

# We're working Switched On – Teacher Guidance



7-11 years

## Switched On for every journey

With a focus on developing good judgement and decision-making skills, the 'Switched On for every journey' resources not only asks pupils to identify potential dangers on their own journeys but to also spot risky behaviours in others.

From train stations to level crossings, pupils will be able to explain the different signs and sounds that could suggest a potential hazard. There's a chance to get Switched On to the people that keep the trains running too! Using our interactive map, pupils are in charge of their learning journey. They decide which trips to take, and which stops to make, as we travel together exploring new scenarios to discuss and learn from.

**We can all enjoy life's adventures when we spot signs of danger, look out for our friends and always stay Switched On.**

Vitality, this programme uses scenarios to challenge pupils' decision making. Based on real life experiences, pupils will face 'no going back' decision points. Using their empathy and newly developing knowledge of track safety, they are encouraged to create an outcome for each scenario that minimises risk.

Empathy and proactive thinking is at the heart of this program. In addition to building skills and knowledge of the railway, pupils are supported to imagine the thought processes of other travellers and those who work in the rail industry.

## Curriculum links

### KS2

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

### P4-P7

- **PSE**  
Health and Wellbeing: Mental Health, Staying Safe, Friendships, Safe Relationships.  
Living in the Wider World: Shared Responsibilities
- **English**  
Reading and Talking

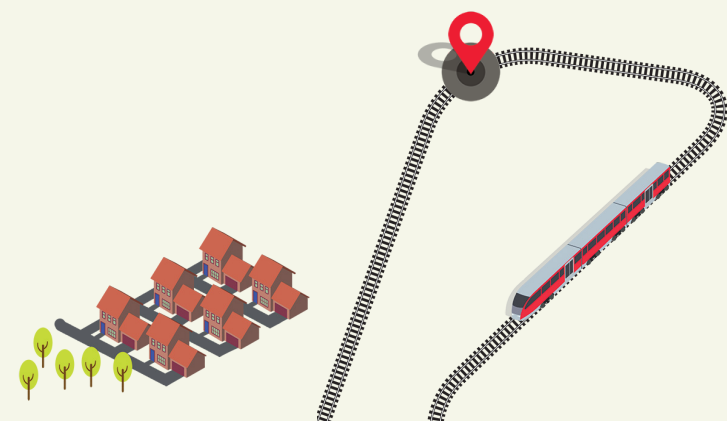
These resources can also be used within SMSC planning and delivery

## 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, 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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## 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

## Differentiation across KS2

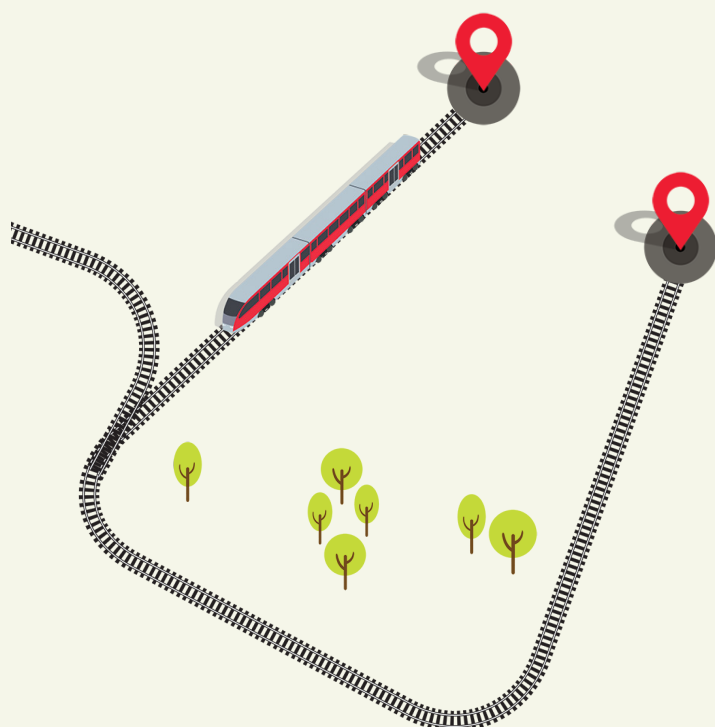
Additional delivery and differentiation recommendations have been made for each activity, as there is likely to be a range of attainment within this age group.

