Education plays a vital role in level crossing and rail safety. Help young people get engaged in Britain’s railway.
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The lesson plan activities have been based on the ‘Key Stage’ structure in England and Wales. For Scotland we have provided the equivalent groupings in this chart.

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Introduction

Level crossing and rail safety
Lesson plan activities for secondary schools

Education plays a vital role in rail safety

Education about rail safety in Key Stages 3 and 4 can provide young people with timely information and equip them with the skills to stay safe as they enjoy greater independence in their teenage years.

It’s essential that young people know how to use the railway safely. Those who don’t could find themselves in the wrong place at the wrong time, and at serious risk of harm to themselves and others. There are dangers from the electrified rail and overhead lines, as well as the possibility of tripping and being injured. Trains travelling at high speed aren’t able to stop quickly and will hit any obstruction on the track.

The number of deaths and incidents on level crossings is low in Britain compared with other countries, however in recent years there have been 44 deaths at level crossings. Each case is a tragedy for the families and communities involved.

Curriculum links

All our lesson plan activities have links to the curriculum and clear learning objectives
Key Stages 3 and 4 Lesson plan activities

Level crossing and rail safety

These lesson plan activities have been designed for Key Stages 3 and 4 and look at railway safety in relation to other issues such as peer influence, attitudes to risk and taking responsibility. They have been developed with teachers to match curriculum areas and meet requirements for Personal, Social, Health & Economic Education (PSHEE) teaching.

Ofsted

These activities can help your school meet the Ofsted requirement that pupils should be able ‘to assess and manage risk appropriately and keep themselves safe. Risk includes those risks associated with...extremism, new technology, substance misuse, knives and gangs, relationships, water, fire, roads and the railway...’.

Note to teachers:
Core rail safety facts and information covering the key areas of level crossings, electrification and trespass and vandalism can be found in the Rail Life Safety Guide, downloadable from the Secondary Resources page at www.networkrail.co.uk/safetyeducation
Lesson plan activity for Key Stages 3 and 4

PSHEE/English/Drama

Danger on the tracks: a drama

Did you know...
The overhead lines carry 25,000 volts.
That’s 100 times more powerful than domestic electricity

In this activity pupils draw on real life stories to create and act out a short drama about an incident on the railway track, and then report on the event for local media. It encourages pupils to understand the risks of using the railway inappropriately and the consequences this can have.

Learning objectives

This activity will help pupils understand:
– The risks associated with misusing the railway.
– The factors that might influence their own attitude to risk and their actions.
– The importance of taking responsibility for their own behaviour.
– The relationship between decision-taking and consequences.

Note to teachers:
This activity is suitable for pupils aged 11–16. You may want to give more guidance to younger pupils in this age range.

Drama

Britain’s railway network is one of the busiest in the world. Trespass on the railway can have tragic consequences.

This activity can be performed by one or more groups depending on numbers in the class. Ask pupils to script and act out a short drama about a dangerous incident on the railway which involves one or more of the following:
– Trespass on to the tracks.
– Electrification: the third rail, overhead lines.
– Misuse of a level crossing.

Did you know...
The overhead lines carry 25,000 volts.
That’s 100 times more powerful than domestic electricity
a. Research

You can use the following resources to help shape the drama:

Real life story videos
You can download the videos below by going to Supporting Materials under Secondary School Resources via the link: www.networkrail.co.uk/safetyeducation

Leighton and Sammy
Leighton tells the story of his girlfriend Sammy who died in his arms after she tripped and fell on the electrified rail while they were taking a shortcut across the railway.

Richard
Richard drove over a level crossing when the lights were flashing and the alarm sounding, crashing into a train. His two friends died.

Railway staff talk about what happens on the tracks
Train drivers and a mobile operations manager for Network Rail give the lowdown on the risks.

News reports of the real life incidents
You can view news reports of these real life incidents on the links below:

- Samantha Cook
  www.news.bbc.co.uk/1/hi/england/hampshire/6382771.stm

- Richard Fleming
  www.news.bbc.co.uk/1/hi/scotland/highlands_and_islands/7346459.stm

BBC news report...
A teenage mother was electrocuted by a live railway track as she took a shortcut home...
Why not...
Use the videos as a basis for discussion about safety issues and the risks that the people in the videos encountered in each case. Younger pupils could write a first person account as if they were the person in the video.

