



Introducing Switched On Travels with Suzi

Suzi uses all of her super senses (including her eyes!) to make sure she's always switched on and ready to spot risks around the rail environment.

This fun and interactive resource offers pupils the opportunity to earn their digital Switched On badges by working together on mini quizzes, completing role-play tasks, learning the Ready Check Go! song and listening to rail experts like Sarah the station master and train driver Tarj.

We can all enjoy life's adventures when we pay attention to adults, learn the signs and stay Switched On.

Pupils are invited to join Suzi and her mum on their favourite trip to the nature reserve. Suzi has created a special map to make sure everyone stays on the right track.

Each stop offers the opportunity to collect Switched On badges by learning all of the amazing and important things that keep us safe around the railways. The Switched On resource encourages all pupils to develop their skills and understand the importance of staying Switched On when around the railway.

From learning the importance of staying with an adult, to understanding what a level crossing does and how to behave around the rail environment, pupils will learn a range of essential Switched On safety skills with Suzi and friends.



Curriculum links

KS1

- **PSHE**
Health and wellbeing: Keeping safe
Relationships: Friendships, Safe relationships
Living in the wider world: Shared responsibilities
- **English**
Reading, Spoken language
- **Art and Design**

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 13,000 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.



Switched on badges

Each resource offers pupils to earn each of the following badges:

- 1) Sign Spotter badge
- 2) Sound Spotter badge
- 3) Station Master badge
- 4) Ready Check Go! badge
- 5) Decision Maker badge
- 6) Safe Traveller badge



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 Switched On badge individually within the normal timetable
- Run all of the activities across a week, allowing pupils to collect all of the Switched On badges as part of a topic focus week
- Run the activities as a carousel during the week so the pupils move around the activities each day of the week until they have collected all of the digital badges. Most activities will need adult support so you may need to ask for parent volunteers to come in to assist
- Use the activities during assembly time to cover the safety messages with the whole school

Additional delivery and differentiation recommendations have been made for each resource, along with an approximate timing range.

How to run the activities in other settings

Youth groups and families may also want to use the materials. Additional guidance has been provided where appropriate within the lesson plans.

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Resource overview

Name of resource	Format	Learning outcomes
1) Learning the signs with train driver Tarj 	Interactive quiz, PowerPoint	<ul style="list-style-type: none"> I can talk about different safety signs and say what they mean. I can show how to behave safely around railways by following safety signs I can name some things I might see away from a train station
2) What's that sound? 	Interactive soundscape	<ul style="list-style-type: none"> I can describe things to look out for at a station I can talk about who helps us at the station and on the train I can talk about the different safety signs and what they mean I can name some things I might see away from a train station
3) Build a station with station manager Sarah 	Creative roleplay	<ul style="list-style-type: none"> I can describe things to look out for at a station I can talk about who helps us at the station and on the train I can talk about the different safety signs and what they mean I can show how to behave safely at the station
4) Switched On travel skills with train guard Gerrard 	Animation and roleplay	<ul style="list-style-type: none"> I can say what a level crossing is for I can say why we must keep ourselves safe at level crossings I can show how to behave safely at a level crossing I can describe things to look out for at a station I can show how to behave safely at the station
5) Ready Check Go! Song 	Song	<ul style="list-style-type: none"> I can say why we all need to be safe around railways I can recognise and follow the signs that keep us safe I can show what to do if there is an emergency I can tell grown-ups what I've learned

Resource overview

Name of resource	Format	Learning outcomes
6) We're staying safe 	Interactive scenario films	<ul style="list-style-type: none"> I can say why we all need to be safe around railways I can recognise and follow the signs that keep us safe I can show what to do if there is an emergency I can tell grown-ups what I've learned
7) Switched On learnings	Interactive quiz, PowerPoint	<ul style="list-style-type: none"> I can say why we all need to be safe around railways I can recognise and follow the signs that keep us safe I can show what to do if there is an emergency I can tell grown-ups what I've learned

Getting started

Resources can be accessed via the [Switched On website](https://www.switchedonrailsafety.co.uk). Suzi's map acts as the navigation, with each stop being a new opportunity to collect a Switched On badge and complete an activity

- If possible, start by screensharing Suzi's 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
- Inform pupils that as a class, they will be collecting some digital Switched On badges. These badges all relate to paying attention to adults, learning the signs and staying Switched On around trains and the tracks. Don't forget to use print and share copies of the Switched On learnings: Badge map, so that the pupils can colour in the badges as they earn them
- 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 1: Learning the signs with train driver Tarj



Overview

Suzi and her mum often talk to Tarj as they usually catch his train on their journey to the nature reserve and park. He loves driving his train and taking his passengers on their journeys.

