

INTRODUCING SWITCHED ON LIVING

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.

We can all enjoy life's adventures when we spot signs of danger, look out for our friends and always stay Switched On.

Young people often make responsible choices around the tracks but there can be times when independent decision-making can be compromised. Living Switched On has been designed to help young people aged 12-16 explore a range of themes such as peer pressure, the perils of group mindset and how at times accidents happen as a result of small bad decisions rather than one big mistake.

Living Switched On encourages young people to gain the knowledge that could keep them safer around the tracks, whilst also exploring the impact ripple that rolls out across communities and the rail industry workplaces when accidents happen.

Although safer behaviour and better decision-making are the desired outcomes of this resource, at its heart is a clear examination of young people's vulnerabilities. In the safety of the classroom, we encourage educators to discuss what makes their students 'tick' - particularly when they're out and about as part of a friendship or peer group. Through this process, potential vulnerabilities for flawed decision-making can be identified, explored, and corrected in readiness for real world challenges.

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CURRICULUM LINKS

KS3 & KS4

- **PSHE**
Health and wellbeing: Self concept, Drugs, Alcohol and Tobacco, Managing risk and personal safety. Relationships: Relationship values, Social influences
- **Citizenship**
- **English**
Reading, Spoken English

S1-S5

- **PSE**
Health and Wellbeing: Self Concepts, Drugs, Alcohol. Managing Personal Safety and Risks, Relationships. Social Influences
- **Citizenship**
- **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. There are more than 13,000 trespass incidents on the tracks every year.

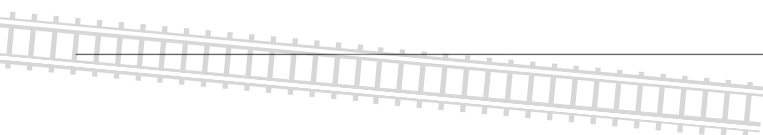
Learning to hazard spot and address potentially dangerous behaviour is crucial at any age. Schools have recognised the importance of teaching about a range of safety behaviours through PSHE and Citizenship lessons in school. The rail industry wants to support this vital work.

HOW TO RUN THE ACTIVITIES AT SCHOOL / IN OTHER SETTINGS

We're aware that youth groups and families may also want to use the materials. Additional guidance has been provided where appropriate within the lesson plans.

RESOURCE OVERVIEW

NAME OF RESOURCE	FORMAT	LEARNING OUTCOMES
1) Track facts: Get switched on	Interactive quiz	<ul style="list-style-type: none"> I can identify rail-related risks and dangers I can explain reasons for safety signs and behaviours at a train station, and consequences of disregarding these, for myself and others I can explain why safety signs and rules are in place at level crossings, and consequences of disregarding these, for myself, others and the wider community I can identify other rail-related risks in different places
2) Harrison's Story	Film and discussion activity	<ul style="list-style-type: none"> I can identify reasons for rail safety rules and behaviours, and consequences for disregarding these, for oneself, others and the wider community I can demonstrate ways to resist pressure to behave in an unsafe or risky way around railways I can identify reasons for rail safety rules and behaviours, and consequences for disregarding these, for oneself, others and the wider community I can identify other rail-related risks in different places
3) On a journey: an investigation study	Multimedia case study	<ul style="list-style-type: none"> I can identify rail-related risks and dangers I can describe ways to keep oneself and others safe around railways, and how to get help in an emergency I can demonstrate ways to resist pressure to behave in an unsafe or risky way around railways I can identify other rail-related risks in different places I can explain the dangers, risks, and consequences of ignoring track safety signs, or behaving in an anti-social or unsafe way, to myself, others and the community

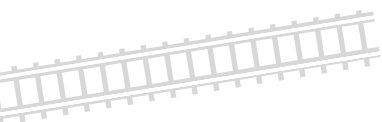
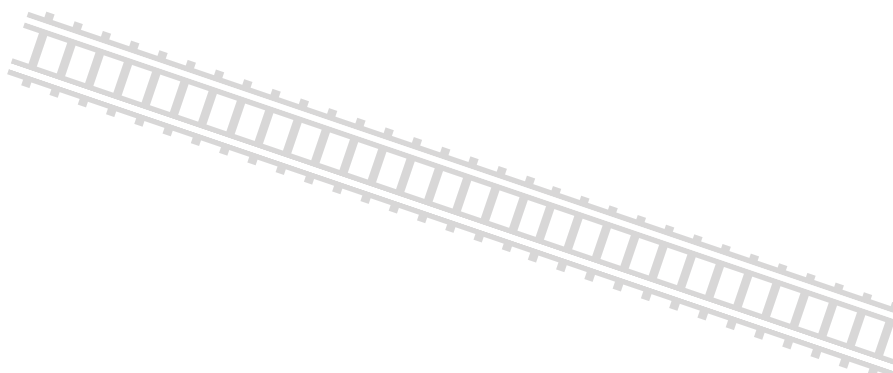


RESOURCE OVERVIEW

NAME OF RESOURCE	FORMAT	LEARNING OUTCOMES
4) Consequences: Switched on for split second decisions	Discussion activity	<ul style="list-style-type: none"> I can identify reasons for rail safety rules and behaviours, and consequences for disregarding these, for oneself, others, and the wider community I can demonstrate ways to resist pressure to behave in an unsafe or risky way around railways
5) Make your choice	Discussion activity	<ul style="list-style-type: none"> I can describe and explain rail safety rules and behaviours I can identify reasons for rail safety rules and behaviours, and consequences for disregarding these, for oneself, others and the wider community I can identify rail-related risks and dangers I can describe ways to keep oneself and others safe around railways, and how to get help in an emergency I can demonstrate ways to resist pressure to behave in an unsafe or risky way around railways
6) Sight-seeing: Are you switched on?	Quiz	<ul style="list-style-type: none"> I can identify, describe, and demonstrate safety signs and behaviours at a train station I can explain reasons for safety signs and behaviours at a train station, and consequences of disregarding these, for myself and others I can describe and explain safety signs and behaviour at a level crossing I can identify other rail-related risks in different places
7) Tegan's Story	Film and questions	<ul style="list-style-type: none"> I can describe and explain rail safety rules and behaviours I can identify reasons for rail safety rules and behaviours, and consequences for disregarding these, for oneself, others, and the wider community I can identify rail-related risks and dangers I can describe ways to keep oneself and others safe around railways, and how to get help in an emergency I can demonstrate ways to resist pressure to behave in an unsafe or risky way around railways

RESOURCE OVERVIEW

NAME OF RESOURCE	FORMAT	LEARNING OUTCOMES
8) Track Back	High impact photography, roleplay and discussion activity	<ul style="list-style-type: none">• That behaving unsafely around railways can lead to serious injury and death• Ways to keep my friends safe and resist peer pressure to ignore safety signs and take risks at a station• I know that taking risks around rail tracks can end in serious injury or death, which can have an impact on others and the wider community, as well as myself• How to use what I have learned to consider my own preconceptions about behaviour around rail tracks, and potentially change these and my future behaviour• What to say and do to keep my friends safe, or resist pressure from friends to take risks or behave unsafely around rail tracks



GETTING STARTED

- Resources can be accessed via the [Switched On website](#). Living Switched On also incorporates films and activities from You vs Train, an existing Network Rail resource warning about the risks of trespassing on the railway
- Living Switched On hosts a range of resources from films to quizzes and group discussions we recommend that educators familiarise themselves with the content and plan an appropriate approach for their students
- Some resources explore dangerous behaviour and we recommend sharing trigger warnings i.e. let students know the nature of the content and give them the opportunity to opt out if they feel it might trigger difficult emotions
- Resources can be explored sequentially in the order featured below, alternatively students can explore the films and quizzes independently

RESOURCE 1

TRACK FACTS: GET SWITCHED ON

Overview

When it comes to travelling safe, how switched on are your students? Is electricity only conducted by metal? Do electric shocks always throw you clear? Is it safe to touch overhead power lines if trains aren't running?

