

7-11 years

## Switched On for every journey

With a focus on developing good judgement and decision making skills, Switched On for every journey 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

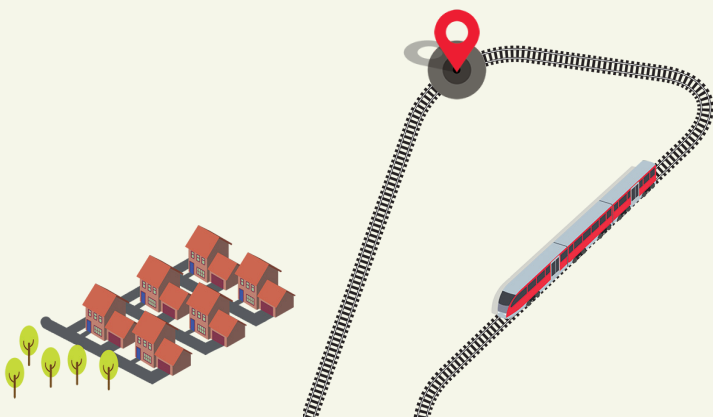
These resources can also be used within SMSC planning and delivery

## 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 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.



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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 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 the lesson plans.

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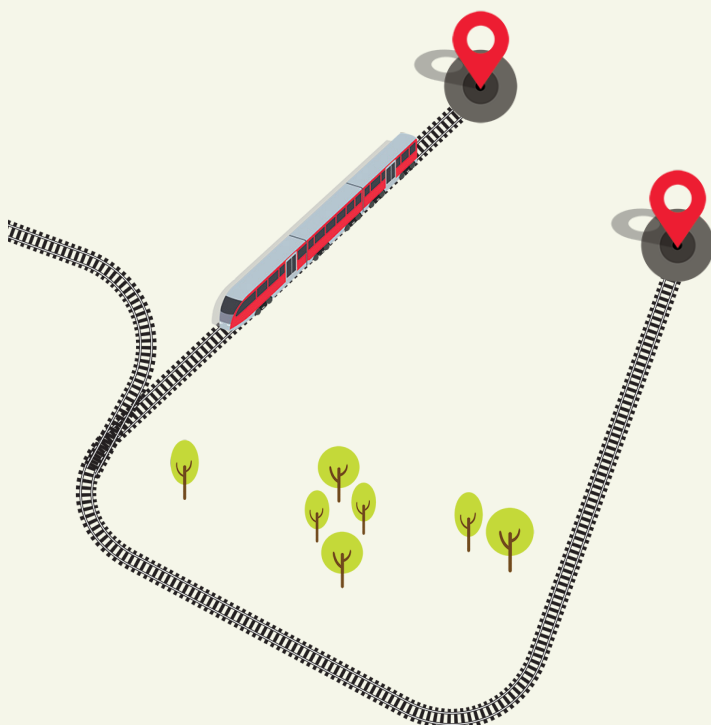
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## Resource overview

| Name of resource                        | Format                                | Learning outcomes 7-9   | Learning outcomes 9-11  |
|---|---------------------------------------|---|---|
| 1) <b>Are you Switched On and safe?</b> | Interactive quiz and drawing activity | <ul style="list-style-type: none"> <li>I can talk about some safety risks around railways</li> <li>I can recognise safety signs at a station and say what they mean</li> <li>I can recognise the signs that keep us safe at a level crossing and say what they mean</li> </ul>  | <ul style="list-style-type: none"> <li>I can explain rail safety rules and how to behave as I become more independent and responsible</li> <li>I can demonstrate that I understand rail safety signs and explain why they are there</li> <li>I can describe the warning signs at a level crossing and what to do if they appear</li> </ul>  |
| 2) <b>Do you know the signs?</b>        | Interactive quiz                      | <ul style="list-style-type: none"> <li>I can recognise safety signs at a station and say what they mean</li> <li>I can recognise the signs that keep us safe at a level crossing and say what they mean</li> </ul>  | <ul style="list-style-type: none"> <li>I can demonstrate that I understand rail safety signs and explain why they are there</li> <li>I can describe the warning signs at a level crossing and what to do if they appear</li> <li>I can describe other rail warning signs and reasons for these in different places</li> </ul>   |
| 3) <b>Switched On scenarios</b>         | Film and discussion activity          | <ul style="list-style-type: none"> <li>I can talk about why it's important to keep ourselves safe at a station and on a train</li> <li>I can talk about and show how to keep myself and others safe at a station and on a train</li> <li>I can explain what to do or how to get help if someone or something is unsafe, or there is an emergency</li> <li>I can talk about why it is important to behave safely at a level crossing</li> <li>I can talk about how to behave safely near train tracks</li> <li>I can demonstrate how to help others behave safely at level crossings and near train track</li> </ul> | <ul style="list-style-type: none"> <li>I can describe and demonstrate ways to behave safely at a station</li> <li>I can explain how I can help others behave safely at a station</li> <li>I can explain ways to resist pressure to behave unsafely or take risks at a station</li> <li>I can describe and demonstrate how to behave safely, either alone or with others at a level crossing</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> </ul> |