One important skill he has is knowing what all the signs and lights mean, so he knows when it's safe to start and when to stop. Join Tarj on his fun interactive quiz all about the important railway signs and let your pupils earn their **Switched On: Sign Spotter badge**.

Learning outcomes

- I can talk about different safety signs and say what they mean.
- I can show how to behave safely around railways by following safety signs
- I can name some things I might see away from a train station

Teacher Guidance



3-6 years

Supporting resources and equipment required

- Learning the signs with train driver Tarj slides
- Materials for pupils to use to create their own signs e.g. colouring pencils, paints, collage materials

Suggested order

- Introduction: What do we already know about safety signs around the railway?
- Activity: Sign recognition
- Plenary: Create your own sign

Timing

Approx. 20 mins plus extra time for making signs

Home learning tips

Take some time to familiarise yourself with the different signs. If you have craft materials to hand e.g. kitchen roll tubes you could make 3D safety signs.

Activity

- To begin the activity by asking pupils some questions about their experiences around the railways, for example:
 - Has anyone ever been to a railway station?

- When we're at a railway station, are there special things we need to do to keep ourselves safe?
- Why do we need to keep ourselves safe?
- How do we know how to behave at a railway station?
- At this point, guide the pupils into a conversation about the signs we can find in different environments that help us stay safe. If pupils are unfamiliar with train stations, you could ask them to start by thinking about the signs they may find around the roads instead e.g. speed limits, stop signs
- Tell pupils that they are about to meet someone that can help them learn even more about the signs that can help them stay safe around trains and tracks
- Move to **Slide 2** and introduce Tarj, the train driver who is going to help everyone to stay safer around the railways. As you click through the slides, it will take the class through five different signs to discuss
- For your information, the signs and their meanings are below

Yellow line

We need to stand behind the yellow line. It will keep us safe from fast moving train and ensures we don't accidentally fall onto the tracks.



You will find these signs near level crossings where the track and pavement or the track and road meet. These signs mean we need to Stop, Look and Listen to make sure that we are certain that a train is not nearby



3-6 years

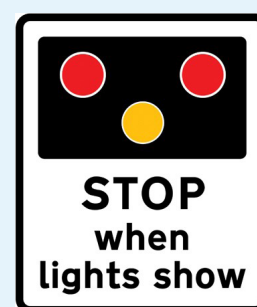
This reminds us to keep away from the edge of the platform. Not all trains stop at all stations and they travel very quickly. It's always best to hold an adult's hand and stay right back when you are waiting for a train at the station



There's an arrow in this picture and it has a strange shape – a little bit like lightning in a storm. This sign reminds us that there is often lots of electricity around the railways to make the trains move which could be dangerous. Remember, when we pay attention to the signs, we can stay safe around the railways.



Great work. This sign reminds us that when the lights flash, we need to stay a safe distance away from the tracks. Sometimes there is a barrier that comes down to keep us away from the trains and the track. We need to pay attention, stop, look and listen and use the signs to help us know when it's safe to cross. You might also hear an alarm to help you know when a train is coming. At times one or more trains will use the level crossing so we can only cross when the alarms stop, the barriers are raised and even then, we still need to stay Switched On and cross very carefully.



- As you click through the different slides, pause and ask pupils what the sign could mean and ask them to explain their answers. Where might they see it? How does it keep us safe? Draw their attention to the shapes, colours and if they can identify letters or words on the signs. Pupils could work in pairs or it could be done as a larger group
- Tarj will explain what each sign means – it's a good idea to check in for pupil's understanding. Are they surprised? Does the sign mean what they thought it would?
- Once pupils have learnt all five signs, you can celebrate the fact that they have won their **Switched On: Sign Spotter badge!** Don't forget to use print and share copies of the **Switched On learnings: Badge map**, so that the pupils can colour in the badges as they earn them
- As a plenary, you can further embed their knowledge by asking pupils to create their own safety signs. They could either copy the existing signs from the slides or create totally new ones. Ensure to draw their attention to the colours and shapes of the signs

Differentiation

- Some pupils may need further support during the sign discussions to work out what each sign means. The activity can be made more accessible by offering pupils two choices for each sign. For example, does this sign mean stay back from the edge or be careful of the electricity in the tracks?