Track Facts is an online quiz that is part of the existing You vs. Train resource and acts as good way to measure your students' baseline knowledge of train and track safety.

Learning outcomes

- I can identify rail-related risks and dangers
- I can explain reasons for safety signs and behaviours at a train station, and consequences of disregarding these, for myself and others
- I can explain why safety signs and rules are in place at level crossings, and consequences of disregarding these, for myself, others and the wider community
- I can identify other rail-related risks in different places

Supporting resources and equipment required

- Interactive whiteboard and/or laptops and tablets for students to work in pairs

Suggested order

- Introduction: Introduce the topic
- Activity: Track facts quiz
- Plenary: Consider the students' reactions to the Track Facts quiz

Timing

20 minutes

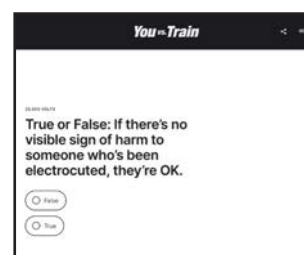
Home learning tips

This quiz can easily be accessed from home and the answers are given during the quiz as students play along. It is worth noting that there are a number of resources to explore within You Vs Train. However, it's important to be mindful of the nature of these resources. Although they are not graphic, they do cover issues related to track based injuries and fatalities. Please ensure students feel comfortable accessing the resources.

ACTIVITY

- Before you start the activity, decide how you would like to run it with your group. If you have access to laptops or tablets, it is a great activity for students to complete in pairs – or you can do it as a whole class starter activity
- Introduce students to the topic of rail safety. Why do they need to raise their awareness of the potential hazards around the trains and tracks?
- If your students are unsure of the 'why', explain that each year there are over 13,000 incidents of trespassing on the tracks. Some cases result in fatalities and life changing injuries
- Tell the students that you are going to kick the new topic off with a quiz to assess their existing knowledge. It can be accessed below:

**CLICK HERE
TO GO TO QUIZ**



12-16 years

- For reference, the questions included in the quiz are below:
- 1. Electricity in the overhead lines can arc – but how far?
3 metres
- 2. Electricity powers our trains and overhead lines. When do we turn it off?
Never
- 3. True or false, if there's no visible sign of harm to someone who's been electrocuted, they're ok
False
- 4. True or false, power lines are insulated
True
- 5. If you hit the emergency brakes on a train how many football pitches will it pass before it comes to a stop?
20
- 6. What is the top speed a train can travel at?
125 mph
- 7. True or false: Wearing rubber soled shoes means you can't be electrocuted.
False
- 8. True or false: You can tell which rail is electrified
False
- 9. True or false: Electricity is only conducted by metal
False
- Once the students have completed the quiz, ask them if there were any surprising facts or things they didn't know
- Perhaps open a discussion with questions such as: Why do you think the quiz was built around questions like this? What do the creators want you to come away thinking?
- Ask students to make a note of their score, as they will return to the quiz at the end of the topic to assess their progress in skills and knowledge

Differentiation

- Some students may benefit from working in a mixed attainment pair. Educators may also want to look at the quiz in the resource for 7–11-year-olds if they feel that some students may find it challenging to access the questions above

RESOURCE 2

HARRISON'S STORY

Overview

Trespassing on the railway or land near the railway can have utterly devastating consequences from life-changing, potentially fatal injuries through to prosecution. But there's another hidden cost in the effects on the trespasser, their loved ones, our railway staff and the wider community.

This short film highlights the potential tragic consequences of trespassing.

Learning outcomes

- I can identify reasons for rail safety rules and behaviours, and consequences for disregarding these, for oneself, others and the wider community
- I can demonstrate ways to resist pressure to behave in an unsafe or risky way around railways
- I can identify reasons for rail safety rules and behaviours, and consequences for disregarding these, for oneself, others and the wider community
- I can identify other rail-related risks in different places

Supporting resources and equipment required

- Interactive whiteboard with sound

Suggested order

- Introduction to the consequences of trespassing on the tracks – who might be affected?
- Activity: Watch Harrison's Story film
- Plenary: Whole class discussion

Timing

30 minutes

Home learning tips

The film can be accessed from home but it's also useful to have a discussion about the main issues as highlighted below.

12-16 years

- We would recommend that you take the time to view the film before you watch it with your students. Although the film is not graphic, there is a sense of danger and threat throughout. Do give students the option to opt out from viewing the film if it triggers difficult emotions
- Explain to students that they are going to watch a film about trespassing on railway land. Before pressing play, spend a few minutes discussing the consequences of this sort of behaviour. It may be unlikely that students have considered the impact on people working on the trains
- You can access the film here:

**CLICK HERE
TO GO TO FILM**



- Once the film has finished, give the students a few minutes to discuss the film in small groups
- You can then host a wider class discussion using the prompts below. If you have less time available, you may want to split the class into small groups and ask them to take 3-4 questions and then present back to the class

DISCUSSION PROMPTS

Note: there are no 'right' or 'wrong' answers, and discussion could develop further depending on the responses given, Responses should be discussed without judgement, either of the student responding or the person involved

- When did things begin to go wrong in the story? Can the students isolate one decision that led to tragedy? **When they decided to trespass in order to retrieve Harrison's ball**
- What kind of decision do you think this was? Did the group take any time to think through what they were doing? **The group did not assess the risks but there is the possibility that they weren't aware of the risks associated with the railway environment and overhead power lines**
- Are there times when we are more likely to think

through our decisions and assess the risks? **We are more likely to assess risk when we are aware of the risks associated with a particular activity**

- Are we more likely to take risks when we are part of a group? **It can be very challenging to highlight risk when young people are in a group - ask the students to respond to this question using their own experiences. Why might an individual take more risks when they are in a group (they may be frightened of "losing face" or being called a coward)**
- Which risk was Harrison not aware of? **There are a range of risks that Harrison and his friends were not aware of - firstly being anywhere near the track could result in a collision with a high speed train. The risk that was highlighted in the film, is the danger of electric shock. Being in close proximity to overhead powerlines is dangerous. An overhead wire does not need to be touched to cause serious injury or death as electricity can jump, or arc, across small gaps**
- Can you list the dangers that are present when we trespass? **In addition to the information above, students may cover any of the following:**
 - Overhead power lines are always live
 - In some areas there is a third rail which is always live and can cause electric shocks if it is touched
 - The fact that fast moving trains take a very long time to stop - even if a driver sees a trespasser on the rails, there is no guarantee that they will be able to stop in time
- Who is likely to have been impacted as a result of this tragedy? **Harrison's family, his friends, members of the emergency services, rail workers, his school community**

Additional questions for class discussion

- When someone makes a choice about their behaviour, is that choice just about them?
- Does it matter if someone takes a risk if it is 'their choice'?
- Is it ok to take risks if no one gets directly hurt? (Explore what 'hurt' might mean)
- If someone else had been telling the story (i.e. not Harrison), how do you think it might have been told differently?

12-16 years

Differentiation

- Some students may benefit from working in a smaller group with an adult supporting discussion to ensure the main points from the resource are understood
- To challenge students, ask them consider the last question above and re-tell the story (e.g. as a cartoon strip, storyboard, audio or video monologue) from one of the other characters' perspectives and compare their re-telling with Harrison's (e.g. tone of voice, mannerisms, word choices, emotions, explanation of behaviour)

RESOURCE 3

ON A JOURNEY: AN INVESTIGATION STUDY

Overview

Explore this multimedia case study independently, in small groups or as a whole class to uncover what really happened on a journey with a group of close friends.