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## Resource overview

| Name of resource                    | Format              | Learning outcomes 7-9   | Learning outcomes 9-11   |
|-------------------------------------|---------------------|---|--|
| 4) <b>Who's Switched Off?</b>       | Discussion activity | <ul style="list-style-type: none"> <li>I can talk about some safety risks around railways</li> <li>I can describe ways to stay safe around railways</li> <li>I can follow rules for keeping safe in and around trains and railways</li> </ul> | <ul style="list-style-type: none"> <li>I can explain rail safety rules and how to behave as I become more independent and responsible</li> <li>I can recognise and talk about wider rail safety risks and dangers</li> <li>I can explain some consequences of taking risks or unsafe behaviour around railways</li> </ul>  |
| 5) <b>We're working Switched On</b> | Film and quiz       | <ul style="list-style-type: none"> <li>I can talk about some safety risks around railways</li> <li>I can describe ways to stay safe around railways</li> <li>I can follow rules for keeping safe in and around trains and railways</li> </ul> | <ul style="list-style-type: none"> <li>I can explain rail safety rules and how to behave as I become more independent and responsible</li> <li>I can recognise and talk about wider rail safety risks and dangers</li> <li>I can explain some consequences of taking risks or unsafe behaviour around railways</li> </ul>  |
| 6) <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 railways</li> <li>I can explain some consequences of taking risks or unsafe behaviour around railways</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> |

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## Resource overview

| Name of resource                             | Format           | Learning outcomes 7-9  | Learning outcomes 9-11   |
|--|------------------|--|--|
| 6) Who's Switched On for their next journey? | Interactive quiz | <ul style="list-style-type: none"> <li>I can talk about some safety risks around railways</li> <li>I can recognise safety signs at a station and say what they mean</li> <li>I can recognise the signs that keep us safe at a level crossing and say what they mean</li> </ul> | <ul style="list-style-type: none"> <li>I can explain rail safety rules and how to behave as I become more independent and responsible</li> <li>I can demonstrate that I understand rail safety signs and explain why they are there</li> <li>I can describe the warning signs at a level crossing and what to do if they appear</li> </ul> |

## 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

### Learning outcomes 7-9

- I can talk about some safety risks around railways
- I can recognise safety signs at a station and say what they mean
- I can recognise the signs that keep us safe at a level crossing and say what they mean

### Learning outcomes 9-11

- I can explain rail safety rules and how to behave as I become more independent and responsible
- I can demonstrate that I understand rail safety signs and explain why they are there
- I can describe the warning signs at a level crossing and what to do if they appear

### Supporting resources and equipment required

- Are you Switched On and safe? slides
- Paper and pencils or mini whiteboards and dry wipe markers
- Sufficient copies of the Are you Switched On and safe? worksheet

### Suggested order

- Introduction: What do we already know about staying safe around the rail environment?
- Activity: Switched On at the platform/ at the level crossing drawing activity
- Plenary: Create your own track safety poster



## Resource 1

### Are you Switched On and safe?

#### Overview

To start your pupils' Switched On skills development, we're inviting them to complete two kick-off activities to assess their existing knowledge and skills. Both activities can be revisited to review progress after all activities have been undertaken.

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## Timing

Approx. 30 minutes for both activities

## Home learning tips

Both activities will work well as a fun at home task. If you don't have access to a printer you could draw your own train station and level crossing scene for the Switched On at the platform/at the level crossing activity.