3–6 years

Resource 2: What's that sound?



Overview

On the journey Suzi and her mum have to cross the level crossing to get to the nature reserve. It's one with barriers and sounds as the gates close. This resource presents an opportunity for pupils to explore the different sorts of sounds they might hear at the station and level crossing.

Join Suzi and her Mum, Chloe, as you and your class use their ears to listen closely to the sounds around them. Can you help them spot the sounds that help keep us safe?

Pupils can earn your **Switched On: Sound Spotter badge** on completion of this activity.

Learning outcomes

- I can describe things to look out for at a station
- I can talk about who helps us at the station and on the train
- I can talk about the different safety signs and what they mean
- I can name some things I might see away from a train station

Supporting resources and equipment required

- What's that sound? interactive
- Speakers or headphones, so pupils can listen to the sounds

Suggested order

- Introduction: What do we already know about the different sounds around train stations and level crossings?
- Activity 1: Station scene
- Activity 2: Level crossing scene
- Plenary: Class discussion

Timing

Approx. 20 mins

Home learning tips

Pupils can do this activity independently and then draw their own picture of a station labelling items that they think are important for staying safe.

Activity

- Before you deliver this resource, decide how you would like to run the activity. It can either be completed with the whole class using an interactive whiteboard or in small groups using computers or tablets
- Ask pupils to close their eyes before investigating the first scene which shows the first scene at the train station. Select one of the sounds and play it while they still have their eyes shut. Ask them what they think the sound is?
- Take answers from the pupils and explain the sound you chose. Ask them why sounds are important around the tracks? Explain that different sounds can help us by giving us information and signs that something is happening that we need to pay attention to
- Remind the pupils that stations and the railway tracks can be busy places with plenty of noise that can be distracting at times
- There are two different scenes for the pupils to explore – the station scene and the level crossing.
- Depending on how you have decided to run the activity encourage the pupils to explore the soundscapes further either as a large group or in smaller groups. If in smaller groups, once they have explored all of the sounds, gather everyone together again and choose some specific sounds to focus on as a large group
- Select different sounds and ask pupils a selection of questions to test their knowledge and improve their understanding. Some examples include:
 - What's this sound?
 - What does this sound tell Suzi?
 - Is it a sound that will keep Suzi safe?
 - Does Suzi need to do anything if she hears this sound? (This could include telling her mum or checking that her mum heard properly)



- How can Suzi keep herself safe if she hears this sound? (This could also include holding on to the dog's lead tightly?)
 - How does this sound help everyone on the platform/at the level crossing to be safe?
 - Why is it important for Suzi and her mum to behave safely when they hear this sound? (Could also bring in the dog's behaviour here)
- Once the activities have been completed congratulate the pupils on achieving their **Switched On: Sound Spotter badge**. Don't forget to use print and share copies of the **Switched On learnings: Badge map**, so that the pupils can colour in the badges as they earn them

Differentiation

- Some pupils may need additional support in recognising the different sounds, particularly if they are not very familiar with railways environments. It might help to instead focus on a narrower selection of sounds to work with
- You could direct their attention to specific sounds with questions such as 'Can you investigate the sound of the train and the arrivals boards?'
- As an extension task for higher attaining pupils, ask them to draw their own version of the soundscape – how many different things can they remember to include that might make a sound and be useful to us at the station and level crossing?

Resource 3: Build a station with station manager Sarah



Overview

Meet Sarah the station manager – she can help you and your class build your very own train station!

Sarah can tell us about the important areas of the station and what the important signs and painted lines mean. Let's learn together how to behave when we're at the station, staying switched on.

Pupils can earn their **Switched On: Station Master badge** when they've mastered the important parts of the station.

Learning outcomes

- I can describe things to look out for at a station
- I can talk about who helps us at the station and on the train
- I can talk about the different safety signs and what they mean
- I can show how to behave safely at the station

Supporting resources and equipment required

- Build a station printable signs
- Different materials for pupils to be able to build a station and/or making signs (optional) e.g.
 - Craft materials
 - Small world play pieces
 - Material
 - Dressing up outfits
 - Building blocks
 - Colouring pencils/pens and paper
- If there is outside space available, pupils could use other available safe furniture or large storage boxes

Suggested order

- Introduction: Different parts of a train station
- Activity: Build and roleplay in your own train station
- Plenary: Knowledge and skills assessment through play

Timing

15+ mins

Home learning tips

This activity can easily be done at home with existing construction toys e.g., Duplo/Lego. If you don't have these items then a dive into the recycling bin, which will help bring your train station to life. Cereal boxes and old kitchen towel cylinders work really well!





