

# Switched On scenarios

## – 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

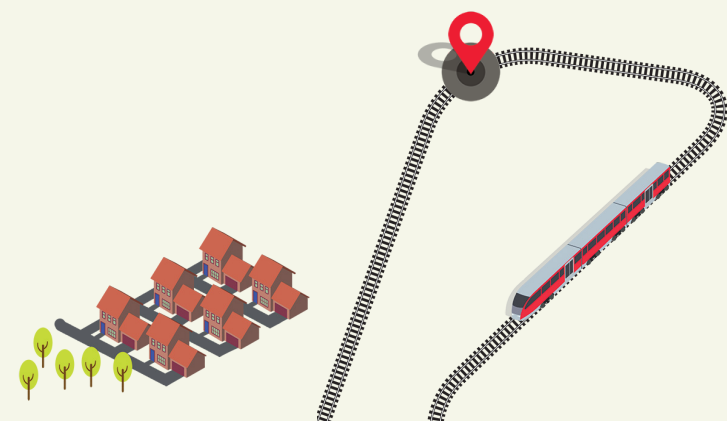
These resources can also be used within SMSC planning and delivery

### 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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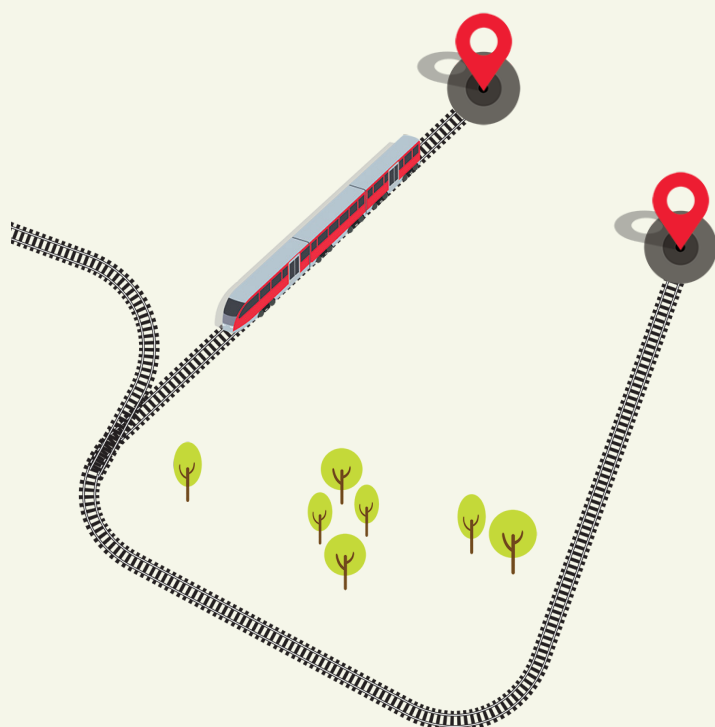
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### Resource overview

Name of resource	Format	Learning outcomes 7-9	Learning outcomes 9-11
<b>Switched On scenarios</b>	Film and discussion activity	<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 talk about and show how to keep myself and others safe at a station and on a train</li><li>• I can explain what to do or how to get help if someone or something is unsafe, or there is an emergency</li><li>• I can talk about why it is important to behave safely at a level crossing</li><li>• I can talk about how to behave safely near train tracks</li><li>• I can demonstrate how to help others behave safely at level crossings and near train track</li></ul>	<ul style="list-style-type: none"><li>• I can describe and demonstrate ways to behave safely at a station</li><li>• I can explain how I can help others behave safely at a station</li><li>• I can explain ways to resist pressure to behave unsafely or take risks at a station</li><li>• I can describe and demonstrate how to behave safely, either alone or with others at a level crossing</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>

### 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



### Switched On scenarios

#### Overview

The fate of a group of friends is now in your pupils' hands. They will watch three short films where the action is paused before a "crunch" moment. Can your pupils make Switched On decisions to ensure the safety of the group?