Students explore messages, posts and conversations to discover what might have led to the incident. Equipped with police reports, CCTV footage and witness statements, they'll piece together what really happened and what could've been done to prevent it...

Learning outcomes

- I can identify rail-related risks and dangers
- I can describe ways to keep oneself and others safe around railways, and how to get help in an emergency
- I can demonstrate ways to resist pressure to behave in an unsafe or risky way around railways
- I can identify other rail-related risks in different places
- I can explain the dangers, risks and consequences of ignoring track safety signs, or behaving in an anti-social or unsafe way, to myself, others and the community

Supporting resources and equipment required

- Interactive whiteboard with sound and/or individual laptops or tablets for students to independently or in small groups
- On a journey Outcome Table worksheet

Suggested order

- Introduction
- Activity: Explore the case study in small groups
- Plenary: Students to share their version of events

Timing

30 minutes

Home learning tips

This resource is suitable for use at home. The case study is self-contained, although young people may need additional guidance in pulling out all of the information from the different sources of evidence.

ACTIVITY

- This activity is an interactive multimedia case study that can be accessed online
- The story isn't overtly graphic; however it does contain details of an accident at the tracks where a young person receives life-changing injuries. It also covers the impact this has on the friends, family, and local community. It is worth being aware of any sensitivities students may have towards the resource and ensuring they are aware of what to do if they feel uncomfortable at any stage
- In small groups or independently, ask students to use the evidence given to help work out what incident occurred and why, the impact, and how the outcome could have been different if people had made alternative choices and behaved differently
- Students should use the statements and evidence to work out what has happened. Encourage them to pay attention to the detail, for example the messages and their time stamps may give them more information than they think
- Challenge them to find out as much information as possible about the personalities behind the decisions and try to identify where different decisions could have been made to bring about a different consequence

12-16 years

- As the students uncover decisions that could have been more Switched On, they can use the **On a journey: outcome table worksheet** to help record the different outcomes
- Below is an outline of what actually happened – how close were your students in guessing?

A group of friends – Ru, Jesse, Ali, Gbemi, Michael, Chloe, Xander, Jayden, Lola and Tiana – arrive at Westbury Train Station to go up Fells Hill to watch the sunset.

What they don't know is that recently a storm caused damage to the fencing that lines the boundary between the track and a pathway some of them take later that evening. Signs and lighting that may have alerted them to danger have also been vandalized.

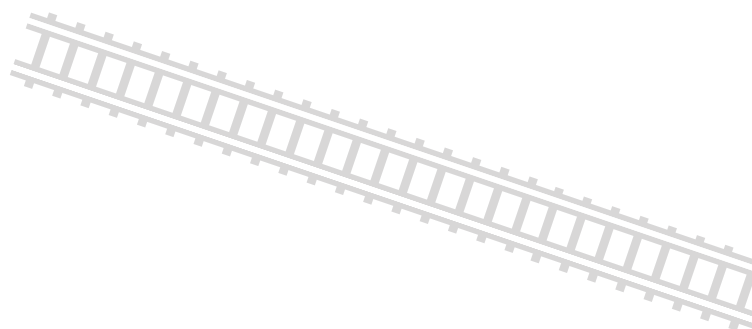
Prior to departing, some of the group (Xander and Jesse) had made a plan to tag the footbridge over the tracks with graffiti. The risk taking and dangerous behaviour starts as soon as the group disembark the train with one member of the group describing the behaviour as like a virus – everyone catches it. There is an atmosphere of “one upmanship” amongst the group.

As the group arrive at the station, Xander persuades a reluctant Jayden to take a selfie on the tracks. On the way to the hill, Jesse knocks off a loose brick on the bridge onto the tracks, which goes unreported. The group have to cross a level crossing and they play football as they cross the tracks and Michael plays “chicken” with a passing train (this train is on a different line to the one with the brick that Jesse dislodged onto the tracks earlier). As the group heads up the hill the risk taking reduces until Xander has a disagreement with Lola. This gives him an excuse to head back down the hill to find a way over to the footbridge.

Ali, Chloe and Jesse follow Xander. Jesse runs on ahead with Xander and they make their way to the shortcut, the shortcut opens out to a section of track that is on a bend. Taking the shortcut means that a larger number of the group is exposed to risk. Rather than heading back to the station

(which was their original plan) Jesse and Xander go through the broken fencing and are alongside the tracks. Again, Jesse runs on ahead, he gets to the footbridge first. As he is now on straight track, he sees the train first he tries to hide in the bridge but is hit by the train. The driver of the train is unaware of the collision with Jesse under the bridge, but he sees that there is an obstruction on the line ahead and initiates the emergency break. Chloe sees the train before Xander and tries to push him off the tracks. Chloe manages to push Xander out of the way but touches the third rail and is electrocuted.

- You can use the completed outcome table (below) to help the students with the first activity along with some helpful notes on each bit of evidence, along with some discussion prompts
- The outcome table example is highly detailed in order to support your discussions with students
- Students should structure their responses in their own way as they begin to interpret the evidence
- If you don't have lots of time available for this task you can split the different characters up amongst the class



ON A JOURNEY: OUTCOME TABLE

12-16 years

CHARACTERS	DECISION/CHOICE	OUTCOME	ALTERNATIVE DECISION	ALTERNATIVE OUTCOME
Decisions directly related to train safety				
1) Shopkeeper	Mentioned the short cut but without the safety information i.e. the shortcut takes you close to the tracks.	The group didn't know the shortcut could be dangerous. When put together with the vandalised signs and the damaged boundary fencing this makes the shortcut extremely dangerous.	Mention the danger associated with the short cut and raise awareness of the damage and vandalism in the local area around the tracks.	The group wouldn't have had easy access to the tracks.
2) Local Resident (older)	Noticed the damage to the boundary fencing but didn't report it	Locals and visitors to the area could be in danger as people/animals e.g. dogs could stray onto the line	Use the emergency 24-hour helpline advertised near railway tracks to report the damage and prevent risk.	The correct authorities would have been made aware of the danger and would have ensured that the boundary was secure and/or trains stop running.
3) Local Resident (younger)	Vandalised the signs warning of no trespassing and electrocution on the track. Local people did not report the damage.	Visitors to the area could be unaware of the proximity of the tracks and the dangers of electrocution around the tracks.	Be aware of the consequences of damaging essential safety signage.	Awareness of the danger of electrocution around the track would have remained high for locals and visitors.
4) Xander and Jayden	As this is a semi-rural station there is relatively easy access to the tracks at the station. This person decides to take a selfie on the tracks and persuades a friend to do the same even though they were reluctant.	Put many lives at risk including their own and their friend.	Take a selfie in a safer location e.g. in front of the station sign far away from the tracks.	The friends would have had a photo as a memory without the risk of electrocution or an accident with the train. Plus, the station sign is a location tag thrown in for free.
5) Jesse	Pushed a loose brick onto the tracks	Put many lives at risk. The driver of the train and passengers. This behaviour remained unreported by any of the friends.	Not vandalising property at all, especially property around railways. Someone within the group could also have reported the anti-social behaviour.	The train wouldn't have had to make an emergency stop and the safety of the driver and passengers would have remained in place.