Activity

- This activity gives pupils an opportunity to apply their existing knowledge of the train environment. Through play and storytelling, they can demonstrate their current level of skill. Discussion with peers and adults can also help to stretch their knowledge further
- Before the activity, print out a few copies of **Build a station printable signs** so pupils can use them to stick in and around their station
- Begin the activity by having a class discussion about the different parts of a train station so they can have a think about what they might want to include, or a section they might want to focus on. Areas could include:
 - Platform(s)
 - Coffee stand
 - Ticket machines
 - Ticket barriers
 - Waiting room
 - Toilets
 - Canopy over the platform
 - Tracks
 - Passengers
- If helpful, you might also want to refer back to the station scene from **What's that sound?** resource to help support the pupils' ideas for their stations
- Allow the pupils to build their stations independently and circulate asking them to talk you through the different parts of the building. Have they forgotten anything?
- Once the pupils have completed their buildings, give each pupil a passenger, this could be a small world toy, a paper cut out or the pupils can be offered a range of props to choose from. What do they think they will need to add to the station to make it safe for the passenger?
- Questions to ask could be:
 - Which signs might be needed to help everyone stay safe? *Yellow lines, stay away from the platform edge signs, danger of electrocution, no trespassing*
 - Who might be in the station, and where would they be/what would they be doing? *Passengers – adults, pupils, dogs Rail Workers such as drivers, guards and station managers*
 - What do the people in the station need to look and listen out for? *Look out for signs that we need to pay attention to and listen out for announcements*
 - What happens if someone isn't safe – who can you tell, what can you do, who can help? *We can tell the adult we're with or speak to the stationmaster or a train guard.*
- Once the pupils have answered the questions, they can continue to explore their stations with additional play people. This is an optimal time to make observations and informal assessments of knowledge and skills regarding safety around train stations
- Upon completion of the activity tell the children that they have been awarded their **Switched On: Station Master badge**. Pupils can colour in the new badge on the **Switched On learnings: Badge map**

Differentiation

- Some pupils may need additional support to construct their stations. You may want to have some station settings already built for them to use and add to
- Pupils that need a further challenge could focus their attention on thinking about ways to stay Switched On around a level crossing. There will be more opportunity to finesse these skills in the **Switched On Travel Skills with Train Guard Gerrard activity**





Resource 4: Switched on travel skills with train guard Gerrard



Overview

Join train guard Gerrard and become some of some of their favourite characters from Suzi's Switched On world! Pick from two starter animations (or watch both!) then roleplay their own scenario in small groups.

Pupils can earn their **Switched On: Safe Traveller badge** when they have completed this stop.

Learning outcomes

- I can say what a level crossing is for
- I can say why we must keep ourselves safe at level crossings
- I can show how to behave safely at a level crossing
- I can describe things to look out for at a station
- I can show how to behave safely at the station

Supporting resources and equipment required

- 2x Switched on travel skills with train guard Gerrard animations
- An interactive whiteboard with the sound on
- Role-play materials e.g. dress up, materials to make signs, furniture that the pupils can safely use as a train/platform/level crossing

Suggested order

- Introductory animations
- Activity: An opportunity to play, create props and re-enact the action from the animations
- Plenary

Timing

20 mins

Home learning tips

This activity is well suited to home learning. If possible, provide parents and carers with the discussion questions and ask them to go through them with their child.

