

7-11 years

## Switched On for every journey interactive videos

With a focus on developing good judgement and decision-making skills, the Switched On for every journey interactive videos equip pupils with the rail safety knowledge needed to keep themselves and others safe on every journey.

Please note, these videos are based off the existing Switched On, '[Switched On for every journey' 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 pupils.

## Curriculum links

### KS2

- **PSHE**  
Health and wellbeing: Mental health,  
Keeping safe  
Living in the wider world: Shared responsibilities
- **English**  
Reading, Spoken language

### P4-P7

- **PSE**  
Health and Wellbeing: Mental Health, Staying Safe  
Living in the Wider World: Shared Responsibilities
- **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.

From special journeys to everyday commutes, the rail network helps get us where we need to be. Even if we're not travelling, the railway is switched on 24/7 and we need to be switched on to the risks the rail environment can pose. There are more than 19,000 trespass incidents on the rail network every year.

Learning to hazard spot and address potentially dangerous behaviour starts at a young 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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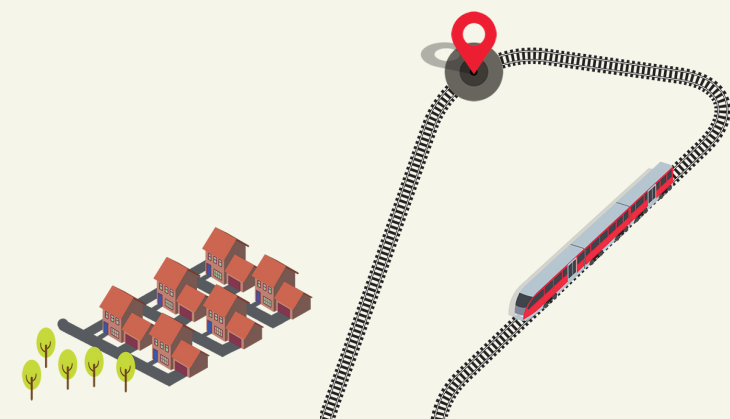
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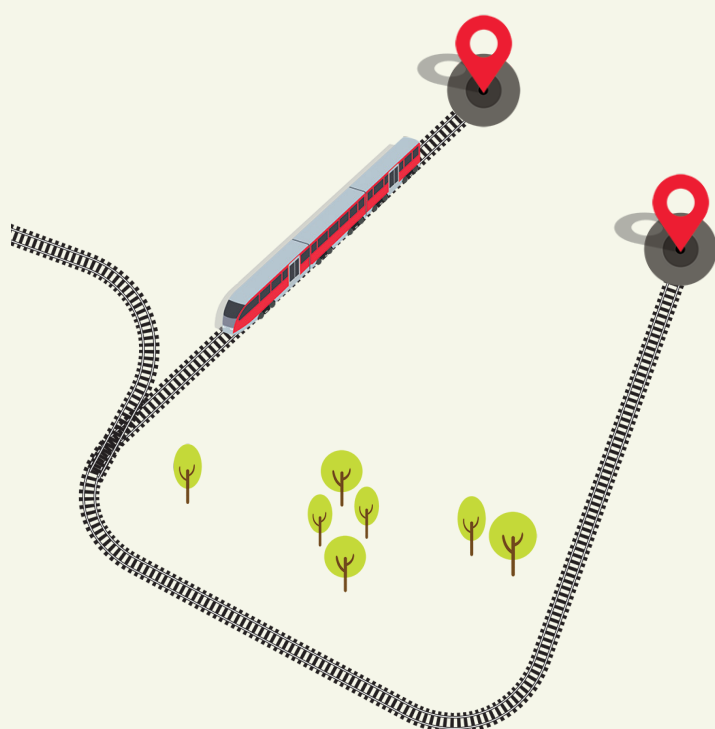
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## Videos overview

Name of resource	Format	Learning outcomes 7-11
Railways signs	Video with accompanying worksheet and discussion activities	<ul style="list-style-type: none"> <li>I can demonstrate that I understand rail safety signs and explain why they are there</li> <li>I can describe the warning signs at a level crossing and what to do if I see one</li> </ul>
Railway distractions		<ul style="list-style-type: none"> <li>I can talk about why it's important to keep ourselves safe at a station and on a train</li> <li>I can describe and demonstrate ways to behave safely at a station</li> <li>I can describe and demonstrate how to behave safely, either alone or with others at a station and on a train</li> </ul>
Decision-making around the railway		<ul style="list-style-type: none"> <li>I can talk about and show how to keep myself and others safe at a station and on a train</li> <li>I can explain some consequences of taking risks or unsafe behaviour around the railway</li> <li>I can describe other rail warning signs and reasons for these in different places</li> <li>I can explain why it is safe to follow safety signs around rail tracks and some of the consequences of not doing so</li> </ul>



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## 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 stand-alone videos, in any order, depending on what focus area would best suit your pupils.
- Alternatively, the videos can be completed as a series starting with, 'Railway signs', followed by 'Railway distractions' and finishing with 'Decision-making around the railway'. If you are completing the videos as a series we would recommend allowing 60-90 minutes.
- Each video has an accompanying worksheet that pupils are invited to complete as they watch each video.
- You may wish to show pupils 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 pupils. The content in each video is delivered by an expert host who will talk directly to your pupils as if they are a live audience. Throughout the video there will be stopping points where the host will invite pupils to either discuss a question in groups or complete their accompanying worksheet. Where there is a discussion-based activity, your role will be to facilitate this using the guidance below.

