future effects, including physical, mental, educational or financial health
  - 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.
- After everyone has completed the task, if time allows, 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