

# When Rodrigo Switched Off – 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

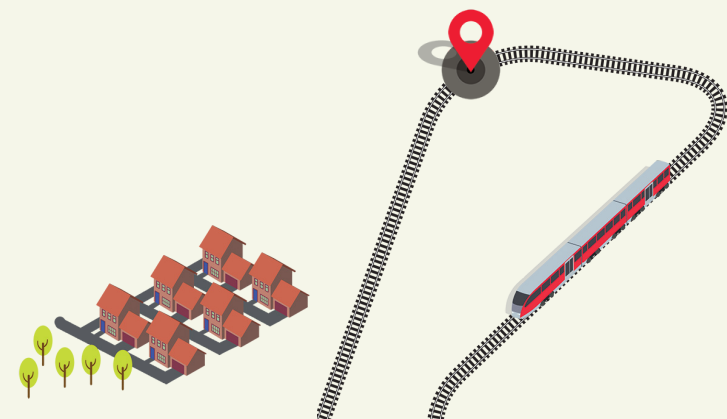
These resources can also be used within SMSC planning and delivery

## 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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## – Teacher Guidance

7-11 years

### 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.

#### Contents

#### Page

Resource overview

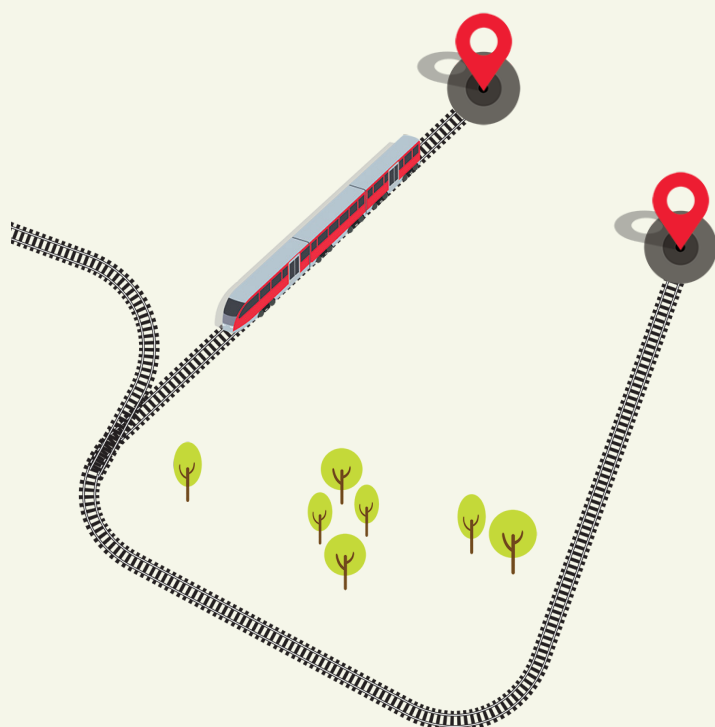
3

Getting started

3

When Rodrigo Switched Off

3-5



# When Rodrigo Switched Off

## – Teacher Guidance

7-11 years

### Resource overview

Name of resource	Format	Learning outcomes 7-9	Learning outcomes 9-11
<b>When Rodrigo Switched Off</b>	Audio case study	<ul style="list-style-type: none"><li>• n/a</li></ul>	<ul style="list-style-type: none"><li>• I can demonstrate ways to resist pressure to behave in an unsafe or risky way around the railway</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><li>• I can describe and demonstrate ways to resist behaving in a risky or unsafe way around rail tracks, or disobeying rail warning signs</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



### When Rodrigo Switched Off

#### Overview

A hard-hitting audio story addressing the issues of trespassing on the tracks followed by a comprehension and discussion activity.

#### Learning outcomes 7-9

This resource has been developed for upper primary pupils only.

#### Learning outcomes 9-11

- I can demonstrate ways to resist pressure to behave in an unsafe or risky way around the railway
- 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

# When Rodrigo Switched Off

## – Teacher Guidance

7-11 years

- I can describe and demonstrate ways to resist behaving in a risky or unsafe way around rail tracks, or disobeying rail warning signs

### Supporting resources and equipment required

- When Rodrigo Switched Off audio PDF

### Suggested order

- Introduction: Trigger warning
- Activity: Rodrigo's story
- Plenary: Discussion prompts

### Timing

25 minutes

### Home learning tips

When Rodrigo Switched Off is suitable for use at home, however, at home, the benefits of group discussion may be lost. If possible, connect with a small group online to discuss the story in detail.