ON A JOURNEY: OUTCOME TABLE

12-16 years

RESOURCE OVERVIEW

CHARACTERS	DECISION/CHOICE	OUTCOME	ALTERNATIVE DECISION	ALTERNATIVE OUTCOME
6) Michael	Ignored the level crossing safety signage and ran across the tracks at the last minute.	Put themselves, the train driver and passengers in danger and frightened the group of friends.	Wait for the alarm to stop and the lights to stop flashing or a friend/resident could have reported the irresponsible behaviour.	Safer behaviour crossing over the tracks.
7) Xander, Jesse, Jayden, Lola and Michael.	Messed about with a football at the level crossing when the line was clear and left it up to the last moment to stop kicking the ball to and fro.	Put many lives at risk including their own and their friends.	Saved the football game for a safer place e.g. a field/park near the station	The individuals would have been able to show off their skills in a safe environment without the danger of an oncoming train.
Behavioural and peer pressure decisions				
8) Jayden (plus others that choose to drink excessively e.g. Xander)	Some of the group decide to purchase alcohol	Always evaluate the level of risk in a new location. Drinking means your decision making will be impaired - this paired with a lack of familiarity with the location could have terrible consequences.	Responsible drinking or even better not drinking at all would have meant that the group could have fun without impairing their decision-making facilities.	As an individual you could trust your instincts and have a higher chance of avoiding risk.
9) Jesse and Xander	Decides to do graffiti on the footbridge	Graffiti is illegal in most public places. Any tagging, graffiti or street art around the railways involves incredibly high levels of danger to life.	There are plenty of spaces available to street artists where graffiti is allowed. If risk taking is the irresistible part of the activity, there are many safer ways to take risks and have an adrenaline rush without endangering your own life or the lives of others.	There would be no danger to life.
10) Ru	Despite talking to a friend about a gut feeling that something bad was going to happen as a result of all the risk taking they decide to stay and not go home early	The group continued to take risks, getting bolder and including this person in the risk taking.	As they had sensed a high level of risk they could have got an earlier train/called for help from family/the police. The friend they called could have also tried to be more persuasive and offered help too. "Do you want me to call the police? It all sounds really dangerous."	Fewer risks may have been taken and there may have been the possibility of removing at least one person from the risk taking behaviour.
11) Ali, Chloe, Jesse and Xander.	After using the shortcut down the hill they decide to continue to follow Xander across the track boundary taking them close to the train tracks.	Despite being aware of X's risk taking this person puts their own life in danger by following them.	It's ok to say no. We are all responsible for our own safety. In this instance X should have been firm. They could have outlined the risks i.e. there's a fence that's been knocked down, it's likely to be there for our safety. I'm not happy to go any further.	They may have been able to dissuade their friend from going any further but at the very least they would have been able to keep themselves safe as an individual.

Exploring the personalities within the group

- It's clear that Xander is a big risk taker and he seeks to influence lots of the other members of the group. This is most evident in the text messages. If the students don't spot it, draw their attention to the messages

What is revealed in the text conversations?

- In the conversation between Chloe and Xander, Xander dismisses the option of a lift home. Chloe could have tried to be more insistent here as her evening is now tied to Xander's. We can already see that Xander is intent on his version of the evening taking place – and his version is one that may involve risk taking
- In the conversation that Xander has with Jesse we can see more of the dynamic between the two friends. Xander is again insistent on his needs for the evening being fulfilled. We aren't quite sure what he wants to do, he says, "how about we hit the footbridge at Westbury"; this is in reference to some sort of risky behaviour that him and Jesse have previously engaged in. Jesse appeals to Xander's feelings for Chloe (it's here we learn that Chloe and Xander are seeing each other) when he says, "I thought you said Chloe hated it". Jesse refuses to get involved but at 15.06 we see that Jesse comes back to the conversation to say that he will think about it. Why does Jesse look as if he's going to change his mind?
- The answer comes when we look at the conversation Jesse has with Lola. Lola also recognises the fact that Xander is increasingly engaging in risky behaviour but leaves the conversation telling Jesse Xander is a "lost cause". At 15.00, Jesse replies saying, "That's harsh Lo, He's our mate." Could this be why at 15.06 Jesse returns to the conversation with Xander?
- There is further evidence of Xander's influence on his group of friends through his conversation with Jayden. He's focussed on getting Jayden to take risks too. He encourages him to buy alcohol even though Jayden said he has work in the morning. In reality, Jayden doesn't take lots of persuading. Is there a reason for Xander's risk taking?

- We get a little more of an insight into what might be behind Xander's risk taking through his conversation with Gbemi. Gbemi asks Xander how his dad is. Xander clearly doesn't want to talk about this as he takes nearly an hour to answer her question and then only says "It's none of your business Gbemi." This conversation clearly bothers Xander as he returns to his conversation with Jayden to say "Let's make tonight a good one"; perhaps this is to ensure Jayden is still on track to take some risks with Xander

Evidence in the photo dump

- The photo dump tells a story of a night that started well with the group heading up the hill to see the sunset. We see lots of sunset shots but there are also some more worrying photos to explore. One person seems to be walking off into the distance and two people appear to be having some sort of argument. There are also two photos of a male friend looking angry and frustrated. We also see a footbridge covered in graffiti – can this be a clue as to what Xander meant by "how about we hit the footbridge at Westbury"

Evidence on social media

- The police have got access to Xander's online social profiles and it's clear that his recent activity has involved him following, liking, and sharing accounts that feature risk taking activities with graffiti and the train environment. **This is a good opportunity to have a discussion with students about social media and content creators that feature risk taking activities. Social media rarely covers the consequences of these activities**

PLENARY

- When the class has gone through the evidence, it is their chance to share what they think happened. You may find that some students come to very different conclusions. These conversations may offer some interesting insights into your students' relationships with each other and with risk

12-16 years

Differentiation

- This resource contains a range of statements, video footage and photographic evidence; some students may find this overwhelming and will benefit from working with an adult. It's important that all students also refer back to their own behaviour in order to embed the Switched On thinking messaging within this resource
- Students that are ready for an additional challenge can add a new character to the case study this character should help change the outcomes in a positive way

RESOURCE 4

CONSEQUENCES: SWITCHED ON FOR SPLIT SECOND DECISIONS

Overview

After watching the [Parallel Lines film](#), students must produce an impact analysis to explore the far-reaching effects of an incident on the tracks

Learning outcomes

- I can identify reasons for rail safety rules and behaviours, and consequences for disregarding these, for oneself, others and the wider community
- I can demonstrate ways to resist pressure to behave in an unsafe or risky way around railways

Supporting resources and equipment required

- Consequences worksheet

Suggested order

- Introduction: Dean's statement
- Activity: Creating impact maps
- Plenary: Class discussion

Timing

30-40 minutes

ACTIVITY

- As a class, watch the Parallel Lines film

**CLICK HERE
TO GO TO VIDEO**



- Write Dean's comment from the **Parallel Lines film** on the board "No harm done, right". What do the students think about this comment?
- Working in pairs or individually, ask students to consider each character in the film (Dean, Ashley and the train driver) and create an impact map for each of them:
 - a. using the case study outcome
 - b. using the alternative outcome i.e. if Switched On decisions had been made
- They could consider the following:
 - the direct, immediate effect on that character
 - the longer-term effect on that character
 - any potential future effects
 - the effects on anyone directly connected to them (e.g. family, friends)
 - anyone indirectly connected to them (e.g. work colleagues, other relatives, people they pass in the street, neighbours, teachers etc.)
 - any impact in relation to the character's future e.g. hospitalisation, on-going treatment, trauma, mental health struggles etc.

PLENARY

- After everyone has completed the activity, begin a whole class discussion that focuses on:
 - How many people could potentially be impacted by a risky decision or choice?
 - What is the difference in impact of making a different type of choice?
 - Is a risky decision ever completely 'harmless' i.e. only affect the person directly involved?

Differentiation

- Some students may need to focus on a smaller number of characters' impact maps

12-16 years

RESOURCE 5

MAKE YOUR CHOICE

Overview

Pupils discuss different scenarios on a set of consequences cards to enable them to consider their own values and potential behaviour in relation to different choices and decisions.

