

TRACK BACK – 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

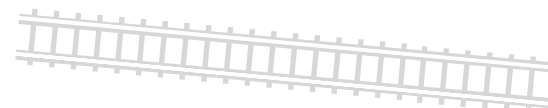
We're aware that youth groups and families may also want to use the materials in this resource. Specific guidance has been provided where appropriate within the lesson plan.

RESOURCE OVERVIEW

NAME OF RESOURCE	FORMAT	LEARNING OUTCOMES
Track Back	High impact photography, roleplay and discussion activity	<ul style="list-style-type: none">• That behaving unsafely around the railway can lead to serious injury and death• Ways to keep my friends safe and resist peer pressure to ignore safety signs and take risks at a station• 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

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

When surrounded by peers, living up to best safety practices in the rail environment can easily slip from our attention.

Track back identifies and addresses unsafe behaviours within the rail environment including misuse of train station escalators and sitting on the platform edge.

Using a set of high impact photographs, students will be encouraged to use role-play, discussion and empathy to explore the behaviours of their peers and analyse how attitudes to risks may change for the better and for the worse.

Learning outcomes

- That behaving unsafely around the railway can lead to serious injury and death
- Ways to keep my friends safe and resist peer pressure to ignore safety signs and take risks at a station
- 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

- Interactive whiteboard
- Track Back Photography slides and printouts (prepare ahead and ensure you have enough for your students to work in small groups)
- Any props you may want students to use in their role plays

Suggested order

- **Introduction:** A review of the impact of ignoring safety messages around the rail environment.

- **Activity 1:** Choose from a range of activities designed to develop risk management strategies.
- **Activity 2:** Complete an empathy map.
- **Plenary:** The importance of having an “exit plan”.

Timing

20 minutes – 1 hour depending on how the resources are used

Home learning tips

This activity is suitable for use at home. Although it is designed for use in small groups it can work equally as well for an individual. Roleplay prompts can be used for wider discussion around the character and themes shared in the photographs.

Differentiation

The success of this activity hinges on students’ willingness to engage in role-playing within small groups; however, if a student finds this overwhelming, they can utilise the discussion questions to delve into the main themes explored in this resource.

Students who complete the activities ahead of schedule can be offered the opportunity to extend their learning by devising their own role-plays. Each role-play should demonstrate strategies and techniques to avoid risk taking behaviour around the rail environment.

Students can also be encouraged to reflect on the learning and create action plans of how they would react if they found themselves in a dangerous situation around the rail environment.

For learners with lower cognitive or literacy skills who would benefit from additional support or a slower pace of learning you may wish to draw on resources from the ‘Switched On for every journey’ programme, which are designed for students aged 7–11. These revisit key rail safety messages in a more supported and accessible way.

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ACTIVITY

- Track Back is about encouraging students to analyse risk taking behaviour and decision making around the rail environment
- Please note that this resource has been designed flexibly with several options for delivery. We recommend reviewing the resources and the delivery options and deciding which delivery route will suit your students best
- The resource includes four high impact series of photographs and four activities to use to encourage exploration of the key themes

Delivery options

- There are four activities for students to work with when using the Track Back photographs
- Each activity has its own guide with a printable for students to use in order to run the activity independently. You can access this [here](#)
- For teachers short on time, you may choose to use just one scenario with the whole class and use one activity such as Freeze Frame and Remote Control
- If you have more time available an additional option is to split your class into small groups and give each group a different scenario. Then choose which activity you would like the groups to carry out
- Examples are given in the table below:

Escalator: The Fall	Freeze Frame and Remote Control
Escalator: Watch Out	Storyboarding
Platform: Dangling Legs	Group Discussion (there are recommended discussion questions for each photograph)
Platform: Selfish Selfies	Freeze Frame and Remote Control

- 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
- Begin the lesson by reviewing any prior learning on this subject and assessing the students' current levels of skills and understanding about safety around the rail environment
- You may want to ask questions like:
 - *Are there any rules about how we should behave around the rail environment? How do we know this?*
 - A: Clear rules dictate how we should behave in stations and on platforms. Safety advice and information is displayed around the rail environment on posters, notices, and through voice announcements
- *What are the risks of not paying attention to the safety rules?* (also see other resource **Sightseeing are you switched on?** For more information on common safety signs around the rail environment)
 - A: **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 increases the risk of being struck by a train, causing serious injuries or death
 - **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

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- 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
- Tell the students that you are going to bring up several photos on the interactive whiteboard and you want them to carefully look at the photos

For your information, an outline of each scenario is below:

Escalator: The Fall

We see two shots picturing a group of young people messing about on an escalator. There is someone laughing and holding a camera up ready to catch the action.

