

Who's 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

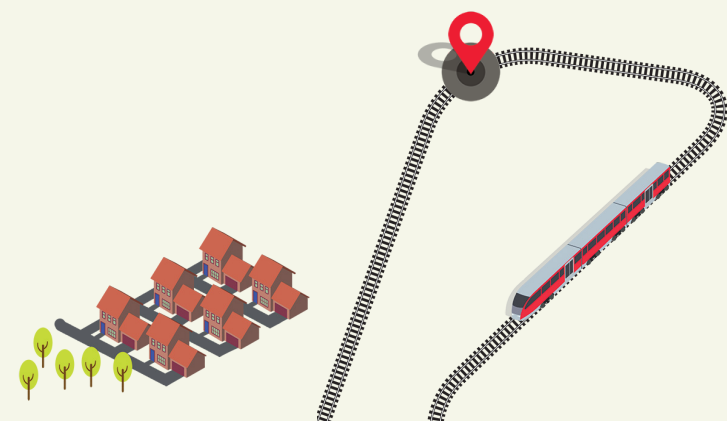
These resources can also be used within SMSC planning and delivery

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.



Who's Switched Off?

– 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

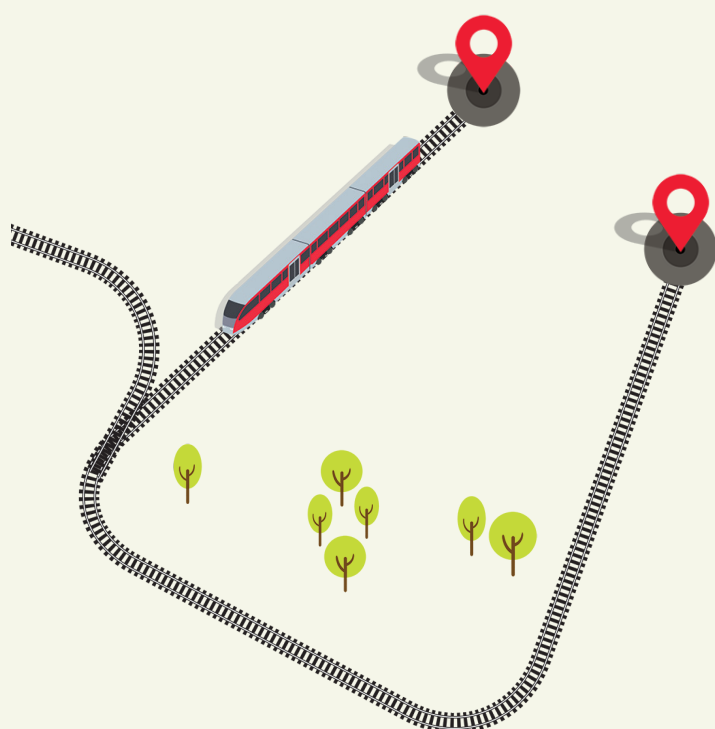
3

Getting started

3

Who's Switched Off?

3-5



Who's Switched Off?

– Teacher Guidance

7-11 years

Resource overview

Name of resource	Format	Learning outcomes 7-9	Learning outcomes 9-11
Who's Switched Off?	Discussion activity	<ul style="list-style-type: none">I can talk about some safety risks around the railwayI can describe ways to stay safe around the railwayI can follow rules for keeping safe in and around trains and the railway	<ul style="list-style-type: none">I can explain rail safety rules and how to behave as I become more independent and responsibleI can recognise and talk about wider rail safety risks and dangersI can explain some consequences of taking risks or unsafe behaviour around the railway

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



Who's Switched Off?

Overview

Pupils need to identify who is Switched On and who is Switched Off at the platform and level crossing. This is a chance for your pupils to consider the risks other people may expose themselves to when they forget to stay Switched On.

Learning outcomes 7-9

- I can talk about some safety risks around the railway
- I can describe ways to stay safe around the railway
- I can follow rules for keeping safe in and around trains and the railway

Learning outcomes 9-11

- I can explain rail safety rules and how to behave as I become more independent and responsible
- I can recognise and talk about wider rail safety risks and dangers
- I can explain some consequences of taking risks or unsafe behaviour around the railway

Who's Switched Off?

– Teacher Guidance

7-11 years

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

- Who's Switched Off? is designed to support pupils to recognise experiences outside of their own, as they are tasked with working out who's Switched On during their travels from a selection of travellers
- When people are out on their journeys, they can have many things on their minds. They can be distracted, thinking about where they're going, or what they need to be doing rather than what's happening at that moment. It's up to your students to decide which travellers are staying Switched On and safer and those that may be putting themselves at risk
- Each character that you see on the worksheet has a speech bubble that needs to be completed. The pupils must look at what the character is doing and colour in the speech bubbles that show 'Switched On' thinking
- Before beginning the activity decide how you would like to run it. Students can all have a worksheet each and work independently. Alternatively, pupils can work in pairs or in small groups

- Distribute copies of the **Who's Switched Off? worksheet** amongst your pupils and explain the activity. You may want to hold up an example of a filled in speech bubble and identify one example of a person that is Switched On and another example where someone is Switched Off

The thoughts of each person are below for ease:

Platform image

1. Small child holding parent's hand standing in the middle of the platform, distracted by dog: **'I want to go and stroke that dog' Switched Off**
2. Parent holding child's hand looking towards tea kiosk: **'I wonder if we can go to the cafe before the train' Switched Off**
3. Person with dog standing closer to the platform edge: **'I better put Tessie on the lead' Switched On**
4. Teenager looking at phone walking along the platform a bit too close to the edge: **'I've just got to get to the next level of this game' Switched Off**
5. Person sitting on a bench: **'The train will be here in a moment so I'd better get my stuff together' Switched On**
6. Two older kids standing together close to the edge of the platform: **'We'd better move back a bit because the train's coming in a minute' Switched On**
7. Person running up the stairs: **'I need to run to get the window seat - that's my favourite!' Switched Off**
8. Person sitting on a bench reading their book: **'This book is so good I don't want to stop reading it!' Switched Off**
9. Person pushing their bike along the platform: **'I bet I can do a wheelie before the train comes.' Switched Off**

Who's Switched Off?

– Teacher Guidance

7-11 years

Level crossing image

1. Person standing with their hand on the barrier: **'I could jump over the barriers and get to the other side before the train comes.'** Switched Off
 2. Person standing with the kite: **'Wow! My kite is so high, it could touch the sky.'** Switched Off
 3. Person standing with the phone in their hand: **'I'm going to pause this video, so I know when the train comes and it is time to cross safely.'** Switched On
 4. Person standing in front of the fence: **'The train should be coming any minute now, I'll just wait patiently.'** Switched On
- Once the pupils have completed the activity go through it as a class to ensure that all of the Switched On/ Switched Off moments have been correctly identified

Plenary

- If there is a train station local to your school ask your pupils to imagine how the Switched On examples of behaviour could work there too

Differentiation

- For pupils that may find it hard to interpret and use inference skills, working with an adult and using additional role-play to work out what is going on may be useful
- Pupils that are ready for an additional challenge can add themselves to the scene and include their thoughts to demonstrate how they could be thinking safely