## Activity 1

- These two activities can be used as baseline assessments and be revisited to review progress after all the activities have been undertaken
- The first activity is a quiz that tests knowledge and debunks assumptions pupils may have about the rail environment
- Before starting the quiz (using **Are you Switched on and safe? slides**), consider how you would like to organise your class. The quiz can be completed in a large class sized group or smaller groups
- The pupils can use paper or mini whiteboards to record their answers to the quiz. Points can be awarded after each question. Alternatively, if working with a large group, the pupils can write down their answers and keep a tally of their own scores
- Begin the activity by introducing the concept of being "Switched On" around the rail environment
- Tell the pupils "We can all enjoy life's adventures when we spot signs of danger, look out for our friends and always stay Switched On."
- Guide the pupils into a discussion about the things they do to stay Switched On around the tracks. For example, do they look out for safety signs, stay away from the tracks, and always adhere to the rules around a level crossing?
- Tell pupils that you are going to see if they are up to the Switched On challenge using a quiz that will further test their knowledge
- Once you have organised the class, and they are ready with paper and pencils or mini whiteboards, begin the quiz
- The pupils will go through the questions below on **Slides 2-16**. The answers are here for your convenience.
  - It's safe to cross railway tracks if there isn't a train coming (T/F)
  - Throwing litter on to a railway track doesn't do any harm (T/F)
  - Which of these things is the fastest? (**an intercity train**; a cheetah; a car on a motorway)
  - What is the highest speed a train can reach? (70mph; 100mph; **125mph**)
  - At top speed, how far will a train travel before it stops? (the length of 5 football pitches; the length of 15 football pitches; **the length of 20 football pitches**)
  - When is electricity turned off on the railway? (Christmas Day; after midnight; **never, it's always on**)
  - There are different types of level crossing with different safety signs (T/F)
  - Electrical wires and rails are safe as long as you don't touch them (T/F)
  - How far can electricity 'jump'? (up to 0.5 metres; **up to 3 metres**; electricity can't jump)
  - You can't always hear trains coming because some are almost silent (T/F)
  - Which rail on the track is the electrified one? (the rail next to the platform; the one coloured red; **the third rail**)
  - The electrified rail looks the same as all the others (T/F)
  - The average train weighs 400 tonnes, which is the same as how many African elephants? (3; 50; **80**)
  - Once a train has gone past on a level crossing it is safe to cross straight away (T/F)
- Ask the pupils to keep a note of their scores – tell them that you will return to the quiz at the end of the topic to see if their knowledge and Switched On skills have improved

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## Activity 2

- The second activity is a draw and write task where pupils will need to fill in safety “gaps” at the platform and level crossing using the **Are you Switched On and safe? worksheet**
- Distribute copies of the worksheet and bring up the quiz questions on the screen (using **Are you Switched On and safe? slides**, start at **Slide 17**). The challenges and answers are provided below. Some children may need a little extra help to answer some of the questions you may want to annotate the pupils work to show which questions were answered independently and which questions required additional support

### At the platform

- You’ve arrived at the platform and you know your train is due soon. You’ve forgotten to put your watch on today though. How can you make sure the next train is the correct one to get on?  
– *A: Draw clock/departure board*
- It’s been a busy morning and you’ve been in a rush to get to the station but you haven’t purchased a ticket yet. What should you do?  
– *A: Draw a ticket machine/ station worker*
- There’s been an announcement that a non-stop service is due to pass the platform shortly. Is there anything missing from the platform that could keep you safe?  
– *A: Draw yellow line/tactile paving at the platform edge*
- You see a fellow passenger drop something on the line. Why shouldn’t they try and get it back?  
– *A: Draw third rail and train arriving*
- There aren’t any departure screens at your station. What else can help you stay Switched On to when the next train is arriving  
– *A: Draw train guard/loudspeaker for announcements/timetable on the wall*
- **Optional extension:** Set the pupils the task of designing two posters that could help people stay safer around the tracks. These posters could be added to school newsletters to raise awareness of Switched On thinking within the whole school community. The posters could also be displayed around the school or at your local train station.

### At the level crossing

- Can you add something that keeps cars, pedestrians and other travellers separate from the train  
– *A: Draw barriers or gates*
- What helps to warn us that a train is on its way?  
– *A: Draw lights and sirens*
- Can you draw a pedestrian using their switched on skills at the Level Crossing?  
– *A: The pedestrian should be not too close to the barriers, no headphones in, waiting sensibly, if they have a pet with them the pet is on a lead*
- Can you think of the sorts of signs you might see at a Level Crossing? (Year 5 and 6 only)  
– *A: The Stop, Look and Listen sign and the danger of electrocution warning about overhead live wires.*
- If you saw something dangerous at a Level Crossing, can you draw who you could report it to?  
– *British Transport Police, Railway staff*

### Plenary

- Review the work that the pupils have completed. Reassure them that the activities that they will be completing within “Switched On for every journey” will help them to develop their skills and knowledge about staying safe around the tracks

### Differentiation

- Some pupils may need a shorter quiz for activity 1 and additional adult support to answer the questions
- As this is a pre topic quiz there should be an emphasis on fun and finding out the correct answers after the activity
- For activity 2 some pupils with fine motor delay may benefit from having some pre drawn items to cut and stick onto the picture
- Pupils that are ready for another challenge could write additional questions to add to both quizzes

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## Resource 2

### Do you know the signs?

#### Overview

A fun activity to build familiarity with some of the common safety signs pupils may come into contact with when on their travels.

