

Are you Switched On and safe?

– 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

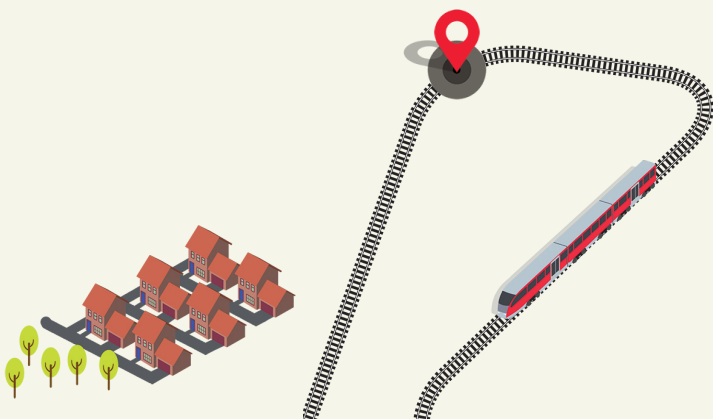
These resources can also be used within SMSC planning and delivery

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 the lesson within this document.

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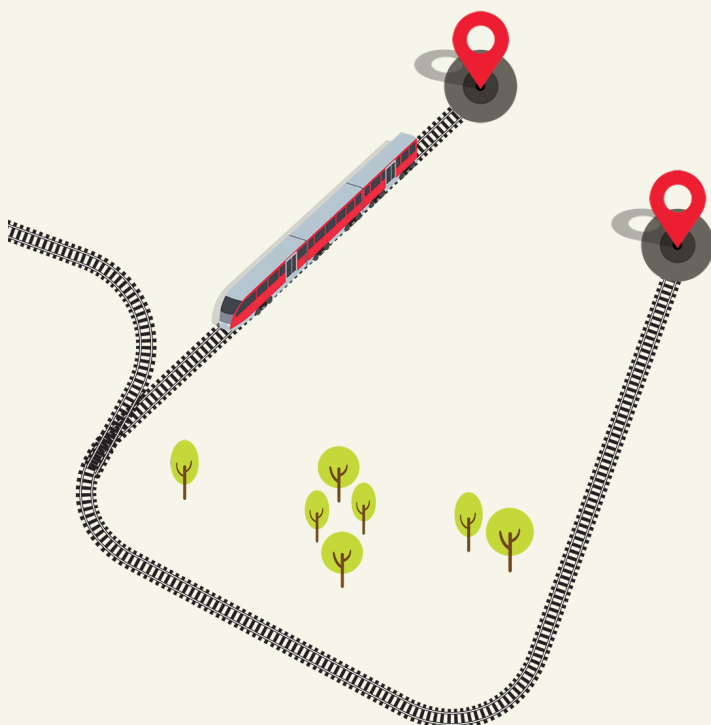
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Resource overview

Name of resource	Format	Learning outcomes 7-9	Learning outcomes 9-11
Are you Switched On and safe?	Interactive quiz and drawing activity	<ul style="list-style-type: none">I can talk about some safety risks around the railwayI can recognise safety signs at a station and say what they meanI can recognise the signs that keep us safe at a level crossing and say what they mean	<ul style="list-style-type: none">I can explain rail safety rules and how to behave as I become more independent and responsibleI can demonstrate that I understand rail safety signs and explain why they are thereI can describe the warning signs at a level crossing and what to do if they appear

Getting started

- Resources can be accessed via the [Switched On website](#). 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

Learning outcomes 7-9

- I can talk about some safety risks around the railway
- I can recognise safety signs at a station and say what they mean
- I can recognise the signs that keep us safe at a level crossing and say what they mean

Learning outcomes 9-11

- I can explain rail safety rules and how to behave as I become more independent and responsible
- 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 they appear

Supporting resources and equipment required

- Are you Switched On and safe? slides
- Paper and pencils or mini whiteboards and dry wipe markers
- Sufficient copies of the Are you Switched On and safe? worksheet

Suggested order

- Introduction: What do we already know about staying safe around the rail environment?
- Activity: Switched On at the platform/ at the level crossing drawing activity
- Plenary: Create your own track safety poster



Overview

To start your pupils' Switched On skills development, we're inviting them to complete two kick-off activities to assess their existing knowledge and skills. Both activities can be revisited to review progress after all activities have been undertaken.

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Timing

Approx. 30 minutes for both activities

Home learning tips

Both activities will work well as a fun at home task. If you don't have access to a printer you could draw your own train station and level crossing scene for the Switched On at the platform/at the level crossing activity.