Activities for ages 7-9 are knowledge focussed. They teach behaviour and awareness skills. The resources for ages 9-11 develop these skills further, provoking thought about independent behaviour and challenging risky behavioural norms.

## How to run the activities in other settings

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

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# We're working Switched On

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### Resource overview

Name of resource	Format	Learning outcomes 7-9	Learning outcomes 9-11
We're working Switched On	Film and quiz	<ul style="list-style-type: none"><li>I can name roles of those in the rail industry</li><li>I can describe jobs that people do in the rail industry and how they keep people safe</li><li>I can name the skills needed to do some rail industry jobs</li></ul>	<ul style="list-style-type: none"><li>I can name roles of those in the rail industry and why the job is important</li><li>I can discuss how safety is the number one priority of the rail industry</li><li>I can talk about why certain skills are important to do certain rail industry jobs</li></ul>

### Getting started

- Resources can be accessed via the [Switched On website](https://www.switchedonrailsafety.co.uk). The map acts as the navigation, with each stop being a new opportunity to develop Switched On skills and knowledge
- If possible, start by screensharing the map. Draw pupil's attention to the map and ask what they think this map is all about? Perhaps they will pick up some clues and see that this is all about trains and the tracks. Encourage them to share their initial thoughts
- You may wish to allow pupils to choose their own journey and decide which resource they'd like to start with, or you can follow the route suggested in this guidance document
- Select the area you would like to start at and navigate to the correct part of the teacher guidance



### We're working Switched On

#### Overview

A fantastic insight into the lives of some of the people that work on the railway.

#### Supporting resources and equipment required

- We're working Switched On film

#### Suggested order

- Introduction: Set the scene
- Activity: Watch the We're working Switched On film and answer the questions at the end to test retention
- Plenary: Class discussion

#### Timing

20 minutes

#### Home learning tips

The film will work well at home. If possible, encourage pupils to discuss with parents afterwards and exchange what roles each know exist in the rail industry. Do they know anyone who works in the rail industry, personally?

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### Activity

- We're working Switched On is a video resource which showcases workers in the rail industry that focus on everyone being Switched On and safe
- This video can be watched as a whole class by playing on the interactive whiteboard or other device in class. Alternatively, if you have access to a set of tablets/Chromebooks/laptops the pupils could work independently or in pairs
- The video can be paused after each segment of the video to discuss or can be watched the whole way through and discussed afterwards
- Introduce the type of video pupils are about to watch and explain that it will focus on people who work in the rail industry to keep everyone safe when going on their journeys. This is a great opportunity to ask pupils which roles they're currently aware of in the rail industry. How many can the class name?
- Either during or after watching the video altogether, keep in mind the following questions to ask your class:
  - What was the person's job and what's the main reason for their job?
  - What types of things does their job entail?
  - What skills are important for them to do their job?
  - What people do they've have to work with do to their job? (the public, the police, train drivers?)
  - How does their job help keep everyone safe?
  - What was your favourite thing about their job? Can you see yourself doing it?
- The video will close on three simple questions to test retention: encourage the class to shout out if they know the answer

### Plenary

- Ask pupils if they knew any of the roles showcased in the video. Test pupils' retention on other parts of the video. Can they recall all the roles featured?
- Listen to pupils' responses to the roles and the prospect of working in the rail industry, transcend any stereotypes which might emerge in discussion, remind the class that there is no such thing as a man's job or a woman's job in the rail industry
- Encourage pupils to take up the conversation at home and discuss the roles they learned with those at home

### Differentiation

- Some pupils may need more time to digest each role showcased in the video and why it is required. More emphasis should be put on scene-setting for pupils who might need more time to conceptualise the rail industry before watching the video. Offer more of a guiding narrative when asking which roles they're aware of in the rail industry already.
- Higher attaining pupils could be challenged to consider how they might go about achieving one of these roles. Discuss what subjects in secondary school might be useful for each of the roles. If any stereotyping has emerged in discussion, encourage pupils to reflect on why it's a bad thing.