#### Learning outcomes 7-9

- I can recognise safety signs at a station and say what they mean
- I can recognise the signs that keep us safe at a level crossing and say what they mean

#### Learning outcomes 9-11

- I can demonstrate that I understand rail safety signs and explain why they are there
- I can describe the warning signs at a level crossing and what to do if they appear
- I can describe other rail warning signs and reasons for these in different places

#### Supporting resources and equipment required

- Do you know the signs? slides
- Optional: paper and pencils/colouring pencils to draw some of the signs and make notes to remind them of their meaning

#### Suggested order

- Introduction: A discussion about why we need to have signs around the tracks
- Activity: Identify the signs
- Plenary: Are there other signs that could be created to prevent hazardous behaviour?

#### Timing

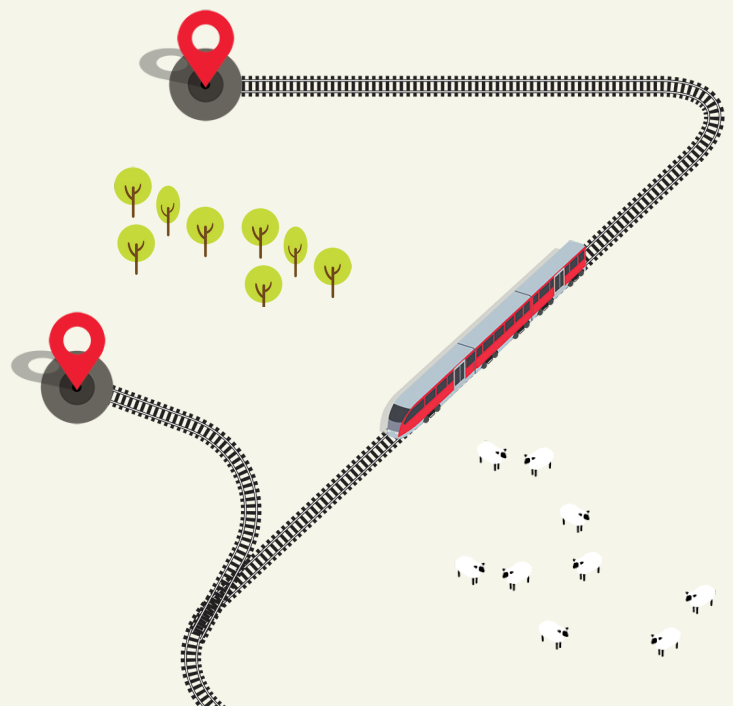
20 minutes

#### Home learning tips

This activity can work well at home. We recommend setting a time limit and bringing each sign up one by one. How many signs can you get correct in the time limit? Once you have completed the activity once try to better your score by playing again.

#### Activity

- This activity can be delivered to a whole class or, as with the other quizzes in this resource, you can add a competitive edge to the activity and put the class into small groups who can battle against each other to prove their Switched On credentials
- Before beginning the quiz refer back to the pupils' prior learning. Can they think of why there might need to be signs near the tracks and at stations? How many can they think of?
- There are many signs around the tracks that keep us safe. This quiz will test the pupils' knowledge of the signs
- Open up the **Do you know the signs? slides**. The quiz will go through a number of different safety signs and the pupils need to come up with some answers to what they mean
- Note that some of the signs are very similar so pupils will need to look closely to work out their meaning
- You can find the answers on the next page





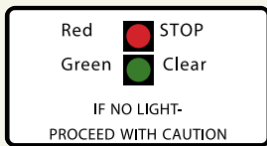
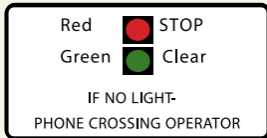
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| Sign  | What does it mean?  | Where would you see it?   |
|---|---|---|
|    | This is advanced warning of a level crossing closure in order to let a train pass.  | At level crossings  |
|    | You must pay attention to the lights. Stop means a train is on its way. You should wait for the light to turn green before crossing the tracks.   | You will see this sign at level crossings where there aren't barriers.  |
|   | Before crossing over the tracks you should Stop, Look and Listen to ensure a train isn't approaching. Once you have checked thoroughly that a train isn't approaching, carefully cross over the tracks. | At a level crossing where there is no other forms of protection like lights or barriers.  |
|  | A phone is nearby to use in case of emergency i.e. an obstruction on the tracks.  | At a level crossing. Be aware that if there isn't an emergency phone, there will always be a number you can call in an emergency. |
|  | You can't go further than this sign as it could be dangerous.   | At stations.  |
|  | Risk of electric shock due to overhead cables carrying electricity to power the trains.   | At stations and at level crossings.   |
|  | This indicates that there is a level crossing ahead that uses either automatic barriers or gates operated manually by railway staff.  | At a level crossing that has a gate or a barrier.   |
|  | If the lights at a level crossing continue to show, another train may be approaching.   | At a level crossing.  |

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| Sign | What does it mean? | Where would you see it? |
|------|--------------------|-------------------------|
|------|--------------------|-------------------------|

Spot the difference



These signs tell you what to do at a level crossing. If the light is not showing red or green you must either: Stop, Look and Listen, if there is no train approaching you can cross over the tracks.