#### Learning outcomes 7-9

- I can talk about why it's important to keep ourselves safe at a station and on a train
- I can talk about and show how to keep myself and others safe at a station and on a train
- I can explain what to do or how to get help if someone or something is unsafe, or there is an emergency
- I can talk about why it is important to behave safely at a level crossing

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- I can talk about how to behave safely near train tracks
- I can demonstrate how to help others behave safely at level crossings and near train tracks

### Learning outcomes 9-11

- I can describe and demonstrate ways to behave safely at a station
- I can explain how I can help others behave safely at a station
- I can explain ways to resist pressure to behave unsafely or take risks at a station
- I can describe and demonstrate how to behave safely, either alone or with others at a level crossing
- I can explain why it is safe to follow safety signs around rail tracks and some of the consequences of not doing so

### Supporting resources and equipment required

- Switched On scenario films

### Suggested order

- Introduction: Explanation of the task and reminder about staying Switched On even when you are under pressure
- Activity: Watch the Switched On scenario films and complete discussion questions
- Plenary: Conscience Alley and Continuum Line

### Timing

35 minutes

### Home learning tips

The films will work well at home. If possible, work with a group of friends and get online to discuss the Switched On decisions.

### Activity

- In this activity pupils are challenged to work with three different scenarios. The pupils will need to use their Switched On thinking skills
- This activity works best when the whole class watches one scenario at a time and then breaks into small discussion groups
- Before covering this resource with your class

please make sure you are aware of any sensitivities the pupils might have, make them aware of what they can do if they feel uncomfortable at any point during the lesson.

- After the start of the scenario, there will be a moment to pause and some discussion prompts will flash on screen. More risk and discussion points that are specific to each scenario have also been provided below for each scenario
- After the discussion the film will continue to show two different outcomes. The first will be where the group puts themselves and their friends at risk, the second will show how the group uses Switched On thinking to keep themselves and their friends safer

### Scenario 1

- In scenario 1 a group of friends are faced with a decision of whether to try and take a short cut that could put them in danger by walking very close to the train tracks
- The film has a pause point; this is where you can guide the pupils through a discussion about the risks that the friendship group are facing. Use the risks and discussion points below with your pupils to support Switched On decision-making
- Firstly, task each group with listing the different risks they think the friends were exposed to within the film. Develop the learning further by bringing the groups back together to discuss the characters as a class

### Scenario 1 risks and discussion points

#### Risks

- The train is unable to stop and their behaviour could result in a life changing injury
- A train could see them trespassing on the line and have to brake quickly which could injure some passengers and traumatise the driver.
- They could be in danger of electrocution from the electric third rail – we have the largest third rail network in the world
- They could have an accident around the track where it will be difficult to get help
- They will be spotted by a member of the public, a train worker, or on CCTV and reported for trespassing

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### Discussion points

- What should Jane do?  
*Trust her first reaction – she realises that this behaviour is not safe. Ashraya also recognised the dangers, they shouldn't be persuaded by Tom.*
- What should Ashraya do?  
*She should stay Switched On and remember that even if you don't see any trains the tracks can be carrying an electric charge. She should not take the short cut.*
- Which is the safest thing to do?  
*The safest thing to do is to take the normal route to the park.*

### Additional questions for 9-11 year olds

- Would it be ok for Tom to take the short cut? What about Ashraya and Jane?  
*Tom is ignoring them both. He should be listening to Jane's warnings about the dangers of walking near the tracks.*
- What other choices are available to the group of friends?  
*They could have used a phone to let their friends know they are going to be late. They could also have realised that it's better to be late than to risk their lives.*
- Is there anyone we didn't see in the film who might be affected by a different outcome?  
*If there was an accident the train workers and the friends and families of the victims will be affected.*
- How would you behave in this situation?  
*Listen to the thoughts of your pupils.*
- What would you say to my friends?  
*Listen to the thoughts of your pupils.*

### Scenario 2

- In Scenario 2 a group of friends are on the platform. The friends begin to play around with a phone perilously close to the platform edge
- At the pause point, use the discussion points below to help the students identify the possible risks

### Scenario 2 risks and discussion points

#### Risks

- Falling onto the track
- If there is an accident the risk posed to everyone's mental health – the driver, the passengers, the bystanders, your friends, your family. How will others feel?
- Losing an item over the platform
- Being told off by the guard

#### Discussion points

- What should Jane do?  
*Jane should stay out of the game and encourage Ashraya and Tom to play something safer away from the platform edge*
- What should the others do?  
*Ashraya and Tom should remember their Switched On thinking and recall the risks of falling onto the tracks*
- Which is the safest thing to do?  
*The safest thing to do is to find a game to play that doesn't involve any pushing or running around*