Escalator: Watch Out!

We see two shots picturing people staggered up an escalator with a young person at the bottom in their own world looking at their phone with people behind them pointing as if saying 'watch out, you're almost at the bottom!' The young person has big headphones on and a bag on the escalator step.

Platform: Dangling Legs

We see two shots of a couple of friends waiting for a train. The young boy looks tired of standing and in the next shot is crouching down mid-action as though he is about to sit on the platform edge.

Platform: Selfish Selfies

The two shots feature a group of young people trying to take a selfie that involves an element of danger. One is holding the other by their shirt as they lean back over the tracks. Both could lose their balance very easily.

- Bring each series of photos on the screen one by one and ask the students to individually consider the questions below (*there is no need to share their answers at this point the upcoming activities will offer more opportunities to do this*)
- a) What is happening in the photo?
 - b) Who is in the photo? Can you give each person a name? Can you imagine who they are? Their

personality? What might their relationship be like to each person in the photo?

- c) How is risk shown in the photograph – who is taking the risk, are they aware of it or not?

Now that the students are familiar with the photography, introduce how they will be using the photos.

If you know your group will find it challenging to read the instructions for each task you may want to go through each activity before you send the students off to their groups.

Teacher guidance Freeze Frame and Remote Control (see student resource for further information)

- In this activity, the students will take control of the narrative
- They will begin the activity creating a "freeze frame" where they recreate the photo themselves
- One student will be the director and will be in charge of getting the students to play out the action
- Students will use roleplay and drama skills to rewind and fast forward the action depicted in the photo – what can they learn about the different characters through this activity?
- Can they play the action in different ways?
- How could tragedy be avoided? Which characters hold the power? How can this be changed for the positive?
- The director will take it in turns to "switch on" different characters where they will share their thoughts and opinions on what is happening in the freeze frame

Teacher guidance Storyboarding (see student resource for further information)

- Students will be invited to extend the story from the photographs
- They will have several squares within a storyboard to complete. What happened before this photo? What happens afterwards?
- Students will be encouraged to then discuss alternative outcomes
- What sorts of actions and key discussions could have taken place between friends in order to avert danger?

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Group discussion

- Students can work in small groups or as a whole class to grapple with several key questions related to peer pressure
- The questions will guide the students to analyse the different characters in the photographs
- How might they be feeling? What might motivate them to make safer decisions?
- Have the students themselves ever been in a situation where they have felt out of control or where they haven't felt speaking their mind about risk?

Final whole group activity

- Ask each group for feedback from their individual activities
- Each group should choose a spokesperson to share the “story” held within their scenario and then share some responses to the answers below:
 - What did they find out about the people in their photographs?
 - Was anything surprising?
 - Did they come up with any solutions to support avoidance of risk taking activities?
- Once all groups have fed back to the rest of the group, introduce the empathy map (ideally each student should have a print out to write on or a digital version to access and edit on their own devices)
- Tell the group that they are going to use an empathy map to get a better understanding of one of the people in the photograph they have been exploring i.e. how they see the world, what motivates them and how they experience risk
- Go through each section of the map and check that the group understand how it can be used
- Model how one section could be completed using a character from one of the photographs E.g. “We know that Martin is a big risk taker, he’s often in control of social situations and sees any questioning of his decisions as criticism. How might he hear a comment from someone trying to keep him safe? A: He’s likely to hear negativity rather than someone trying to look after him.”

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/carer 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
- As a last task ask the class to spend one minute imagining a scenario similar to the ones depicted in the photographs. What action would they take to ensure they avoided dangerous risk taking?