Call the operator to discuss crossing the tracks safely.

At a level crossing.



This is a reminder that trains don't always sound their horns as they approach level crossings.

At a level crossing.



There are many different types of level crossings. There may be red and green lights to indicate if it's safe to cross. If no light shows you need to use the telephone provided to call and check if it is safe to cross over the tracks

At a level crossing.



There are many different types of level crossings. There may be red and green lights to indicate if it's safe to cross. If no light shows you need to use the telephone provided to call and check if it is safe to cross over the tracks.

At a level crossing.



There are many different types of level crossings. At this one there is a gate to protect you. You must Stop, Look and Listen to check that a train is not approaching before crossing over safely.

At a level crossing.



There are many different types of level crossings. At this one there are lights and a gate to protect you. If no light shows you must telephone the signaller to check if that a train is not approaching.

At a level crossing.

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## Plenary

- Review the work that the pupils have completed. Reassure them that the activities that they will be completing within “Switched On for every journey” will help them to develop their skills and knowledge about staying safe around the tracks

## Differentiation

This activity can be extended further for pupils needing an additional challenge. Ask your pupils to write a list of other behaviours or scenarios that could be hazardous around the tracks for example:

- Bad weather
- Someone being distracted by a book/phone/conversation
- Someone dropping something/something landing on the track



## Resource 3

### Switched On scenarios

## Overview

The fate of a group of friends is now in your pupils' hands. They will watch three short films where the action is paused before a “crunch” moment. Can your pupils make Switched On decisions to ensure the safety of the group?

## Learning outcomes 7-9

- I can talk about why it's important to keep ourselves safe at a station and on a train
- I can talk about and show how to keep myself and others safe at a station and on a train
- I can explain what to do or how to get help if someone or something is unsafe, or there is an emergency
- I can talk about why it is important to behave safely at a level crossing
- I can talk about how to behave safely near train tracks
- I can demonstrate how to help others behave safely at level crossings and near train tracks

## Learning outcomes 9-11

- I can describe and demonstrate ways to behave safely at a station
- I can explain how I can help others behave safely at a station
- I can explain ways to resist pressure to behave unsafely or take risks at a station
- I can describe and demonstrate how to behave safely, either alone or with others at a level crossing
- I can explain why it is safe to follow safety signs around rail tracks and some of the consequences of not doing so

## 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

- In this activity pupils are challenged to work with three different scenarios. The pupils will need to use their Switched On thinking skills
- This activity works best when the whole class watches one scenario at a time and then breaks into small discussion groups
- 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. After the start of the scenario, there will be a

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moment to pause and some discussion prompts will flash on screen. More risk and discussion points that are specific to each scenario have also been provided below for each scenario

- After the discussion the film will continue to show two different outcomes. The first will be where the group puts themselves and their friends at risk, the second will show how the group uses Switched On thinking to keep themselves and their friends safer

## Scenario 1

- In scenario 1 a group of friends are faced with a decision of whether to try and take a short cut that could put them in danger by walking very close to train tracks
- The film has a pause point; this is where you can guide the pupils through a discussion about the risks that the friendship group are facing. Use the risks and discussion points below with your pupils to support the Switched On decision-making
- Firstly, task each group with listing the different risks they think the friends were exposed to within the film. Develop the learning further by bringing the groups back together to discuss the characters as a class

### Scenario 1 risks and discussion points

#### Risks

- The train is unable to stop and their behaviour could result in a life changing injury
- A train could see them trespassing on the line and have to brake quickly which could injure some passengers and traumatise the driver.
- They could be in danger of electrocution from the third rail – we have the largest third rail network in the world
- They could have an accident around the track where it will be difficult to get help
- They will be spotted by a member of the public a train worker or on CCTV and reported for trespassing

#### Discussion points

- What should Jane do?  
*Trust her first reaction – she realises that this behaviour is not safe. Ashraya also recognised the dangers, they shouldn't be persuaded by Tom.*
- What should Ashraya do?  
*She should stay Switched On and remember that even if you don't see any trains the tracks can be carrying an electric charge. She should not take the short cut.*
- Which is the safest thing to do?  
*The safest thing to do is to take the normal route to the park.*

#### Additional questions for 9-11 year olds

- Would it be ok for Tom to take the short cut? What about Ashraya and Jane?  
*Tom is ignoring them both. He should be listening to Jane's warnings about the dangers of walking near the tracks.*
- What other choices are available to the group of friends?  
*They could have used a phone to let their friends know they are going to be late. They could also have realised that it's better to be late than to risk their lives.*
- Is there anyone we didn't see in the film who might be affected by a different outcome?  
*If there was an accident the train workers and the friends and families of the victims will be affected.*
- How would you behave in this situation?  
*Listen to the thoughts of your pupils.*
- What would you say to my friends?  
*Listen to the thoughts of your pupils.*