Activity

- There are three parts to Suzi's journey: the level crossing, the station and the platform. Before you get started, decide whether you're going to watch the whole journey or split the activity into shorter lessons. Shorter lessons may work better for younger pupils
- Tell the pupils that Suzi is about to head off on a train journey and we are going to follow along! The pupils will need to try and remember as much detail as possible as they will then go on to create their own roleplays about staying safe around the train station and level crossing
- Watch the animation(s) together. Once the animation has finished you may want to ask some questions to assess how much the pupils have taken in. Remind them that they will need to create their own version of the story to show how much they know about staying safe around the tracks
- After **Animation 1** you may want to ask questions like:
 - What did Suzi do with Pickles when they were getting closer to the level crossing?
A: Suzi put Pickles on a lead
 - How did Suzi know a train was approaching the level crossing?
A: The lights started flashing, an alarm sounded and the barriers began to fall.
 - Can you think of anything else Suzi did to stay safe?
A: Suzi held her mum's hand
 - How did Suzi know it was safe to cross the level crossing?
A: The lights stopped flashing, the alarm stopped and the barriers had returned to their original upright position.
 - What did the platform announcement make Sarah, Mum and Pickles do? *A: The announcement told them that the train would leave from a different platform to the one they expected.*
 - What did station manager Sarah tell Sarah, Mum and Pickles to look out for?
A: Signs that can help people stay safe

3-6 years

- Can you remember any of the signs that Sarah saw? A: *The yellow line, the stay away from the platform edge sign, danger of electric shock sign.*
- After **Animation 2** you may want to ask:
 - Do trains stop quickly? A: *No, they are very heavy and if they have been travelling quickly it can take a long time for them to stop*
 - When did Suzi step over the yellow line? A: *Only when the train had come to a complete stop*
 - What should you do when a train arrives at the platform, and it has passengers on board that want to get off? A: *You should let the passengers off the train before getting on.*
 - Who can you speak to if you have a problem once you are on the train? A: *The train guard*
- Now it's time to set the pupils off to play independently. Ask the pupils to choose a character to role-play: Suzi, Mum, station manager Sarah, train guard Gerrard or Tarj the train driver. How many different Switched On decisions can they remember?
- Circulate and question the pupils as they play – you could encourage them to add props or make signs that they have learnt about from Tarj (in Resource 1) that will help keep people safe around the tracks
- As the activity comes to an end, as a plenary activity, ask the pupils to show off their Switched On thinking skills to each other and share their role-plays
- You can award the pupils with their **Switched On: Safe traveller badge**. Don't forget to use print and share copies of the **Switched On learnings: Badge map**, so that the pupils can colour in the badges as they earn them

Differentiation

- Some pupils may find it difficult to recall all the elements of the animations and will need more structure to their roleplay. You could ask them to include precise Switched On moments. For example, can you show me what Suzi did when she got to the level crossing to stay safe? – What did she hear and see that helped to keep her safe?
- Higher attaining pupils can be encouraged to create a third new roleplay. If Suzi were to go on a different journey, what would she need to do?

Resource 5: Ready Check Go! song



Overview

Sing a long and learn our animated song featuring Suzi, to help consolidate pupils' learning. Each verse focuses on each key areas (Station safety, Level crossings, Track safety) with the key message / prompt being to Ready, Check, Go!

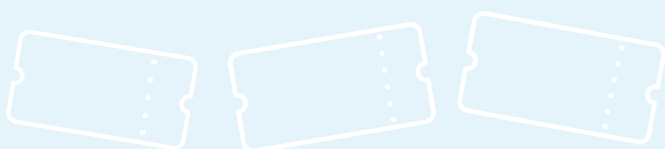
Pupils can earn their **Switched On: Ready Check Go badge** when they know the song off by heart!

Learning outcomes

- I can say why we all need to be safe around railways
- I can recognise and follow the signs that keep us safe
- I can show what to do if there is an emergency
- I can tell grown-ups what I've learned
- I can name some things I might see away from a train station
- I can show how to behave safely at the station
- I can show how to behave safely at a level crossing

Supporting resources and equipment required

- Ready Check Go! animation
- Interactive whiteboard and speakers to play the song through



3-6 years

Suggested order

- Ready Check Go! song

Timing

10 mins

Home learning tips

The song and animation are well suited to home learning. Pupils will be able to watch the song and can be encouraged to join in singing the chorus at home.

Activity

- This activity can either be delivered in isolation or you could choose to use the song throughout your Switched On Travels with Suzi adventure
- To ensure the pupils take on the learning within the song you could ask them to come up with movements or gestures for the important safety messages: Ready, Check and Go!
- Where possible, you can reference the verses and the lyrics when using the other resources
- Don't forget to award the pupils with their **Switched On: Ready Check Go! badge** and encourage them to colour in the badge on their **Switched On learnings: Badge map**

Differentiation

- Younger pupils may find recall of the lyrics challenging. Encourage them to join in with the chorus
- For pupils that aren't able to sing along, you could introduce instruments so they can be part of the fun

Resource 6: We're staying safe



Overview

Join Suzi and her friends and help keep them safe around the railway! Pupils can earn their **Switched On: Decision Maker badge** by helping each character decide what to do in each scenario. There's four different animated scenarios to explore.