Learning outcomes

- I can describe and explain rail safety rules and behaviours
- I can identify reasons for rail safety rules and behaviours, and consequences for disregarding these, for oneself, others, and the wider community
- I can identify rail-related risks and dangers
- I can describe ways to keep oneself and others safe around railways, and how to get help in an emergency
- I can demonstrate ways to resist pressure to behave in an unsafe or risky way around railways

Supporting resources and equipment required

- Make your choice worksheet
- Scissors to cut up the cards

Suggested order

- Introduction: Work through one of the scenarios as a class
- Activity: Students to analyse the scenarios and come up with best practice responses
- Plenary: Students should share their responses to the scenarios and try and relate their learning to local context

Timing

20 minutes

Home learning tips

The scenarios could be explored at home and students could submit their thoughts through email to school.

ACTIVITY

- This activity contains nine different scenarios for students to explore and works well with the students working in small groups
- Choose one of the scenarios and work through it as a class, encourage students to think beyond their immediate responses, can they relate to the scenarios?
- It may be easy to give a reasonable response to risk in a classroom setting but what other factors might they need to consider in real life e.g. peer pressure?
- Divide the class into small groups and give them three different scenarios to explore
- Some suggested discussion points and answers for each scenario are below:

1. Two people are standing on the edge of the platform waiting for their train. One gets their ticket out to look at it, a train goes by on the other side and the ticket blows out of their hand and on to the track. The train isn't due for another five minutes, the ticket is literally right there and there aren't any staff around.

It would appear that all signs point to getting the ticket being without risk. This however, is 100% incorrect. It is never safe to lower yourself down onto the tracks – even if you've dropped something incredibly valuable or important. There are a number of risks from an oncoming train – even though you may not be able to see the train, trains move incredibly quickly and can be very quiet. There is also the danger of electrocution from the third rail. The third rail constantly has electricity running through it to power the trains. Although there isn't any staff at the station, there may be a member of staff on the train or at your destination.

2. Two friends are on their bikes rushing to get to school. It's raining and they're late. As they approach a level crossing the lights start to flash and the alarm goes off, but the gates aren't coming down yet. If they get trapped behind the barrier they will definitely be late for school. The friend in front puts on a burst of speed and gets over the crossing. The other friend isn't going so fast but the first shouts 'Come on, you can easily get across in time!'

12-16 years

This is the time to use your Switched On thinking. It is never safe to move over the tracks at a Level Crossing when the lights and alarms are going off. This means that a train will arrive imminently. It's time to weigh up the risks. Yes, you may be late to school but an explanation of having to wait for a train will be an adequate reason for being safe. You can even tell Teachers at school to check the train timetable!

3. It's the last week of the summer holidays, it's hot and everyone is bored. A group of friends go out for a walk and find themselves walking alongside a goods' yard. The fence isn't that high so they climb over to have a look around. One of them suggests they all climb on top of the roof of a train to sunbathe – the trains aren't in use and the kids wouldn't be doing any harm if they were just lying there.

The goods yard is private property and if you enter this area you are trespassing. Sunbathing on top of the train may appear to be just a bit of fun but you have no idea if the trains are safe or not. There could even be the danger of electrocution in this area. There will be plenty of other great sunbathing spots elsewhere – try and persuade the group out of this Switched On decision and ensure the safety of you and your friends.

4. There's a level crossing nearby without barriers. Someone is running across it and they drop their mobile on the track but don't realise until they are across and look back. They can see a train but it looks like it's quite a way off yet. The friend they're with tells them to just leave it but it's a really expensive phone.

This is a tough situation but there is only one safe option when you're around the tracks. You can see the train – this means that there is immediate risk to life if you are not as a safe distance from the tracks. Yes, this could turn out to be an expensive mistake for the runner but it's absolutely not an option to go back and get the phone now. The runner may get lucky and the phone could remain undamaged, however if they go back onto the track it's breaking the law and highly likely to end in life changing injuries.

5. Two friends arrive at a station together but they're going to catch different trains on opposite platforms. While they're waiting for their trains they are waving at one another, when one realises the other one has their door key which they were looking after in their pocket. There isn't time to run down the platform, up the stairs and over the bridge, but the opposite platform is only a few metres away across the track. The person with the keys says 'We'll just nip across – I'll meet you in the middle'.

This is illegal and dangerous. The first danger is of the potential for an electric shock from the third rail. Secondly, even though it appears that a train isn't in sight that could change quickly. The friends needs to keep themselves and each other safe. They need to go around the long way, even if it means missing their train. This is the only Switched On decision they can make.

6. A group of friends are leaning over a railway bridge. One suggests chucking rubbish on to the track to see what they can hit. There's a pile of building bricks and metal close by and someone suggests throwing some of that down.

Throwing obstructions onto the line is illegal and highly dangerous. Although this may seem like a bit of harmless fun it can have serious consequences. From causing severe delays to people's journeys to potentially causing a very serious train accident. It's also likely that this dangerous behaviour will be caught on CCTV, which could mean a fine or a custodial sentence.

7. Two friends are walking home at night. It's late and they want to get back quickly. There's a shortcut along the side of the railway – it's not very far along the track but it will save them about half an hour of walking the long way round. They've got torches on their phones so will easily be able to see where they're going.

Regardless of levels of visibility this is a highly dangerous activity. No amount of saved time is worth risking your life for, particularly when you bear in mind that many modern trains move incredibly quickly and almost silently. Outside of an oncoming train there is also the danger of

electrocution. A Switched On decision will see you taking the long route.

- Someone is walking their dog. The dog starts to try and chase a rabbit and pulls the lead out of their owner's hands. It gets under a fence and on to the railway line embankment. The hole in the fence is big enough for a person to get through – the dog is confused and it might run on to the track.

An animal on the tracks could cause an accident. The first important but difficult decision is to never follow a pet onto the tracks. If this happens the owner should call the Network Rail 24hr Helpline 03457 11 41 41. They should also mention the hole in the fence as this is also a problem that should be fixed as soon as possible to prevent further problems with people or animals finding their way close to the tracks.

- Someone on the way to work stops at a level crossing with the alarm going off the barriers down. They wait for a few minutes and a train goes by. Five minutes later the barriers are still down but no train has gone past. There's a long queue of cars behind and some are honking their horns. There is only one barrier on the driver's side so they could drive round it.

The barriers are still down for a reason. This is to keep everyone safe, as another train will soon be passing through the Level Crossing. At times we may have to wait longer than we want for the Level Crossing to clear and for it to be safe for us to move over the crossing. The only safe time to drive over a level crossing is when the alarm has stopped sounding and the barriers are fully raised.

- Once students have explored all of the scenarios, encourage them to think about a local context; are there hazards that they should be aware of?

Differentiation

- Some students may need to work with an adult to work through a shorter number of scenarios.
- Students that would like an additional challenge could write their own scenarios based on the issues they have explored through this topic.

RESOURCE 6

SIGHT-SEEING: ARE YOU SWITCHED ON?

Overview

A multiple choice quiz about signs – what do they mean and where would you see them. This quiz can be combined with the original Track facts quiz to assess progression in learning and understanding of rail safety and consequences of behaviour and choices.

Learning outcomes

- I can identify, describe, and demonstrate safety signs and behaviours at a train station
- I can explain reasons for safety signs and behaviours at a train station, and consequences of disregarding these, for myself and others
- I can describe and explain safety signs and behaviour at a level crossing
- I can identify other rail-related risks in different places

Supporting resources and equipment required

- Are you Switched On? slides

Suggested order

- Introduction: Assess existing knowledge of safety signs
- Activity: Quiz
- Plenary: Design your own safety sign

Timing

30 minutes

Home learning tips

This activity is a self-contained quiz and suitable for home learning.