Activity 1

- These two activities can be used as baseline assessments and can be revisited to review progress after all the activities have been undertaken
- The first activity is a quiz that tests knowledge and debunks assumptions pupils may have about the rail environment
- Before starting the quiz (using **Are you Switched on and safe? slides**), consider how you would like to organise your class. The quiz can be completed in a large class-sized group or smaller groups
- The pupils can use paper or mini whiteboards to record their answers to the quiz. Points can be awarded after each question. Alternatively, if working with a large group, the pupils can write down their answers and keep a tally of their own scores
- Begin the activity by introducing the concept of being "Switched On" around the rail environment
- Tell the pupils "We can all enjoy life's adventures when we spot signs of danger, look out for our friends and always stay Switched On."
- Guide the pupils into a discussion about the things they do to stay Switched On around the tracks. For example, do they look out for safety signs, stay away from the tracks, and always adhere to the rules around a level crossing?
- Tell pupils that you are going to see if they are up to the Switched On challenge using a quiz that will further test their knowledge
- Once you have organised the class, and they are ready with paper and pencils or mini whiteboards, begin the quiz
- The pupils will go through the questions below on **Slides 2-16**. The answers are here for your convenience.
 - It's safe to cross at a level crossing if there isn't a train coming (T/F)
 - Throwing litter on to a railway track doesn't do any harm (T/F)
 - Which of these things is the fastest? (**an intercity train**; a cheetah; a car on a motorway)
 - What is the highest speed a train can reach? (70mph; 100mph; **125mph**)
 - At top speed, how far will a train travel before it stops? (the length of 5 football pitches; the length of 15 football pitches; **the length of 20 football pitches**)
 - When is electricity turned off on the railway? (Christmas Day; after midnight; **never, it's always on**)
 - There are different types of level crossing with different safety signs (T/F)
 - Electrical wires and rails are safe as long as you don't touch them (T/F)
 - How far can electricity 'jump'? (up to 0.5 metres; **up to 3 metres**; electricity can't jump)
 - You can't always hear trains coming because some are almost silent (T/F)
 - The electrified rail looks the same as all the others (T/F)
 - The average train weighs 400 tonnes, which is the same as how many African elephants? (3; 50; **80**)
 - Once a train has gone past on a level crossing it is safe to cross straight away (T/F)
- Ask the pupils to keep a note of their scores – tell them that you will return to the quiz at the end of the topic to see if their knowledge and Switched On skills have improved

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Activity 2

- The second activity is a draw and write task where pupils will need to fill in safety “gaps” at the platform and level crossing using the **Are you Switched On and safe? worksheet**
- Distribute copies of the worksheet and bring up the quiz questions on the screen (using **Are you Switched On and safe? slides**, start at **Slide 17**). The challenges and answers are provided below. Some children may need a little extra help to answer some of the questions you may want to annotate the pupils work to show which questions were answered independently and which questions required additional support

At the station

- You’ve arrived at the platform and you know your train is due soon. However, you’ve forgotten to put your watch on today. How can you make sure the next train is the correct one to get on?
– *A: Draw clock/departure board*
- It’s been a busy morning and you’ve been in a rush to get to the station but you haven’t purchased a ticket yet. What should you do?
– *A: Draw a ticket machine/ station worker*
- There’s been an announcement that a non-stop service is due to pass the platform shortly. Is there anything missing from the platform that could keep you safe?
– *A: Draw yellow line/tactile paving at the platform edge*
- You see a fellow passenger drop something on the line. Why shouldn’t they try and get it back?
– *A: Draw third rail and train arriving*
- There aren’t any departure screens at your station. What else can help you stay Switched On to when the next train is arriving
– *A: Draw train guard/loudspeaker for announcements/timetable on the wall*
- **Optional extension:** Set the pupils the task of designing two posters that could help people stay safer around the tracks. These posters could be added to school newsletters to raise awareness of Switched On thinking within the whole school community. The posters could also be displayed around the school or at your local train station.

At the level crossing

- Can you add something that keeps cars, pedestrians and other travellers separate from the train
– *A: Draw barriers or gates*
- What helps to warn us that a train is on its way?
– *A: Draw lights and sirens*
- Can you draw a pedestrian using their Switched On skills at the Level Crossing?
– *A: The pedestrian should not be too close to the barriers, no headphones in, waiting sensibly, if they have a pet with them the pet is on a lead*
- Can you think of the sorts of signs you might see at a Level Crossing? (Year 5 and 6 only)
– *A: The Stop, Look and Listen sign and the danger of electrocution warning about overhead live wires.*
- If you saw something dangerous at a Level Crossing, can you draw who you could report it to?
– *British Transport Police, Railway staff*

Plenary

- Review the work that the pupils have completed. Reassure them that the activities that they will be completing within “Switched On for every journey” will help them to develop their skills and knowledge about staying safe around the tracks

Differentiation

- Some pupils may need a shorter quiz for activity 1 and additional adult support to answer the questions
- As this is a pre topic quiz there should be an emphasis on fun and finding out the correct answers after the activity
- For activity 2 some pupils with fine motor delay may benefit from having some pre drawn items to cut and stick onto the picture
- Pupils that are ready for another challenge could write additional questions to add to both quizzes