How can we use everything we've learnt so far on Suzi's journey to make the right safe decisions?

Learning outcomes

- I can say why we all need to be safe around railways
- I can recognise and follow the signs that keep us safe
- I can show what to do if there is an emergency
- I can tell grown-ups what I've learned

Supporting resources and equipment required

- We're staying safe x4 scenarios

Suggested order

- Introduction: Watch the different scenarios
- Activity: Identify the Switched On thinking decisions
- Plenary: Local environment

Timing

20 mins

Home learning tips

There are four different animations for the children to explore at home. Encourage them to use the paused moments to think carefully and make Switched On decisions. They can discuss their decisions with parents and carers if possible.



Activity

- Open the **'We're staying safe' resource** and familiarise yourself with the animations – there are a total of four different scenarios for you to explore as a class
- This activity is all about getting the pupils to recognise the moment in each scenario where they need to pay extra attention and stay Switched On. The animation will ask you pause at a key moment so you know when to stop the animation and ask the pupils what they think should happen next
- Below we have provided an overview of each scenario, plus some questions that you may want to use with your class for each scenario and to stimulate a wider discussion

General questions

- What do you think Suzi is thinking?
- How do we know Suzi might not be safe?
- What should Suzi do or say to be safe?
- What might happen if Suzi didn't do that?
- What do you think will happen if Suzi does?
- What would you tell your friend if this happened to them?

Scenario 1

In this scenario, we see Suzi, Mum and Pickles out for a walk. Suzi has wandered a little too far away from her mum with Pickles off the lead. In the distance, we can see that there is a level crossing ahead.

For this scenario, encourage the pupils to think about what Suzi can do to make a Switched On decision, for example:

- Put Pickles on a lead
- Wait for her mum and hold hands
- Look at the signs around the crossing and make sure to Stop, Look and Listen

Scenario 2

In this scenario, we see Tarj the train driver

approaching Suzi's stop. His train is not scheduled to stop at this station, but Suzi thinks that this is the train she needs to get on. Suzi begins to pick up her bags.

For this scenario, encourage the pupils to think carefully about how we can find out information about trains approaching a platform, for example:

- We can listen for announcement
- We can use the arrivals screen which are often on platforms or in the main part of the station

Scenario 3

In this scenario, Suzi and her mum have stopped at the café on the platform. They have their backs to the platform and a train has pulled up. We can see Station Manager Sarah in the background. The train that has pulled up is the one that Suzi, Mum and Pickles need to get on. They are in danger of missing their train.

For this scenario, it's important that the pupils recognise the importance of getting to the station and leaving enough time to get any drinks or snacks and still get on the train. However, some additional ideas for Switched On thinking can include:

- Never rush at the station as it can cause accidents
- Wait for the next train if your ticket is still valid – if you're not sure you can speak to the train guard or the station manager

Scenario 4

In this scenario, we see Suzi throwing a ball for Pickles very close to the railway tracks in a park. We then see the ball go over the fence and onto the track. What can Suzi do to stay Switched On?

For this scenario, there is an opportunity here to talk about the dangers around the tracks. Some key learning points include:

- Never play near the train tracks – even if a train isn't in sight, it can appear very quickly and there is also the danger of the electrified third rail

3-6 years

- Never go on to the tracks to retrieve anything – this includes pets. Call emergency services if there is an obstruction on the line
- Always have a look around the areas that you're playing in, is it safe? If not use your Switched On thinking and move to a safer spot

Plenary

- Once you have clicked through and watched each animated scenario, you can move on to a plenary activity
- For this, focus the pupils' minds on their own local environment. Is there a train station nearby? Which Switched On thinking will they remember next time they are near the tracks? If there aren't any railway tracks locally, ask your pupils when might they need to use their Switched On thinking? For example, on a journey to see grandparents or going on a trip
- Celebrate the fact that your pupils have completed the activity and award them with their **Switched On: Decision Maker Badge**.

Differentiation

- If four scenarios is too much for some pupils, you could focus on just two scenarios and allocate an adult to work directly with pupils that may need extra support
- Higher attaining pupils can be challenged further by devising their own Switched On scenario – they could act it out, draw a

Resource 7: Switched on learnings

Overview

Switched on learnings offers an opportunity to consolidate learning. Pupils will take part in a quiz from train driver Tarj to help them assess their learning and recap everything they have learnt.