ACTIVITY

- This interactive quiz is designed to test your students' knowledge at the end of this rail safety resource. It can be used alongside Track Facts as a post unit assessment tool
- The resource will bring up a number of safety signs and the students will need to think quickly and recall its meaning and where they are most likely to see it

12-16 years

- Before starting the quiz, ask your students to bring to mind as many train and track safety signs as possible. Ask them to share the number that they can think of before starting the quiz

The table below shows the answers to help you support your students as they complete the quiz:

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. Did you know even the emergency services aren't allowed to go past when these lights are flashing!	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 some footpath or bridleway level crossings or private vehicle 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, and also to obtain permission to cross.	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. The signs will tell you if you need to phone.
	You can't go further than this sign as it could be dangerous.	At stations.
	That the level crossing in front of you does not have a barrier. You must Stop, Look and Listen in order to ensure it is safe to cross the tracks.	At a level crossing where there is no barrier. These types of level crossings are usually found in rural areas where cars have to give way to trains.
	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.

SIGN	WHAT DOES IT MEAN?	WHERE WOULD YOU SEE IT?
	<p>If the lights at a level crossing continue to show, another train may be approaching.</p> <p>The sound that the signal makes changes when this happens too so you know there is a second train approaching.</p>	<p>At a level crossing.</p>
	<p>This is a reminder that trains don't always sound their horns as they approach level crossings and only do so if you're too far out to be able to see.</p>	<p>Level crossings.</p>
	<p>That the level crossing in front of you does not have a barrier. You must Stop, Look and Listen in order to ensure it is safe to cross the tracks</p>	<p>At a level crossing where there is no barrier. These types of level crossings are usually found in rural areas where cars have to give way to trains.</p>
	<p>This indicates that there is a level crossing ahead that uses either automatic barriers or gates operated manually by railway staff.</p>	<p>At a level crossing that has a gate or a barrier.</p>
	<p>If the light is not showing red or green you must call the operator to discuss crossing the tracks safely.</p>	<p>At a level crossing.</p>
	<p>If the light is not showing red or green you must Stop, Look and Listen and only proceed over the tracks if you are sure that there is no oncoming train.</p>	<p>At a level crossing.</p>
	<p>These signs display different instructions of what to do in an emergency. It's always important to read signs carefully. Sometimes there might be an emergency phone you can use, in others there will be specific numbers to call to report an emergency.</p>	<p>At a level crossing.</p>

12-16 years

PLENARY

- As an extra challenge some students may want to design their own rail safety sign – based on the risks they have read about and watched can they design their own effective safety sign? From neon to star shaped, is it possible to create a more effective sign?
- Once you have completed all of the Living Switched On resources, don't forget to return to the **Track Facts quiz** to assess progression in learning and understanding of rail safety and consequences of behaviour and choices

Differentiation

- Some students may benefit from having a few of the most common signs printed out and in front of them in order for them to develop an increased level of familiarity and understanding

RESOURCE 7

TEGAN'S STORY

Overview

An insight into a real life incident where Tegan retells her story and her desire for other people to learn from what happened to her.

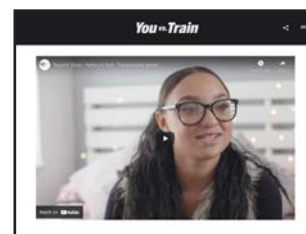
Learning outcomes

- I can describe and explain rail safety rules and behaviours
- I can identify reasons for rail safety rules and behaviours, and consequences for disregarding these, for oneself, others, and the wider community
- I can identify rail-related risks and dangers
- I can describe ways to keep oneself and others safe around railways, and how to get help in an emergency
- I can demonstrate ways to resist pressure to behave in an unsafe or risky way around railways

Supporting resources and equipment required

- Tegan's story video

CLICK HERE
TO GO TO VIDEO



Suggested order

- Introduction: A discussion about the types of things that could cause bad decision making
- Activity: Watch Tegan's Story and answer questions
- Plenary: How are the class going to learn from Tegan's story?

Timing

20 minutes

Home learning tips

The film and question activity can be easily completed at home. If possible it would be useful for students to hear each others' answers to the questions through an online classroom experience.

ACTIVITY

- This activity contains a film and discussion questions for students to consider
- Decide if you would like to run the activity with the whole class or organise the class into smaller discussion groups
- The story isn't overtly graphic; however it does contain details of an accident at the tracks where a young person receives a powerful electric shock from the third rail life-changing injuries in the form of burns. It is worth being aware of any sensitivities students may have towards the resource and ensuring they are aware of what to do if they feel uncomfortable at any stage
- Watch the film and then ask students to answer the discussion questions below – some guidance about the answers is given below:

**1) Why did Tegan try to cross over the tracks?
Could this outcome have been changed?**

- Her friend was over the other side of the tracks and she thought it would be the fastest way to get to her
- Tegan also mentioned that she had decided to have a drink whilst at the beach, this could have contributed to flawed decision making

2) How could this outcome have been avoided?

- Tegan's friend could have encouraged her to take a safer route
- Tegan could have ensured that her intake of alcohol was minimal and therefore unlikely to impair her judgement
- If Tegan had known about the third rail she would not have tried to cross over the rails as she would have known that there is always an electric current running through the rail

3) How many people were involved in helping Tegan?

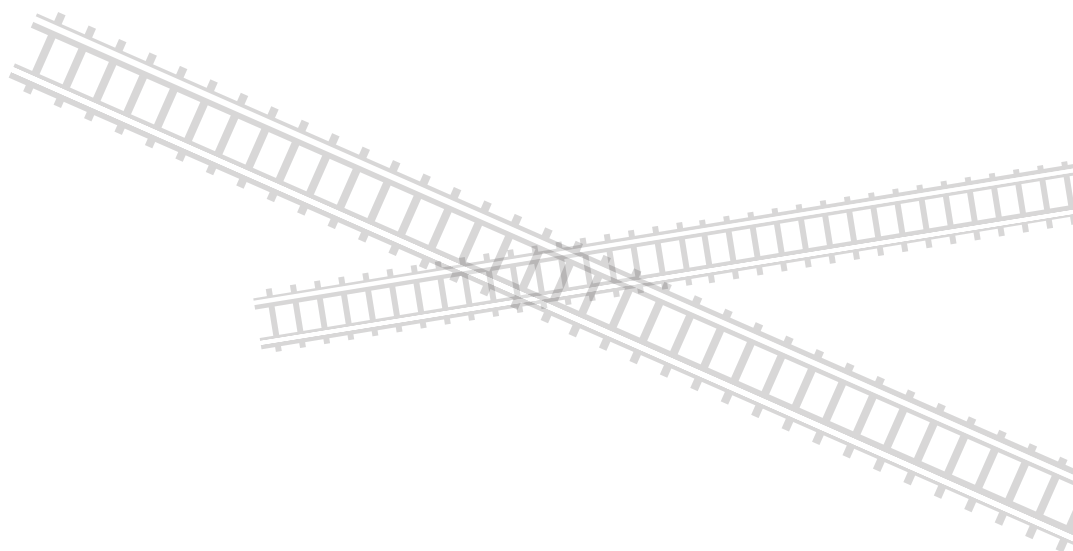
- Two rail workers at the station
- A lady that gives Tegan CPR
- The paramedics
- The helicopter ambulance workers
- Nurses and doctors at the hospital
- Physiotherapists
- Family and friends
- What are the dangers of the third rail?

4) How long was Tegan in hospital for?

- Tegan spent 5 months in hospital and she explains that her time in intensive care was the hardest in her life

5) Are Tegan's injuries restricted to her body?

