

Arlo's Adventures – Teacher Guidance

7–9 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

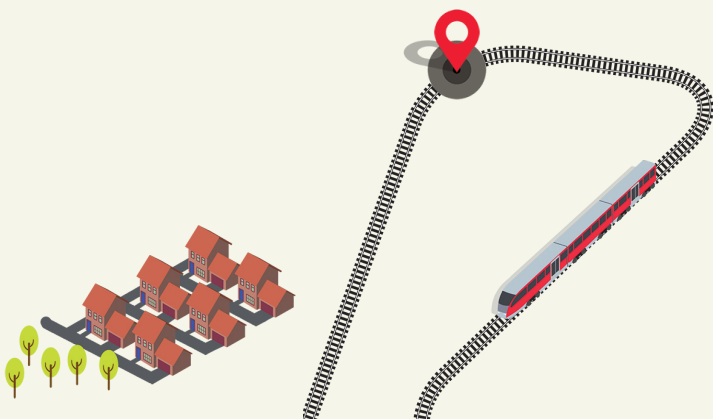
These resources can also be used within SMSC planning and delivery

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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Overview

Inspired by the story of Arlo and his first independent adventure on a train journey, pupils will learn how to stay safe around the railway; at train stations, near rail tracks and level crossings. They will learn ways to behave responsibly to help prevent accidents and keep themselves safe. This resource enables pupils to learn key safety messages in relation to the railway.

Learning outcomes 7-9

- I can talk about the safety risks around the railway
- I can explain why it is important to stay safe near the railway
- I can describe how to behave safely at the station or near rail tracks

Supporting resources and equipment required

- Arlo's Adventure digital storybook
- Sufficient copies of the rail safety poster template
- Sufficient copies of the 'Pick up pairs' card game

Suggested order

- **Introduction:** Introduce the interactive story, 'Arlo's Adventure: There and Back' by Bessie Matthews.
- **Activity 1:** Read the story, pausing to ask pupils to decide on the correct action for each scenario.
- **Activity 2:** 'Pick up pairs' card game
- **Activity 3:** Make a Switched On Rail safety poster

Timing

Approx. 50 minutes for all activities

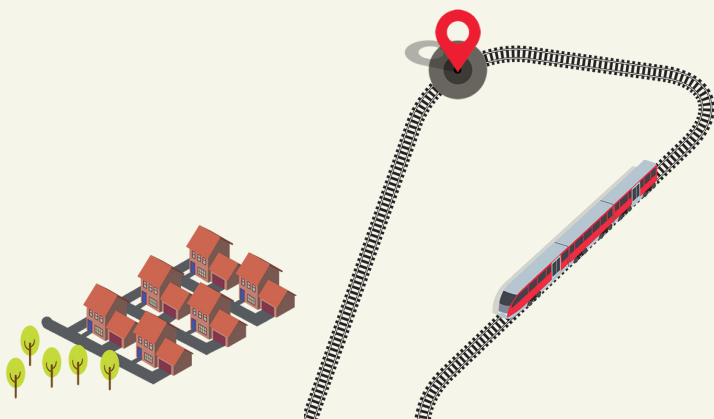
Home learning tips

This activity works well at home. Pupils can read through the story and/or complete the 'Pick up pairs' card game with their guardian, before completing the poster independently.

Activity 1

Read the story and discuss

- Start by asking the pupils to talk to a partner about whether they have been on a train journey and, if they have, to share where they went and what they remember about their journey.
- Then introduce the character, Arlo, explaining that this is the story of Arlo's first train journey on his own, using the front cover and page 1 of the story as a guide. **How might Arlo feel about travelling on the train on his own for the first time? (Example responses might include: excited, nervous, grown-up, unsure, a bit worried, happy).**
- Tell the pupils that they will be asked some questions throughout the story, about the ways in which Arlo can keep safe on his travels. They will be given a couple of options and asked what the safest action is for Arlo to take.
- Read pages 2-3 about level crossings and ask pupils to share their ideas about the safest choice Arlo can make. **What is a level-crossing? (Answer: Where a railway crosses a road or path.) What is a Wig-Wag signal? (Answer: Flashing lights that mean 'keep clear'). What other warning signs can you see at the level crossing? (Answer: Written signs – 'keep crossing clear' and 'electricity danger').** Turn to pages 4-5 to read about the risks and what to do at a level crossing.