## How to use the videos and worksheets at school 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 this video for young people and delivering the accompanying activities also applies outside of school settings.

## Additional activities

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



## Railway signs

### Overview

This video introduces pupils to the various safety signs they'll find around the railway and level crossings. They'll explore the purpose of safety signs and consider the dangers behind not paying attention to the signs. By the end of the video, pupils will be familiar with what different safety signs look like, their purpose, and the importance of paying close attention to them.

### Learning outcomes

- I can demonstrate that I understand rail safety signs and explain why they are there
- I can describe the warning signs at a level crossing and what to do if I see one

### Timings

Playing the video and completing the accompanying activities will take approximately **25 minutes**.

### Supporting resources and equipment required

- Sufficient copies of the 'Railways signs' activity sheet
- Pens or pencils
- Screen display or tablet to show the videos

## Activity

- Before starting the video, make sure you have printed and handed out the 'Railway signs' activity worksheet for your pupils to complete throughout the video. Please note, there will be pause moments highlighted in the video where you can stop the video to allow pupils time to discuss and complete their activity worksheets as directed by the host.

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- The 'Railway signs' video begins with the host explaining the objective of the video – to learn about the different signs visible when travelling discussing the role of safety signs in preventing accidents around the railway network.
- **⏸ Pause moment**
- As a warm-up activity, the host will ask pupils to think about why safety signs are important. Pause the video here to give pupils time to think about this question and discuss together in the classroom. Potential responses to the question 'why are safety signs important?' include:
  - **They tell people what to do to stay safe and avoid accidents** – safety signs give people instructions on how they can avoid injuring themselves. For example, 'keep back from the platform edge' or 'stop, look, and listen'.
  - **They warn people about hidden dangers** – there are dangers near the railway that aren't easy to see, for example, the electricity that powers trains. Safety signs help warn people about these hidden hazards so people don't get hurt.
  - **They provide information that can be used across different stations** – safety signs look the same everywhere you go and are easy to understand. This means no matter where someone is travelling, they have the information needed to keep themselves and others safe.
- Please note the host in the video will reveal the answers, so there is no need to reveal these to pupils.
- After the discussion, resume playing the video where the host will introduce pupils to key safety signs found at stations and level crossings.
- **⏸ Pause moment**
- The host will play a video where a group of friends are faced with a dilemma and have to make the correct safety decision. The group of friends are at a level crossing with one of the friends worried about getting home late. Two adults pass them who decide to cross even though the lights are flashing. The friends must decide whether or not to copy the adults.
- The video pauses at the point where the friends must make their decision. The host asks pupils three questions. Pause the interactive video here so that pupils can think about the questions and discuss together in the classroom. Pupils can work in pairs, small groups or as a whole class.
- The questions and their answers are outlined below but please note that the host will reveal the answers in the video, so there is no need to reveal these to pupils. The answers are included to help you guide the discussion if needed.
  - What does the 'Stop when lights are flashing' sign mean?
  - **Answer:** The 'Stop when the lights are flashing' sign tells pedestrians not to cross because the barriers are about to close and a train will be coming imminently.
  - Should the friends copy the adults and cross?  
**Answer:** No, the friends should absolutely not copy the adults and cross.
  - What could happen if they do?
  - **Potential risks of what could happen if the friends were to cross are:**
    - » They are hit by a train
    - » Getting trapped in the barriers
    - » Getting stuck on the tracks as they are rushing and not able to concentrate very well
    - » Having an accident when rushing to get over the tracks
    - » Dropping something on the tracks as they rush over which they either try and retrieve or is damaged by the oncoming train
    - » Getting told off by a pedestrian
    - » The ripple of trauma that could be felt by the people on the train, the driver and the people at the level crossing, family and friends
- After the discussion, resume the video.
- Extra context ahead of an upcoming pause point
- The host moves into the second part of the video where pupils will practise their Switched On skills. For this section, **please ensure that pupils have the 'Railways signs' activity worksheet to hand.**