- Tegan's physical injuries were life threatening, she had been electrocuted and went into cardiac arrest she had third degree burns
- Tegan also talks about how her mental health has been affected by the accident, she worries about showing her body where there is damage and comments that strangers could make about her scars



12-16 years

INTERACTIVES

SWITCHED ON TRAIN DRIVER

Overview

An interactive game in which students must try to bring the train to an immediate stop when hazards appear by pressing the spacebar to emergency stop. Students will face a variety of difficult weather conditions that will aim to compromise their reaction time.

Learning outcomes

- I can describe and explain rail safety rules and behaviours
- I can identify reasons for rail safety rules and behaviours, and consequences for disregarding these, for oneself, others, and the wider community
- I can identify rail-related risks and dangers
- I can describe ways to keep oneself and others safe around railways

Supporting resources and equipment required

- [Switched On Train Driver interactive](#)
- [Parallel Lines – You vs Train](#)
- [You vs Train rail safety videos](#)

SUGGESTED ORDER

Introduction: A discussion about the speed that a modern train travels (125mph) and how silent they are.

Activity: Switched On Train Driver game.

Plenary: Do students know the risks of railway obstruction and how likely it is for them to be seriously injured if they find themselves on the railway? Watch the Parallel Lines film to explore the dangers and consequences of making poor decisions around trains.

Timing

20 minutes

Home learning tips

The game and following plenary can be easily completed at home. If possible, it would be useful for students to hear any discussion about learnings through an online classroom experience.

ACTIVITY

- This activity is a hazard-spotting themed game designed to demonstrate that no matter your reaction speed, a train will never stop in enough time from travelling at 125mph to avoid obstructing a hazard
- Decide if you would like to run the activity with the whole class, where each student takes a turn with the rest of the class as audience, or organise the class into smaller groups to play the game individually

12-16 years

INTERACTIVES

SWITCHED ON ELECTRICITY

Overview

An electricity-themed interactive maze game in which students must keep a steady hand to guide their cursor through the maze to the finish line without touching the electrified walls.

Learning outcomes

- I can describe and explain rail safety rules and behaviours
- I can identify reasons for rail safety rules and behaviours, and consequences for disregarding these, for oneself, others, and the wider community
- I can identify rail-related risks and dangers
- I can describe ways to keep oneself and others safe around railways, and how to get help in an emergency
- I can demonstrate ways to resist pressure to behave in an unsafe or risky way around railways

Supporting resources and equipment required

- [Switched On Electricity interactive](#)
- [Tegan's story](#)
- [You vs Train rail safety videos](#)

SUGGESTED ORDER

Introduction: A discussion about electricity present in rail infrastructure and that not all current is the same, introduce the concept of AC/DC.

Activity: Switched On Electricity interactive.

Plenary: What has the class learned about how electricity behaves? To supplement discussion, watch Tegan's Story with the class, or another You vs Train rail safety video, and answer questions.

Timing

20 minutes

Home learning tips

The game and following plenary can be easily completed at home. If possible, it would be useful for students to hear any discussion about learnings through an online classroom experience.

ACTIVITY

- This activity is an electricity-themed online game designed to test how smoothly students can guide their cursor through an electrified maze
- Decide if you would like to run the activity with the whole class, where each student takes a turn with the rest of the class as audience, or organise the class into smaller groups to play the game individually
- The activity aims to help students contextualise the different types of electricity current in rail infrastructure and how they behave differently. The activity will introduce AC/DC and where both are present in rail infrastructure
- Once students have completed playing the game, ask students what they understand about AC/DC, how it behaves and where it's present.
- To supplement this activity, you can select a rail safety video from You vs Train and have students spot if there's been an incident surrounding electricity and what current might have been present

12-16 years

INTERACTIVES

SWITCHED ON STOPPING TRAIN

Overview

An interactive game where students must use the scroll wheel on the mouse, or trackpad, and scroll to see how long it takes a train travelling at 125mph to stop. Throughout the game, famous landmarks will appear to indicate the distance the train is travelling before stopping.

Learning outcomes

- I can describe and explain rail safety rules and behaviours
- I can identify reasons for rail safety rules and behaviours, and consequences for disregarding these, for oneself, others, and the wider community
- I can identify rail-related risks and dangers
- I can describe ways to keep oneself and others safe around railways, and how to get help in an emergency
- I can demonstrate ways to resist pressure to behave in an unsafe or risky way around railways

Supporting resources and equipment required

- [Stopping Train interactive](#)
- [Parallel Lines](#)
- [You vs Train rail safety videos](#)

SUGGESTED ORDER

Introduction: A discussion about the speed that train's travel and how difficult it is for them to come to a complete halt. The likelihood that even if we think we can see a train coming, we likely won't hear it.

Activity: Switched On scroller game.

Plenary: What has the class learned about the full speed of a train and the distance a train must travel before halting? To supplement discussion, watch Parallel Lines again with the class, or another You vs Train rail safety video, and answer questions.

Timing

20 minutes

Home learning tips

The game and following plenary can be easily completed at home. If possible, it would be useful for students to hear any discussion about learnings through an online classroom experience.

ACTIVITY

- This activity is a distance-themed online game designed to contextualise how long it takes, and how far a train travels, before a train comes to a complete stop
- Decide if you would like to run the activity with the whole class, where each student takes a turn with the rest of the class as audience, or organise the class into smaller groups to play the game individually
- Once students have completed playing the game, ask students what they understand about the full speed of a train and how that affects stopping distance. Do they know that most trains are nearly silent?
- To supplement this activity, you can select a rail safety video from You vs Train, such as Parallel Lines, and have students spot if there's been an incident surrounding a moving train

12-16 years

RESOURCE 8

TRACK BACK

Overview

When surrounded by peers, living up to best safety practices in the rail environment can easily slip from our attention.

Track back identifies and addresses unsafe behaviours within the rail environment including misuse of train station escalators and sitting on the platform edge.

Using a set of high impact photographs, students will be encouraged to use role-play, discussion and empathy to explore the behaviours of their peers and analyse how attitudes to risks may change for the better and for the worse.

Learning outcomes

- That behaving unsafely around railways can lead to serious injury and death
- Ways to keep my friends safe and resist peer pressure to ignore safety signs and take risks at a station
- I know that taking risks around rail tracks can end in serious injury or death, which can have an impact on others and the wider community, as well as myself
- How to use what I have learned to consider my own preconceptions about behaviour around rail tracks, and potentially change these and my future behaviour
- What to say and do to keep my friends safe, or resist pressure from friends to take risks or behave unsafely around rail tracks

Supporting resources and equipment required

Interactive whiteboard, Track Back Photography slides and printouts (prepare ahead and ensure you have enough for your students to work in small groups). Any props you may want students to use in their role plays.

SUGGESTED ORDER

Introduction: A review of the impact of ignoring safety messages around the rail environment.

Activity 1: Choose from a range of activities designed to develop risk management strategies.

Activity 2: Complete an empathy map.

Plenary: The importance of having an “exit plan”.

Timing

20 minutes – 1 hour depending on how the resources are used

Home learning tips

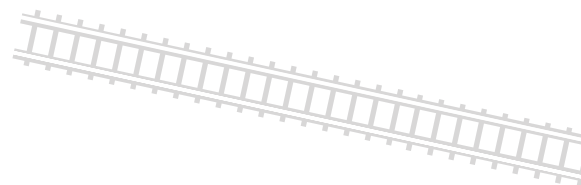
This activity is suitable for use at home. Although it is designed for use in small groups it can work equally as well for an individual. Roleplay prompts can be used for wider discussion around the character and themes shared in the photographs.

Differentiation

The success of this activity hinges on students’ willingness to engage in role-playing within small groups; however, if a student finds this overwhelming, they can utilise the discussion questions to delve into the main themes explored in this resource.