Further resources

Key facts about the railway
Find the facts on the railway and level crossings via this link:
www.rail-life.co.uk/trackthefacts.html

Level crossings = life savers
Level crossings enable us to cross the railway safely. They are life savers. To find a factsheet that contains some useful detailed information about level crossing safety, go to Information For Parents via the link below:
www.networkrail.co.uk/safetyeducation

Trespass and vandalism
This video illustrates the dangers of trespassing on the railway:
www.trackoff.org/TrespassAndVandalismasp?subItemId=A2AD2237-950B-40B0-93B1 455C6D8B40E2&#anchorVideo

The dangers of the electrified rail
BBC news story about deaths caused by the third rail:
www.bbc.co.uk/news/uk-10640569

Perspectives
A video about the impact of a death on the railway, from the point of view of railway staff as well as the British Transport Police available from Secondary School Resources via the link:
www.networkrail.co.uk/safetyeducation

b. Outline scenario

The class should consider these aspects in creating their own drama:

Characters involved
– You and your friends or others you know, or characters you’ve made up.
– Parents, brothers, sisters.
– Form teachers.
– The emergency services.
– A police officer.
– An ambulance crew.
– The Network Rail community safety manager.
– A local councillor.
– Reporters from the local newspaper and TV station.

The situation
What was the occasion and time of day? For example, was it dark, cold or rainy making it hard to see what’s happening – or a clear sunny day when you’d expect to know well in advance if a train was coming...
The reason for ending up on the track
A shortcut returning home from seeing friends? A game? A regular journey home from school or work? Rescuing an animal or a ball?

What happened?
There are a number of scenarios to choose from, including trespassing on the tracks illegally, or messing around on a level crossing, or an incident involving the electrified overhead lines or third rail.

Why did it happen?
A combination of factors may have caused the incident:
– Motivation for taking a risk, e.g. a bad decision due to time pressures; a desire to rescue someone or something; a game gone wrong; a mistake or misunderstanding; confusion due to emotional upset; bad influences such as friends or alcohol.
– Actual causes of harm, e.g. slipping and becoming trapped; injury; coming into contact with electrified rails or overhead lines; being hit by a train; unable to make it to safety.

What was the impact of the incident?
– What range of thoughts and emotions might different characters be experiencing?
– How would the characters react in the immediate aftermath of the accident?
– What would happen in the next few hours, days and weeks as a result of the incident?

c. Reporting the incident

A group of pupils could play the part of journalists from the local paper and/or TV station. They interview the protagonists in the drama to get the facts, and write a newspaper story or script a broadcast news item about the accident.

Why not...
Film your news item. Ask pupils to look at some recent footage from your local TV news and identify the key components of a news story, for example:
– Studio opener – presenter introduces the story.
– Location report – another presenter reports from the scene.
– Eye-witness testimony – input from someone who’s been directly affected by the incident.
– An expert on the railway – e.g. Network Rail community safety manager, local transport officials.
– Summing up.
They can then base their own bulletin around this structure.
d. Impact map

A teenager has been hit by a train and died.

Work with the class to create an ‘impact map’ of the consequences of the death. Who are all the people affected, and how does the incident impact them? What other consequences could occur as a result?

Impact map / Ripple diagram example:

People affected:
- The deceased’s family, friends, school and local community.
- The driver and train staff.
- Passengers on the train and the people they were going to see.
- Railway maintenance and safety crews.
- Police.
- Medical services.

Other impacts:
- Cost to the railway.
- Family/community concerns over safety.
- Changes to public attitudes to the railway.

e. Personal account

Pick one of the people affected and write a personal account of their day that reflects how the incident has affected them. For example, a passenger on the train who misses a job interview or a hospital visiting time. The train driver who can’t forget what he’s seen. The policeman who has to break the news to the family. The best friend of the person who died.
This activity is designed to help students explore how confident they are in their own decision-making, recognise the external influences that shape their thinking, and better understand the power of peer pressure. It uses examples of risk-taking on the railway to explore these issues.

**Learning objectives**

This activity will help pupils to:
- Explore the decision-making process.
- Understand the factors that influence their decisions.
- Understand that risk is an inevitable part of everyday life and that it can be mitigated by robust, thoughtful decision-making.

### a. Quiz

**What kind of decision-maker are you?**

(The quiz is on the following 2 pages.)

Ask pupils to work through this short questionnaire on their own and circle their answers.

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### Q&A

**Are you Independent, In The Mix, or a Butterfly?**
What kind of decision-maker are you?

Q1. You’re in town with a group of friends when you see two pupils from the year below you across the street. Your group crosses the street and starts following them, making loud comments and laughing. It’s obviously making them uncomfortable, and a bit scared. What do you do?

a. I’d tell my friends to stop. If they refused, I’d walk away.

b. I’d stick with the group, but I wouldn’t get involved in the shouting and laughing.

c. I’d join in with the others. I wouldn’t want to be the odd one out.

Q2. Would you ever buy an item of clothing because it’s what your friends are wearing?

a. No, I’ve got my own style and I stick to it.

b. Sometimes, but those are the things that tend to end up at the bottom of the wardrobe!

b. Yes – I like to fit in with what everyone else is wearing.