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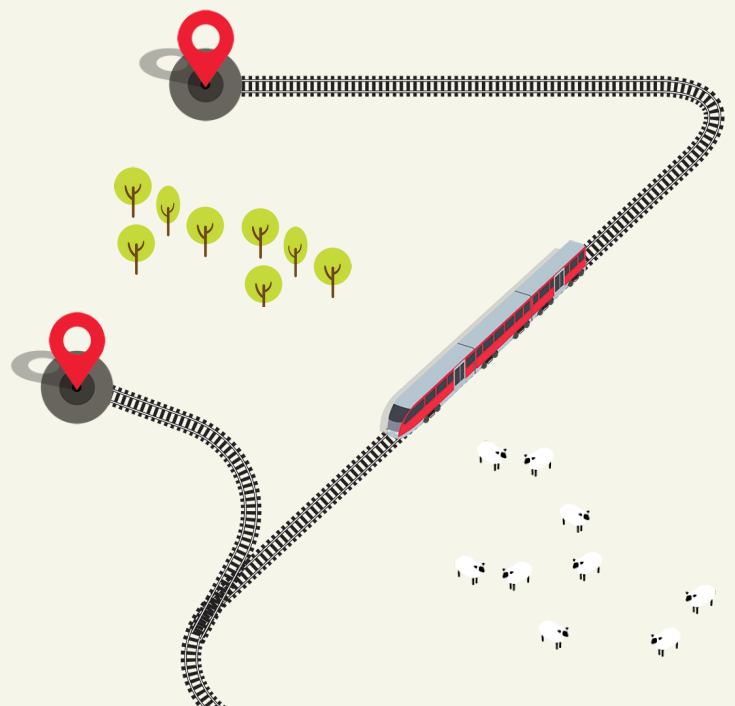
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- Read pages 6–7 about the yellow line on the platform, and ask the pupils to decide where Arlo should stand – in front, or behind the line? (**Answer:** behind the line). **Why is there a yellow line?** (**Answer:** To indicate the edge of the platform and show people the minimum distance they should stand from the edge. Note: Sometimes there is also a white line, or a white line instead of a yellow line. Sometimes, there is also a bumpy surface line, to help people who cannot see where the edge of the platform is). Then turn to pages 8–9 to find the answer. **Are the pupils surprised how fast trains can travel? Why should people let others step off the train first?**
- Read pages 10–11 about standing by the doors on the train. Ask pupils to discuss what Arlo should do. **If people need to stand on the train, how can they stay safe?** (**Answer:** Hold on to the handrails, don't stand near the doors). Then turn to pages 12–13 to read why it is best to find a seat and sit still when the train is moving.
- Read pages 14–15 about crossing the tracks to the other side of the platform. **What is the problem with Moss's shortcut? Why should Arlo and his friends use the footbridge?** Turn to pages 16–17 to explain about the conductor rail and why walking on the tracks can be dangerous. **Can you see live electricity?** (**Answer:** No, you would not know if a track was electrified).
- Read pages 18–19 about what to do if something (such as ball) falls on the tracks. Then turn to pages 20–21 to recognise the correct thing to do in this situation. **Would someone know if a train was coming?** (**Answer:** No, they travel so fast, it is not always possible to see or hear a train coming, which is why you must not step on to the tracks. The train staff are properly trained to retrieve things from the rail tracks).
- Read pages 22–23 about where to sit or stand on the platform, ask the pupils to choose the correct option. **Why shouldn't Arlo and his friends sit on the edge of the platform?** Then turn to pages 24–25 to find out why people are not allowed to sit on the platform edge.

- Read pages 26–27 about a balloon caught in the overhead lines and discuss what Arlo should do if he wanted to get the balloon. **What are overhead lines?** (**Answer:** Sometimes also called 'overhead wires', 'overhead line equipment', or 'electric wires' these help power electric trains). Then turn to pages 28–29 to find out why they must never touch anything caught in the overhead lines, explaining that the train staff have been properly trained to deal with problems with overhead lines.
- Complete the story by reading pages 30–31.
- There is a glossary on pages 32–33 which can be used to help explain some of the subject-specific vocabulary used in the story.
- The back page provides some information about the story author, which you may also want to share with pupils.

With pupils working in groups, or as a whole class, list some of the potential hazards related to the railway. Responses might include: fast-moving trains, platform edge, electric (conductor rail) tracks, overhead lines, trains suddenly stopping. Collate these on a flipchart or whiteboard.



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Activity 2

Pick up pairs card game

- Provide copies of both sets of cards (hazard cards and safety cards), cut out and made into cards.
- Make sure each set is kept separate and spread both sets out on the table.
- The cards can be turned face-down to make the game more difficult, or face-up to make it easier.
- Players take turns to choose one hazard card and one safety card.
- If the safety card is the correct action to help prevent the hazard becoming an accident, the player can keep the pair of cards. If not, they return them to their places on the table.
- Then, the next player takes a turn.
- Keep playing until all the pairs of cards have been matched. The winner is the player with the most pairs of cards.



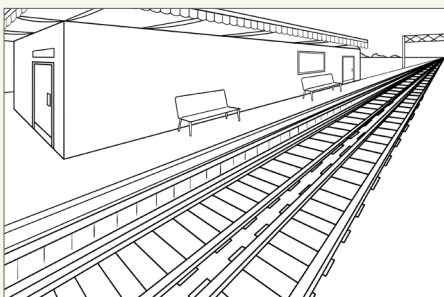
Activity 3

Make a Switched On rail safety poster

Using the templates provided, ask pupils to design a rail safety poster for other children, explaining one thing to remember to stay Switched On and safe.

Example templates:

Add Arlo to the picture, keeping himself safe at the train station. Write a caption or speech bubble to help keep everyone safe on the train platform.



Plenary

Ask pupils if there is any rail safety knowledge, apart from the one they chose for their posters, that they are going to share with their family.

Differentiation

- Some pupils may benefit from a recap of the key safety messages mentioned in the story.
- Students who experience fine motor control challenges may benefit from having the images of Arlo and his friends pre-cut.
- **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.