## Activity

When Rodrigo Switched Off has been specifically designed for the older age range within this category 9-11.

- This resource is an audio PDF case study with two activities to complete at the end. The first is a discussion activity the second looks at how widely the impact of the accident spread through family, friends, the local community and the train staff
- Although the story is not graphic in any way, it does contain details of an accident at the tracks where a child receives life-changing injuries and the impact this has on the friends, family and local community
- 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
- This resource can be used as a whole class using the interactive whiteboard to listen to Rodrigo's story or if you have access to a set of tablets/Chromebooks/laptops the pupils

could work independently or in pairs to listen to Rodrigo's story

- Listen to When Rodrigo Switched Off
- Answer any questions the pupils have at the end of the story. A number of questions have been provided below to test the pupils' knowledge and understanding of what happened and how Switched On thinking could have avoided the accident:

- What kind of mood were the friends in at the beginning?

*They were extremely happy it was the last day of year 6; they had all worked hard and got great comments on their reports. They were ready to celebrate and have some fun*

- Why do you think Harrison was rushing Rodrigo to come and play football?

*Harrison was so happy he wanted Rodrigo to be part of the fun immediately. He didn't even think of the consequences that this could have had on Rodrigo*

- Why do you think Rodrigo decided to cut across the track?

*He wanted to get to the football game as quickly as possible and didn't want to miss out on any of the fun*

- What kinds of things influenced his decision?

*Rodrigo's decision making was impaired, as he too wanted to get to the park to have fun with his friends. It's likely that he also felt a degree of pressure from Harrison*

- What would have been a safer decision?

*Rodrigo needed to reassure himself that in reality he wasn't going to miss anything. He would be a little late and could get involved in the fun once he got there. He shouldn't have considered the shortcut*

- Why do you think Rodrigo didn't make a safer decision?

*Peer pressure, he had received messages from Harrison telling him to hurry. As he was focussed on the end of term and his fantastic results his Switched On thinking was hugely compromised and he didn't put any thought into his personal safety*

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## – Teacher Guidance

7-11 years

- What do you think the outcome would have been if Rodrigo had made a safer decision?  
*Rodrigo would have arrived slightly late and would have been able to join the football game and have fun*
- How did what had happened affect the different people involved?

» **The friends**

*They will have been devastated as they would have been witnesses to the accident. To know that a close friend has been injured could have made some of the group more anxious about their own personal safety*

» **Harrison**

*Harrison probably thought he was sending a harmless text to get his mate involved in the fun. He will have been devastated, as he will recognise the role he has played in his friend's accident*

» **The person who dialled 999 – Reenie**

*It will have been traumatic to witness an accident like this. It's likely that every time she looks out of her window she'll think about the accident. Reenie also talks about getting flashbacks – disruptive thoughts and memories about the accident*

» **The train driver**

*Although the train wasn't involved in the accident, it's likely that the driver feels a sense of responsibility for Rodrigo. In his statement he mentions that he has only recently gone back to work and that this has not only affected him, it's also affected his wife*

» **Rodrigo's parents and sister**

*Both parents and Olivia are devastated at the news. Rodrigo's dad also feels a sense of responsibility and wishes he had talked to him about the dangers of the third rail. There have also been consequences financially for the family. Rodrigo's mum has had to cut down her hours to be able to look after Rodrigo. This means that a lot less money has been coming into the house*

» **Rodrigo's teacher**

*After such a good year with her pupils, Mrs Khetia can't believe the news at first. She sees how the whole school community has been affected by the accident. Pupils at school are likely to have more rules placed on their behaviour and movement around without adults*

» **The first responder**

*The first responder must complete counselling sessions, as there was immense pressure to look after Rodrigo and then look after the pupils that were aware of what had happened. They have been taken off their shift on a Thursday, which also means that there is more pressure on the rest of their team*

### Plenary

- Consolidate your pupils' learning by asking the question: Do you think anyone else would be affected by what happened who we didn't hear from?
- Listen to the pupils' ideas about how the impact may have spread beyond the people mentioned above

### Differentiation

- Some pupils may need support to break down the details of the story. They could be encouraged to sketch a storyboard or comic strip to sequence the events
- Higher attaining pupils could be challenged to consider what could have been put in place before the accident that may have prevented Rodrigo getting hurt