## Scenario 2

- In Scenario 2 a group of friends are on the platform. The friends begin to play around with a phone perilously close to the platform edge
- At the pause point, use the discussion points below to help the students identify the possible risks

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## Scenario 2 risks and discussion points

### Risks

- Falling onto the track
- If there is an accident the risk posed to everyone's mental health – the driver, the passengers, the bystanders, your friends, your family. How will others feel?
- Losing an item over the platform
- Being told off by the guard

### Discussion points

- What should Jane do?  
*Jane should stay out of the game and encourage Ashraya and Tom to play something safer away from the platform edge*
- What should the others do?  
*Ashraya and Tom should remember their Switched On thinking and recall the risks of falling onto the tracks*
- Which is the safest thing to do?  
*The safest thing to do is to find a game to play that doesn't involve any pushing or running around*

## Additional questions for 9-11 year olds

- How can Jane indicate that Ashraya and Tom's behaviour is dangerous without "losing face" with her friends?  
*It can be really challenging to point out dangerous behaviour when you are with friends. She could interrupt the game and draw her friends away from the platform edge to start a conversation, this way she can disrupt the game and keep her friends safer*
- If things get really out of hand at a train station what could Jane do?  
*Jane could alert an adult to what is going on, she could also speak to a station guard or call 999 in the case of an emergency*
- How would you behave in this situation?  
*Listen to the thoughts of your pupils*
- What would you say to my friends?  
*Listen to the thoughts of your pupils*
- Once an effective discussion has been had allow the film to continue to highlight the two different

possible outcomes for the friends

- Students may have additional questions following the film and you may want to focus their attention on their own behaviour around the tracks. Have they witnessed potentially dangerous behaviour? What sort of things can they do at stations to minimise risk?

## Scenario 3

- This time the group of friends are at a level crossing with one of the friends worried about getting home late. This could potentially lead to a dangerous decision
- At the pause point use the discussion points below to help the students identify the possible risks

## Scenario 3 risks and discussion points

### Risks

- They are hit by a train
- Getting trapped in the barriers
- Getting stuck on the tracks as they are rushing and not able to concentrate very well
- Having an accident when rushing to get over the tracks
- Dropping something on the tracks as they rush over which they either try and retrieve or is damaged by the oncoming train
- Getting told off by a pedestrian
- The ripple of trauma that could be felt by the people on the train, the driver and the people at the level crossing, your family, friends

### Discussion points

- What should Tom do?  
*He should not scoot over the level crossing when the barrier is down and the lights are flashing. Even if one train has passed there could be another on its way*
- What should the others do?  
*The others should make Tom aware of the risks and should stay back at a safe distance from the level crossing. If Tom decides he is still going to scoot over the level crossing the others should still wait for the barriers to lift*

7-11 years

- What is the safest thing to do?  
*The group should all wait together until the train has passed and the barrier is lifted*  
*Use a phone to get a message to Tom's Nan to let her know he is going to be late*

### Additional questions for 9-11 year olds

- What sorts of situations might force us into making bad decisions?  
*When we are late, when we are with friends that are putting us under pressure to make unsafe decisions, when we are distracted*
- Can you give some examples of Switched On thinking that could help us in these sorts of pressurised situations?
  - *It's always important to stay Switched On around the rail environment*
  - *There are lots of signs and signals that help keep us safer near the tracks, at stations and level crossings*
  - *Regardless of who we are with or if we're running late we need to Stop, Look and Listen to the signs and sounds of the railways to stay safer*
  - *We can share these signs with friends and help to keep them safer too*
  - *If friends decide not to stay Switched On there may be times when we will need to call emergency services to keep them safe*
- How would you behave in this situation?  
*Listen to the thoughts of your pupils*
- What would you say to my friends?  
*Listen to the thoughts of your pupils*
- Once an effective discussion has been had allow the film to continue to highlight the two different possible outcomes for the friends
- Students may have additional questions following the film and you may want to focus their attention on their own behaviour around level crossings. Have they witnessed potentially dangerous behaviour? What sort of things can they do to minimise risk?

### Plenary

- Conscience alley is a great activity for examining values and choices.
  - One pupil 'plays' the part of a child in the scenario and walks down an 'alley' of pupils on each side.
  - Each child gives them an opinion of which choice they should make within one of the scenarios. At the end the child decides which choice their character would make.