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- The host will introduce the activity:
  - Pupils will hear the thoughts of three young people who are at a train station and may or may not be paying attention to the signs around them
  - Pupils must decide whether the thoughts are Switched On or Switched Off
  - Pupils must note down their choice under the relevant column on their worksheet
  - If the thought is Switched Off, pupils must think about the danger associated with ignoring the sign around them and what the young person should do instead
- The thoughts of each young person will play one after the other. After hearing each one, pause the video so that pupils can think about the questions, discuss together in the classroom and then fill in their activity worksheet. Pupils can work in pairs, small groups or as a whole class.
- Please note that the host will reveal the answers in the video, so there is no need to reveal these to pupils.
- The answers for each thought are:
- **⏸ Pause moment**

## Thought 1

The thought: *"I'm just going to stand in front of the yellow line so I can see when the train is coming and be the first one to get on. I really want to grab a seat!"*

**Switched On or Switched Off?** – Switched Off

**Risk associated with this thought** – losing balance and falling on to the tracks as a passing train travels at a very powerful speed

**What should the young person do instead?** – Stand back from the platform edge

- **⏸ Pause moment**

## Thought 2

The thought: *"I've never been to this train station before, it's very cool! I'm walking along the platform, and I've just spotted a sign that says, 'Passengers must not pass this point'. I better not go any further."*

**Switched On or Switched Off?** – Switched On

**Risk associated with this thought** – None, this young person is making a good decision and will be safe because of this.

**What should the young person do instead?** – Their thinking is exactly right and they should keep up this Switched On thinking

- **⏸ Pause moment**

## Thought 3

The thought: *"I'm listening to my favourite artist's brand-new album. It sounds even better on max volume! I'm in a rush to catch the train and the music is helping me run through the platform."*

**Switched On or Switched Off?** – Switched Off

**Risk associated with this thought** – Listening to music on max volume can lead to missing out on hearing important announcements that may be related to safety. Loud music is also distracting and stops you from paying attention to what is going on around you. Running on the platform is extremely dangerous and can cause serious accidents.

**What should the young person do instead?** – Remove their headphones until they are on the train. Walk on the platform to avoid hurting themselves or others.

The host will finish off the video by recapping the answers to the activity and explaining the importance of paying attention to signs.

- If you are completing this video as part of the series, you can move on to our 'Railway distractions' video.

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## Railway distractions

### Overview

The video begins with the host reflecting on the type of distractions people face when travelling using trains. Pupils will watch a video exploring what distracted and unsafe behaviour on a train platform looks like before putting their Switched On skills to the test with an interactive quiz.

### Learning outcomes

- I can talk about why it's important to keep ourselves safe at a station and on a train
- I can describe and demonstrate ways to behave safely at a station
- I can describe and demonstrate how to behave safely, either alone or with others at a station and on a train

### Timings

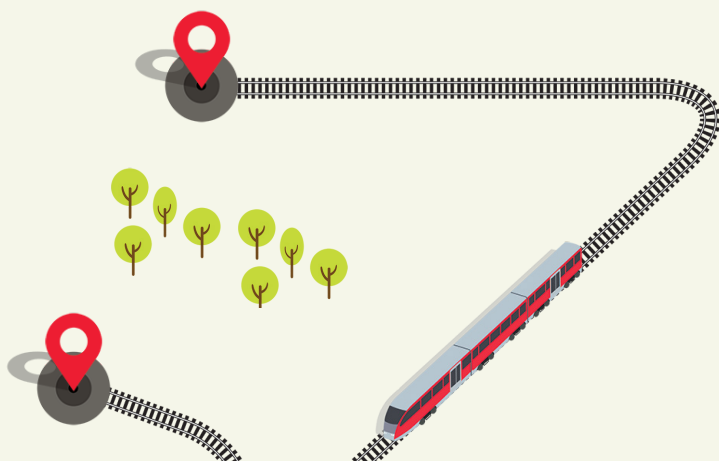
Playing the video and completing the accompanying activities will take approximately **25 minutes**.

### Supporting resources and equipment required

- Sufficient copies of the 'Railway distractions' activity worksheet
- Pens or pencils
- Screen display or tablet to show the videos

## Activity

- Before starting the video, make sure you have printed and handed out the 'Railway distractions' activity worksheet for your pupils to complete throughout the video. Please note, there will be pause moments highlighted in the video where you can stop the video to allow pupils time to discuss and complete their activity worksheets as directed by the host.
- The 'Railway distractions' video begins with the host explaining the objective of the video – to identify types of distractions when travelling and what to do to remain focused and safe around the railway network.
- **⏸ Pause moment**
- As a warm-up activity, the host will ask pupils to think about the sorts of things that can distract a person when on a journey. Pause the video here to give pupils time to think about this question and discuss together in the classroom. Pupils can work in pairs, small groups or as a whole class.
- Potential responses might include:
  - Mobile phones
  - Music
  - Engaging in conversation with other people
  - General outside noise
- After the discussion, resume the video.
- The host then plays a video where a group of friends are on a train platform and face various distractions, leading to risky and potentially unsafe behaviour. This leads into the next activity where pupils will take part in a quiz all around railway distractions.
- **⏸ Pause moment**
- For this section, **please ensure that pupils have the 'Railway distractions' activity worksheet to hand.**
- The host explains how the quiz will work – pupils will be asked a question and on their worksheets they must circle the answer they think is correct. Pupils can work in pairs, small groups or as a whole class.





