

# Train Tracks

## – 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

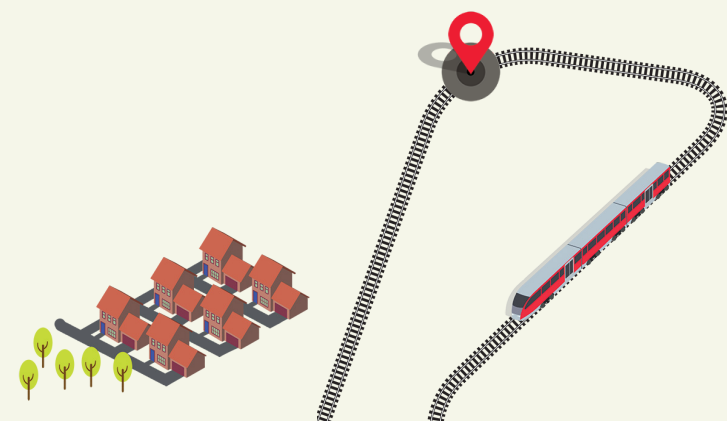
These resources can also be used within SMSC planning and delivery.

### 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, the railway is switched on 24/7 and 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

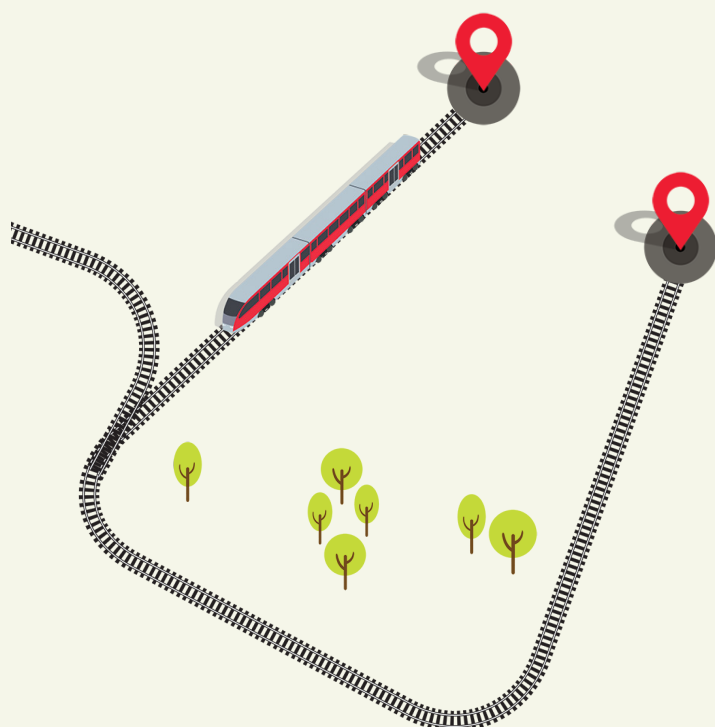
Additional delivery and differentiation recommendations have been made for each activity, as there is likely to be a range of attainment within this age group.

Activities for ages 7-9 are knowledge focused. 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 plans.

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### Resource overview

Name of resource	Format	Learning outcomes 7-11
Train Tracks	Audio case study	<ul style="list-style-type: none"><li>I can explain some consequences of taking risks or unsafe behaviour around the railway.</li><li>I can recognise rail warning signs and reasons for these.</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.



### Resource

### Train Tracks

#### Overview

A hard-hitting audio story involving a young boy called Oliver and his friends. This resource addresses the issues of trespassing on a track with an electrified 'live' rail, and is followed by a comprehension and discussion activity.

Please note that this resource inexplicitly draws on the death of a child, due to trespassing on to a track with an electrified rail. While we've kept the tone of this consequence light for pupils who might be disturbed by its hard-hitting nature, it's important that pupils understand the seriousness of such behaviour. Therefore, before covering this resource with your class, please make sure you are aware of any sensitivities that pupils might have and what they can do if they feel uncomfortable at any point during the lesson.

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### Learning outcomes

- I can explain some consequences of taking risks or unsafe behaviour around the railway.
- I can recognise rail warning signs and reasons for these.
- I can explain why it is safe to follow safety signs around rail tracks and some of the consequences of not doing so.
- 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

- Train Tracks audio PDF

### Suggested order

- Introduction: Trigger warning
- Activity: Train Tracks audio story
- Plenary: Discussion prompts

### Timing

25 minutes

### Home learning tips

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

### Activity

- This resource is an audio PDF case study with a comprehension activity to complete at the end.
- The resource can be used as a whole class using the interactive whiteboard. Alternatively, if you have access to a set of tablets/Chromebooks/laptops, pupils can work independently or in groups.
- Listen to Train Tracks.
- Answer any questions the pupils have at the end of the story.

- Reiterate to pupils that the live rail carries 750 volts of direct current which is strong enough to kill. This is the most likely consequence than other life-changing consequences, such as severe burns, or amputations.
- Also reiterate the points that:
  - The live rail is never switched off, and it is hard to tell when a rail is electrified. Therefore, pupils should never try to access the track.
  - It is illegal to access the track as this is trespassing.
  - There might not always be signs visible in areas where the public should not be accessing the railway.
- **Move to slide 12** where pupils can answer reflection questions to test their understanding.
  - **What signs did the friends see?**
  - The 'Danger live rails' sign which warns them about a hazard nearby, in this case the electrified track. Pupils may not always see a sign, but it is important to remember that the live rail is always on and extremely dangerous!
  - **Why was the Switched On choice safer?**
  - Leaving the ball alone and going back to the park prevented anyone from going near the live rail which can cause you to lose your life or experience a severe shock or life-changing injury!



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- **Apart from the live rail, what other dangers exist near the railway?**
- Trains move very fast and this affects the soundwaves, meaning you may not hear them coming. If you don't stay away from the track or pay attention to your surroundings, the driver might not see you in time to stop.

If your students chose the 'Switched On thinking' route and you'd like them to find out what the consequence for 'Switched Off thinking' would have been, you can return to slide 5 so students can make a new choice.

### Plenary

- Consolidate your pupils' learning by asking the question: How would you advise one of your friends to stay safe around the railway?

### 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 think about the effects of the incident on Ethan's family and what could be put in place to avoid something like this happening to someone else.
- **If your pupils are looking for more of a challenge** you may wish to explore resources from our 'Living Switched On' programme which is designed for students aged 12-16, extending rail safety learning through more complex scenarios, deeper discussion and greater independence.
- **For learners with lower cognitive or literacy skills who would benefit from additional support or a slower pace of learning** you may wish to draw on resources from our 'Switched On travels with Suzi' programme, which are designed for pupils aged 3-6. These revisit key rail safety messages in a more supported and accessible way.