### Differentiation

- Some pupils may need to work in smaller groups with adult support in order to effectively discuss the scenarios
- Pictures of local train stations and level crossing may also help some pupils to personalise the safety messages

### Additional activities to use with the scenarios

- Below we have provided a range of activities to use with your pupils to help embed the learning further:
  - A Continuum line works well to present a range of responses to hazardous situation
    - » Pupils present each other with different opinions relating to each scenario e.g. 'It's fine to walk along the track if there's nothing coming'; 'Tom had time to get across the level crossing'; 'It's ok to play games at the platform as long as you're away from the edge'
    - » Pupils choose a point on the line that represents their level of agreement with the opinion, i.e. one end of the line is totally agree and the other end is totally disagree. Once the pupils have chosen their position on the line give an opportunity to explain why they are standing where they are
    - » Once pupils start to give their explanations you may find that other pupils want to change their positions on the line
  - An alternative ending: create an alternative ending for each scenario to the one presented
    - » What might people's thoughts and feelings be?
    - » Who might be impacted?

7-11 years



## Resource 4

### Who's Switched Off?

#### Overview

Pupils need to identify who is Switched On and who is Switched Off at the platform. 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 railways
- I can describe ways to stay safe around railways
- I can follow rules for keeping safe in and around trains and railways

#### 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 railways

#### Supporting resources and equipment required

- Who's Switched Off? worksheet

#### Suggested order

- Introduction: Model how to use the Who's Switched Off worksheet
- Activity: Complete the worksheet
- Plenary: Consider how the learning could relate to a local station

#### Timing

15 minutes

#### Home learning tips

This activity will work well at home. If you don't have access to a printer, you could create your own Switched On/Switched Off pictures and challenge a friend to work out who is Switched On.

### 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 write either 'Switched On' or 'Switched Off' in the speech bubble
- 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:

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: **'Have I got time to get a cup of tea?' Switched Off**
3. Person with dog standing closer to the platform edge: **'I'd better put Tessie on the lead' Switched On**
4. Teenager looking at phone walking along the platform a bit too close to the edge: **'Just got to get to the next level of the game' Switched Off**
5. Person sitting on a bench: **'Train will be here in a moment so I'd better get my stuff together' Switched On**

7-11 years

- 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
  - Person running up the stairs: **'I need to be quick or I'll miss my train!'** Switched Off
  - Person sitting on a bench reading their book: **'This book is so good I don't want to stop reading it!'** Switched Off
  - Person pushing their bike along the platform: **'What shall I have for tea tonight?'** Switched Off
- 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



## Resource 5

### We're working Switched On

#### Overview

A fantastic insight into the lives of some of the people that work on the railway.

#### Learning outcomes 7-9

- I can name roles of those in the rail industry
- I can describe jobs that people do in the rail industry and how they keep people safe
- I can name the skills needed to do some rail industry jobs

#### Learning outcomes 9-11

- I can name roles of those in the rail industry and why the job is important
- I can discuss how safety is the number one priority of the rail industry
- I can talk about why certain skills are important to do certain rail industry jobs

#### Supporting resources and equipment required

- We're working Switched On film

#### Suggested order

- Introduction: Set the scene
- Activity: Watch the We're working Switched On film and answer the questions at the end to test retention
- Plenary: Class discussion

#### Timing

20 minutes

#### Home learning tips

The film will work well at home. If possible, encourage pupils to discuss with parents afterwards and exchange what roles each know exist in the rail industry. Do they know anyone who works in rail personally?

## Activity

- We're working Switched On is a video resource which showcases workers in the rail industry that focus on everyone being Switched On and safe
- This video can be watched as a whole class by playing on the interactive whiteboard or other device in class. Alternatively, if you have access to a set of tablets/Chromebooks/laptops the pupils could work independently or in pairs
- The video can be paused after each segment of the video to discuss or can be watched the whole way through and discussed afterwards
- Introduce the type of video pupils are about to watch and that it will focus on people who work in the rail industry to keep everyone safe when going on their journeys. This is a great opportunity to ask pupils which roles they're currently aware of in industry. How many can the class name?



## 7-11 years

- Either during or after watching the video altogether, keep in mind the following questions to ask your class:
  - What was the person's job and what's the main reason for their job?
  - What types of things does their job entail?
  - What skills are important for them to do their job?
  - What people do they've have to work with do to their job? (the public, the police, train drivers?)
  - How does their job help keep everyone safe?
  - What was your favourite thing about their job? Can you see yourself doing it?
- The video will close on three simple questions to test retention: encourage the class to shout out if they know

### Plenary

- Ask pupils if they knew any of the roles showcased in the video. Test pupils' retention on other parts of the video. Can they recall all the roles featured?
- Listen to pupils' responses to the roles and the prospect of working in the rail industry, transcend any stereotypes which might emerge in discussion, remind the class that there is no such thing as a man's job or a woman's job in rail
- Encourage pupils to take up the conversation at home and discuss the roles they learned with those at home

### Differentiation

- Some pupils may need more time to digest each role showcased in the video and why it is required. More emphasis should be put on scene-setting for pupils who might need more time to conceptualise the rail industry before watching the video. Offer more of a guiding narrative when asking which roles they're aware of in the rail industry already.
- Higher attaining pupils could be challenged to consider how they might go about achieving one of these roles. Discuss what subjects in

secondary school might be useful for each of the roles. If any stereotyping has emerged in discussion, encourage pupils to reflect on why it's a bad thing.