Plus, encourage pupils to use their **Switched On learnings: Badge map**, so that the pupils can colour in the badges as they earn them.



Learning outcomes

- I can say why we all need to be safe around railways
- I can recognise and follow the signs that keep us safe
- I can show what to do if there is an emergency
- I can tell grown-ups what I've learned

Supporting resources and equipment required

- Switched on learnings slides
- Switched on learnings: Badge map
- Colouring pens/pencils

Suggested order

- Introduction: Recap on key learning
- Activity: Switched on learnings quiz
- Plenary: Ensure learning is applied to local environment

Timing

20 mins

Home learning tips

This activity works best with adult support. If possible, parents and carers should go through the presentation with their children.

Activity

- Once you have completed all resources, use this end of topic quiz for pupils to assess their learning. The different characters from the resource take pupils through multiple questions that can be completed as a class on an interactive whiteboard
- Below is a guide to the quiz and the answers:

3-6 years

Part 1: Do you know your signs?

Pupils will be shown different signs and asked what do they mean. You can find the answers below.

Slide 2

This sign warns us about the electricity around the tracks.



Yellow line by the platform edge

Brilliant work. We always need to remember to stand behind the yellow line.

Slide 6

Part 2: Do you know your sounds?

As you click through and listen to each sound, ask pupils to explain what should they do when they hear it? You can find suggested answers below.

Train guard whistle and shout

This means that a train is departing. You should stay well back from the platform edge and make sure you don't rush to try and get onboard. There will be another train along soon.

Slide 7

Train doors closing

This means a train is getting ready to depart. Time to stand away from the doors and the platform edge.

Slide 8

Train arrival and/or departure announcement

This is an announcement that could be important to you. Listen carefully, announcements tell us about trains arriving and departing and could tell us if a fast train is approaching or if your train might be departing from a different platform.

Slide 9

Stop
Look
Listen
Beware
of trains

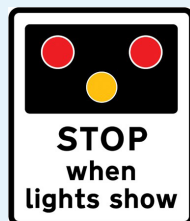


Slide 3

Great work. You will find these signs near level crossings where the track and pavement or the track and road meet. These signs mean we need to Stop, Look and Listen to make sure that we are certain that a train is not nearby.

Slide 4

That's right when we see these lights flashing we need to stop at the Level Crossing and wait until it's safe to cross.



Slide 5

Well done, this sign reminds us how it's important to stand back from the platform edge. You can also hold an adult's hand to stay super Switched On.



3-6 years

Level crossing alarm

Slide 10

This sound shows us that a train is approaching. We need to stay well back from the tracks and wait for the alarm to stop before checking it's safe to cross over the tracks.

Slide 13



Where would you see this sign?

You find this sign near lots of level crossings

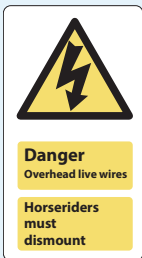
Slide 11

Train horn

This is a train horn. Train drivers sometimes use horns at level crossings before tunnels and if they are approaching people working on the train lines. This noise means that a train is approaching and we should stay Switched On and make sure we pay attention to the safety signs.

Part 3: More signs

Pupils will be presented with some more questions about signs – can they guess correctly? You can find the answers below.



Slide 12



Which of these signs mean stay back from the platform edge?



Plenary

- To finish, congratulate the pupils on their hard work and their Switched On thinking. Suzi would be very proud of them! They have now earned all of their badges
- Ensure the pupils are considering how they will apply their new learning to their own neighbourhoods and activities
- You may want to make a note of any areas that the pupils may need more support with and return to the resources for consolidation of learning

Differentiation

- Some pupils may need additional support during the quiz and may benefit from working with an adult on a shorter quiz with a few key messages pulled out

Additional resources

Did you know, Suzi also knows Thomas the Tank Engine and all his friends? How awesome is that!

You can read and listen to a story about Thomas on his own exciting adventure around railway tracks, stations and level crossings – where he learns that staying safe is much more important than going fast or being silly!

You can download the e-book and listen to "Stay Safe with Thomas" story here: <https://www.networkrail.co.uk/communities/safety-in-the-community/railway-safety-campaigns/stay-safe-with-thomas/>