Students who complete the activities ahead of schedule can be offered the opportunity to extend their learning by devising their own role-plays. Each role-play should demonstrate strategies and techniques to avoid risk taking behaviour around the rail environment.

Students can also be encouraged to reflect on the learning and create action plans of how they would react if they found themselves in a dangerous situation around the rail environment.



ACTIVITY

- Track Back is about encouraging students to analyse risk taking behaviour and decision making around the rail environment
- Please note that this resource has been designed flexibly with several options for delivery. We recommend reviewing the resources and the delivery options and deciding which delivery route will suit your students best
- The resource includes four high impact series of photographs and four activities to use to encourage exploration of the key themes

Delivery options

- There are four activities for students to work with when using the Track Back photographs
- Each activity has its own guide with a printable for students to use in order to run the activity independently. You can access this [here](#)
- For teachers short on time, you may choose to use just one scenario with the whole class and use one activity such as Freeze Frame and Remote Control
- If you have more time available an additional option is to split your class into small groups and give each group a different scenario. Then choose which activity you would like the groups to carry out
- Examples are given in the table below:

Escalator: The Fall	Freeze Frame and Remote Control
Escalator: Watch Out	Storyboarding
Platform: Dangling Legs	Group Discussion (there are recommended discussion questions for each photograph)
Platform: Selfish Selfies	Freeze Frame and Remote Control

- As with all discussions linked to risk taking behaviour it's important to be aware of the existing experiences of your students
- Ensure that you have clear guidance in place of what students should do if they find the subject matter upsetting
- Begin the lesson by reviewing any prior learning on this subject and assessing the students' current levels of skills and understanding about safety around the rail environment
- You may want to ask questions like:
 - *Are there any rules about how we should behave around the rail environment? How do we know this?*
 - A: Clear rules dictate how we should behave in stations and on platforms. Safety advice and information is displayed around the rail environment on posters, notices, and through voice announcements
- *What are the risks of not paying attention to the safety rules?* (also see page 16 **Sightseeing are you switched on?** For more information on common safety signs around the rail environment)
 - A: **Physical Harm:** Dangerous behaviour may lead to accidents such as falls, trips, or collisions with moving trains or station structures
 - **Electrocution:** Trespassing on tracks or climbing on equipment can result in contact with live electrical components, leading to severe injuries or even fatalities
 - **Train Collisions:** Ignoring safety measures increases the risk of being struck by a train, causing serious injuries or death
 - **Legal Consequences:** Engaging in unauthorised activities or trespassing on railway property can lead to legal repercussions, including fines or arrest
 - **Emotional Impact:** Witnessing or experiencing accidents due to risk-taking behaviour can have lasting emotional effects on individuals and witnesses
 - **Disruption of Services:** Certain risk-taking actions, such as unauthorised access to tracks, may disrupt train schedules, affecting the overall efficiency of the railway system

12-16 years

- Discuss the learning objectives for this resource and highlight that although the rail environment is at the centre of the activities, the activities they are going to engage in will look at risk taking, peer pressure and what action you can take to remove yourself from danger without putting friendships at risk
- Tell the students that you are going to bring up several photos on the interactive whiteboard and you want them to carefully look at the photos

For your information, an outline of each scenario is below:

Escalator: The Fall

We see two shots picturing a group of young people messing about on an escalator. There is someone laughing and holding a camera up ready to catch the action.

Escalator: Watch Out!

We see two shots picturing people staggered up an escalator with a young person at the bottom in their own world looking at their phone with people behind them pointing as if saying 'watch out, you're almost at the bottom!' The young person has big headphones on and a bag on the escalator step.

Platform: Dangling Legs

We see two shots of a couple of friends waiting for a train. The young boy looks tired of standing and in the next shot is crouching down mid-action as though he is about to sit on the platform edge.

Platform: Selfish Selfies

The two shots feature a group of young people trying to take a selfie that involves an element of danger. One is holding the other by their shirt as they lean back over the tracks. Both could lose their balance very easily.

- Bring each series of photos on the screen one by one and ask the students to individually consider the questions below (*there is no need to share their answers at this point the upcoming activities will offer more opportunities to do this*)
- a) What is happening in the photo?
 - b) Who is in the photo? Can you give each person a name? Can you imagine who they are? Their

personality? What might their relationship be like to each person in the photo?

- c) How is risk shown in the photograph - who is taking the risk, are they aware of it or not?

Now that the students are familiar with the photography, introduce how they will be using the photos.

If you know your group will find it challenging to read the instructions for each task you may want to go through each activity before you send the students off to their groups.

Teacher guidance Freeze Frame and Remote Control (see student resource for further information)

- In this activity, the students will take control of the narrative
- They will begin the activity creating a "freeze frame" where they recreate the photo themselves
- One student will be the director and will be in charge of getting the students to play out the action
- Students will use roleplay and drama skills to rewind and fast forward the action depicted in the photo - what can they learn about the different characters through this activity?
- Can they play the action in different ways?
- How could tragedy be avoided? Which characters hold the power? How can this be changed for the positive?
- The director will take it in turns to "switch on" different characters where they will share their thoughts and opinions on what is happening in the freeze frame

Teacher guidance Storyboarding

(see student resource for further information)

- Students will be invited to extend the story from the photographs
- They will have several squares within a storyboard to complete. What happened before this photo? What happens afterwards?
- Students will be encouraged to then discuss alternative outcomes
- What sorts of actions and key discussions could have taken place between friends in order to avert danger?

12-16 years

Group discussion

- Students can work in small groups or as a whole class to grapple with several key questions related to peer pressure
- The questions will guide the students to analyse the different characters in the photographs
- How might they be feeling? What might motivate them to make safer decisions?
- Have the students themselves ever been in a situation where they have felt out of control or where they haven't felt speaking their mind about risk?

Final whole group activity

- Ask each group for feedback from their individual activities
- Each group should choose a spokesperson to share the "story" held within their scenario and then share some responses to the answers below:
 - What did they find out about the people in their photographs?
 - Was anything surprising?
 - Did they come up with any solutions to support avoidance of risk taking activities?
- Once all groups have fed back to the rest of the group, introduce the empathy map (ideally each student should have a print out to write on or a digital version to access and edit on their own devices)
- Tell the group that they are going to use an empathy map to get a better understanding of one of the people in the photograph they have been exploring i.e. how they see the world, what motivates them and how they experience risk
- Go through each section of the map and check that the group understand how it can be used
- Model how one section could be completed using a character from one of the photographs E.g. "We know that Martin is a big risk taker, he's often in control of social situations and sees any questioning of his decisions as criticism. How might he hear a comment from someone trying to keep him safe? A: He's likely to hear negativity rather than someone trying to look after him."

PLENARY

- Bring the students back together as a group and pose the key question of what individuals can do if they are unable to change someone's mind in a dangerous situation
- Introduce the idea of always having an exit plan
- An exit plan is something students can use when they feel uncomfortable in any situation, this could be as a result of risk taking but could also be if an event hasn't quite gone to plan and an individual wants to leave an event early
- You create an exit plan by thinking about an event before you get to it. Think about the sort of activities you are happy to engage in and think about ones that could make you feel uncomfortable or in danger
- If a situation arises where you don't feel comfortable, you can simply make an excuse and leave
- The excuse could be as simple as "I agreed with (insert family/carer name here) that I'd be back home by X time. I have to go now."
- If you have agreed an exit plan with a friend you can simply text an agreed symbol or emoji to them and this can be a sign that you would like to leave
- Remind students that they all have the right to feel safe at all times and an exit plan can help them to leave an event if there is risk taking behaviour that is getting out of control
- As a last task ask the class to spend one minute imagining a scenario similar to the ones depicted in the photographs. What action would they take to ensure they avoided dangerous risk taking?