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- The questions (and their answers) pupils will be faced with are:
  - What should you do if you're using your phone on a train platform?
    - A) Stand close to the edge to get a better signal
    - B) Put your phone away so you know what is going on around you
    - C) Sit down on the platform floor to avoid distractions

**Answer: B**

- What should you do if you are waiting for a train with your friends?
    - A) Find a place on the platform to sit down and wait for the train (e.g. a bench), listening out for any announcements
    - B) Stand in a group near the edge of the platform to chat
    - C) Play a game of chase on the platform to remain occupied
- Answer: A**
- What is the best way to stay focused and safe while waiting for a train?
    - A) Check your phone constantly for any updates
    - B) Read a book while standing by the edge of the platform
    - C) Stay alert and remove any distractions

**Answer: C**

- Please note that the host will reveal the answers in the video, so there is no need to reveal these to pupils.
- The host will finish off the video by recapping the answers to the activity and explaining the importance of remaining focused when travelling using train.
- If you are completing this video as part of the series, you can move on to our 'Decision-making around the railway' video.



## Decision-making around the railway

### Overview

The video begins with the host acknowledging that decisions are made everyday and each decision can have a positive or negative outcome. Pupils will then listen to a story about a group of friends who have decisions to make related to rail safety. Throughout the story, there will be stopping points where pupils will use their 'Decision-making around the railway' activity worksheet to record the choices they think the young people should make.

### Learning outcomes

- I can talk about and show how to keep myself and others safe at a station and on a train
- I can explain some consequences of taking risks or unsafe behaviour around the railway
- I can describe other rail warning signs and reasons for these in different places
- I can explain why it is safe to follow safety signs around rail tracks and some of the consequences of not doing so

### Timings

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

### Supporting resources and equipment required

- Sufficient copies of the 'Decision-making around the railway' activity sheet
- Pens or pencils
- Screen display or tablet to show the videos

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## Activity

- Before starting the video, make sure you have printed and handed out the '**Decision-making around the railway**' activity worksheet for your pupils to complete throughout the video. In this video, the host narrates a story about a group of young people who are faced with decisions related to rail safety. Please note, there will be pause moments highlighted in the video where you can stop the video to allow pupils time to discuss and complete their activity worksheets as directed by the host.
- The script for the story is as follows:

*This group of friends love to explore new places. Their parents have recently given them permission to travel using the train by themselves, as long as they remain safe. One day, they decide to visit one of their other friends who lives near a railway.*

*The friends know that rail safety is important but face several decisions along the way, putting their knowledge to the test.*


*The friends are walking towards the train station and plan to use the pedestrian bridge. They spot a shortcut that looks like it could save a lot of time but require them to walk alongside the train tracks.*

*As they begin walking along the track, one of them drops their phone.*

*They start to panic as they need their phone to update their parents on their whereabouts or they'll worry and not trust them like this again.*

*The friends decide to leave the phone and move off the tracks. They are too nervous to continue and decide to take the pedestrian bridge after all. However, they can't stop thinking about the phone. They want to call for help but know that they shouldn't have been on the tracks in the first place.*

- The three scenarios and the accompanying choices are outlined below. The correct safety decisions have been included.

- At each pause point, pupils will be invited to complete the relevant section on their worksheet. Pupils can work in pairs, small groups or as a whole class.
-  Pause moment

### Decision 1: The shortcut

Should the friends use the shortcut along the train tracks or use the pedestrian bridge?

- a) Use the shortcut
- b) Use the pedestrian bridge

**Answer: B**

-  Pause moment

### Decision 2: The phone

Should the friends try and retrieve the phone or move away from the tracks and leave the phone?

- a) Retrieve the phone
- b) Leave the phone where it is on the tracks

**Answer: B**

-  Pause moment

### Decision 3: The ending

Should the person who dropped the phone make up a story for their parents or should the group own up and call for help?

- a) The person who dropped the phone should tell their parents a made-up story
- b) The group should call for help and tell the truth

**Answer: B**

- The host acknowledges that even though the group of friends made a good decision at the end, there are times when people make bad decisions around the railway that has negative consequences and this can have an effect on the victim, but others as well. For example, the victim's parents, the train driver, and any witnesses.
- The host will finish off the video by recapping the answers to the activity and explaining the importance of remaining focused when travelling using train.