### Resource 6

## 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 railways
- 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
- 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

7-11 years

## 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.

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

- It 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 he 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

## Activity

- 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*
- 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*

7-11 years

– 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

7-11 years



## Resource 7

### Who's Switched On for their next journey?

#### Overview

An opportunity for the pupils to revisit their pre-topic quiz activity to assess how much their knowledge and skills have improved.

#### Learning outcomes 7-9

- I can talk about some safety risks around railways
- I can recognise safety signs at a station and say what they mean
- I can recognise the signs that keep us safe at a level crossing and say what they mean

#### Learning outcomes 9-11

- I can explain rail safety rules and how to behave as I become more independent and responsible
- I can demonstrate that I understand rail safety signs and explain why they are there
- I can describe the warning signs at a level crossing and what to do if they appear

#### Supporting resources and equipment required

- Are you Switched On and Safe? slides and previous results
- Are you Switched On and Safe completed worksheets
- Who's Switched On for their next journey? slides

#### Suggested order

- Introduction: Review of previous work
- Activity 1: Complete the previous quizzes and activities to see if the pupils can better their scores
- Activity 2: Who's switched on for their next journey? quiz
- Plenary

#### Timing

Approx. 20 minutes

#### Home learning tips

All three of these activities can be completed at home. You could turn this into a competition and take turns as quizmaster with friends.

### Activity 1

- Using the **Are you Switched On and safe? slides** and their previous scores, retest the pupils to see if they beat it
- Pupils can also revisit their original draw activities from **Are you Switched On and safe? worksheets** and add in any additional detail in a different colour, based on what knowledge they have gained since about rail safety

### Activity 2

- As a fun, final activity you can use the **Who's Switched On for their next journey? slides** and the quiz questions in there as a quick fire test of knowledge. The questions and answers are provided below for ease:
  1. True or False, It's safe to cross railway tracks if there isn't a train coming  
*False, it's only safe if all of the safety signs tell you it's safe to cross. Have the barriers returned to their upright position? Have the lights stopped flashing and the alarm sounding? In the event of a level crossing not having any barriers, have you stopped, looked and listened to ensure it's safe to cross?*
  2. An average train is as heavy as...  
*400 tonnes*
  3. It takes a high speed train ... football pitches to stop  
*20 football pitches*
  4. True or False, Level Crossings always look the same  
*False, some have barriers, lights and alarms, others may simply have a sign reminding you to Stop, Look and Listen to check it's safe to cross the tracks,*
  5. Electricity can jump ... metres  
*Up to 3 metres*

7-11 years

6. The top speed for a train is ...  
*125 mph*
7. A train can travel faster than a ...  
*Anything under 125mph (see what the pupils offer as answers!)*
8. One safety sign you might see on a station platform is... (draw it for an extra point)  
*Stop look listen/ stay away from the platform, edge/no trespassing/warning of electric charge*
9. One sign you might see at a level crossing is...  
*Specific instructions on how to cross i.e. if you need to call a signaller/ Remember to Stop, Look, Listen/ Stop when the lights flash sign*
10. The electrified rail is the ... rail  
*Third*
11. Electricity is turned off on the railways at  
*This is a trick question, it is never turned off!*
12. True or False, electrical wires and rails are safe as long as you don't touch them  
*False, electricity can jump up to 3 metres*
13. Litter on the railways can cause...  
*Accidents and delays*
14. True or False, the electrified rail looks exactly the same as the others  
*True*
15. The correct time to cross a Level Crossing after a train has passed is...  
*When the barriers have returned to their upright position, the lights have stopped flashing and the alarms have stopped. Even then you must remember to stop, look and listen*
16. True or False, you can always hear a train coming  
*False, some trains are almost silent*



## Plenary

- Once the pupils have finished their activities ask them to reflect back on their learning
- Some discussion prompts:
  - When might they have the opportunity to put their Switched On thinking into practice?
  - Are there any safety knowledge they are going to share with friends and family?
- Congratulate the group on completing their journey across the interactive map!

## Differentiation

- Some pupils may benefit from a recap of the main safety messages prior to completing the quiz and drawing activity again
- As stated above some pupils with fine motor control challenges may benefit from using pre-cut out pictures for the Switched On at the platform/ at the level crossing drawing activity
- An alternative final activity could be to write and present an assembly for the rest of the school about the pupils' Switched On for every journey experience. What are the main messages that they would like to share with the school community?