### Additional questions for 9-11 year olds

- How can Jane indicate that Ashraya and Tom's behaviour is dangerous without "losing face" with her friends?  
*It can be really challenging to point out dangerous behaviour when you are with friends. She could interrupt the game and draw her friends away from the platform edge to start a conversation, this way she can disrupt the game and keep her friends safer*
- If things get really out of hand at a train station what could Jane do?  
*Jane could alert an adult to what is going on, she could also speak to a Station Guard or call 999 in the case of an emergency*
- How would you behave in this situation?  
*Listen to the thoughts of your pupils*
- What would you say to my friends?  
*Listen to the thoughts of your pupils*
- Once an effective discussion has been had allow the film to continue to highlight the two different possible outcomes for the friends



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- Students may have additional questions following the film and you may want to focus their attention on their own behaviour around the tracks. Have they witnessed potentially dangerous behaviour? What sort of things can they do at stations to minimise risk?

### Scenario 3

- This time the group of friends are at a level crossing with one of the friends worried about getting home late. This could potentially lead to a dangerous decision
- At the pause point use the discussion points below to help the students identify the possible risks

#### Scenario 3 risks and discussion points

##### Risks

- 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, your family, friends

##### Discussion points

- What should Tom do?  
*He should not scoot over the level crossing when the barrier is down and the lights are flashing  
Even if one train has passed there could be another on its way*
- What should the others do?  
*The others should make Tom aware of the risks and should stay back at a safe distance from the level crossing  
If Tom decides he is still going to scoot over the level crossing the others should still wait for the barriers to lift*

- What is the safest thing to do?  
*The group should all wait together until the train has passed and the barrier is lifted  
Use a phone to get a message to Tom's Nan to let her know he is going to be late*

#### Additional questions for 9-11 year olds

- What sorts of situations might force us into making bad decisions?  
*When we are late, when we are with friends that are putting us under pressure to make unsafe decisions, when we are distracted*
- Can you give some examples of Switched On thinking that could help us in these sorts of pressurised situations?
  - It's always important to stay Switched On around the rail environment*
  - There are lots of signs and signals that help keep us safer near the tracks, at stations and level crossings*
  - Regardless of who we are with or if we're running late we need to Stop, Look and Listen to the signs and sounds of the railway to stay safe*
  - We can share these signs with friends and help to keep them safer too*
  - If friends decide not to stay Switched On there may be times when we will need to call emergency services to keep them safe*
- How would you behave in this situation?  
*Listen to the thoughts of your pupils*
- What would you say to my friends?  
*Listen to the thoughts of your pupils*
- Once an effective discussion has been had allow the film to continue to highlight the two different possible outcomes for the friends
- Students may have additional questions following the film and you may want to focus their attention on their own behaviour around level crossings. Have they witnessed potentially dangerous behaviour? What sort of things can they do to minimise risk?

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### Plenary

- Conscience alley is a great activity for examining values and choices.
  - One pupil 'plays' the part of a child in the scenario and walks down an 'alley' of pupils on each side.
  - Each child gives them an opinion of which choice they should make within one of the scenarios. At the end the child decides which choice their character would make.

### Differentiation

- Some pupils may need to work in smaller groups with adult support in order to effectively discuss the scenarios
- Pictures of local train stations and level crossing may also help some pupils to personalise the safety messages

### Additional activities to use with the scenarios

- Below we have provided a range of activities to use with your pupils to help embed the learning further:
  - A Continuum line works well to present a range of responses to hazardous situation
    - » Pupils present each other with different opinions relating to each scenario e.g. 'It's fine to walk along the track if there's nothing coming'; 'Tom had time to get across the level crossing'; 'It's ok to play games at the platform as long as you're away from the edge'
    - » Pupils choose a point on the line that represents their level of agreement with the opinion, i.e. one end of the line is totally agree and the other end is totally disagree. Once the pupils have chosen their position on the line give an opportunity to explain why they are standing where they are
    - » Once pupils start to give their explanations you may find that other pupils want to change their positions on the line
  - An alternative ending: create an alternative ending for each scenario to the one presented
    - » What might people's thoughts and feelings be?
    - » Who might be impacted?