Q3. You’re walking to your best friend’s house after school when you run into a group of older kids. They’re playing ‘chicken’ – standing in the road, and jumping out of the way of the traffic at the last minute. They ask you to join in. What do you do?

a. Just keep on walking. There’s no way I’m getting involved in something as stupid as that!

b. Use delaying tactics. Tell them I’m going to get my friend and we’ll both come back and join in.

c. Join in. Of course I know it’s dangerous but I can’t believe I’m really going to get hurt. What are the chances?

Q4. Your best friend has been invited to a party, but their parents have said no. Your friend asks you to cover, by saying that they’re staying with you that night. What do you do?

a. Say no. I’m not prepared to lie to both sets of parents. And what if something goes wrong at the party?

b. Spend the whole week worrying about what to do. My friend is putting me under loads of pressure. Eventually my mum notices that there’s something wrong and I end up spilling the beans.

c. Say yes. I know they’d do the same for me. And really, what are the chances of something going wrong?

Q5. Have you ever done something out of character, or that you knew was wrong or stupid, to try to make someone new like you?

a. No. I want people to like me for myself, not for some fake version of me.

b. Sometimes I catch myself laughing a bit too loudly, or saying things I wouldn’t normally say, when I’m around someone new.

c. Yes. I often get nervous when I’m around someone new and I don’t feel like I’m in control.
Q6. When you have to make a decision, which of the following is most important to you?

a. Making sure I look at all sides of the argument.
b. Getting it over and done with as quickly as possible.
c. Keeping other people happy.

Answers

Mostly As:

Mr or Miss Independent
You certainly seem to know your own mind. That’s great – it means you’re confident, and clear about your own limits and boundaries. Just make sure you don’t end up so convinced that you’re always right that you ignore other possibilities. Sometimes it’s good to listen to other people and take their views on board.

Mostly Bs:

In The Mix
Like most of us, you’re somewhere in the middle. You tend to dither a bit and worry about the decisions you’ve got to make rather than tackling them in a logical way. The good news is that you’ve got the makings of a great decision-maker. You just need to spend a bit more time weighing up the pros and cons. And learn to listen to – and trust – your own inner voice.

Mostly Cs:

The Butterfly
You tend to go along with the crowd, and that can get you into trouble. You don’t have to curb your enthusiasm all the time – after all, it’s a big part of who you are and what makes you fun to be around. Try to slow down a bit, and think before you take the plunge.
b. Peer influence discussion

Now follow up the questionnaire with a discussion.
You can use these questions as prompts:
- Have you ever been influenced to do something you didn’t want to do?
- How did it make you feel?
- Why did you give in?
- Did you regret it?
- What would you do differently next time?
- Think of a time when you’ve made a good decision, and a time when you’ve made a bad decision. What influenced you? What were the consequences?
- Why do you think some people are more susceptible to peer pressure than others?
- What advice would you give a friend who was feeling pressured into doing something they didn’t want to do?

Why not...
Try a ‘silent debate’. This can be an effective way of handling sensitive and personal topics. Ask pupils to write their responses to the questions on Post-it notes, gather them in after each question and stick on to a large sheet of paper (use one sheet per question). Or ask pupils to write down their thoughts and ‘post’ them in a ballot box. These can then be pulled out at random and used as part of the discussion.
c. Decision-making exercise

Now ask pupils to apply their understanding of the decision-making process to some real-life instances of risky behaviour. Here are some examples:

- **Trespass and vandalism video**
  The link below illustrates the dangers of trespassing on the railway:
  www.trackoff.org/TrespassAndVandalism.aspx?subItemId=A2AD2237-950B-40B0-93B1-455C6D8B40E2#anchorVideo

- **‘Worth the risk’ video**
  Watch risky behaviour at level crossings via this link:
  www.rail-life.co.uk

As a whole class or in groups, discuss what might be influencing the people in the clips to take a risk. Have a look at the link from the Mail Online:

In this incident the man who loses his shoe said the reason he took a risk was because he was late for work. What do you think the other people in the video might give as their reasons for taking the risks they did?
Lesson plan activity for Key Stages 3 and 4

PSHEE/English/Science

Listen up

Stay alert...

A news report in America makes a direct link between wearing headphones and an increased risk of having an accident...

This activity encourages pupils to think about the possible risks associated with their own behaviour, such as being distracted from what's happening around them by listening to headphones.

Learning objectives

At the end of this activity pupils will:

- Have explored their own and others’ attitudes to risk.
- Have a clearer understanding of how their own behaviour can put them at risk.

a. Research and experiment – headphones and distraction

News report on risk of wearing headphones

This news story from America makes a direct link between wearing headphones and an increased risk of having an accident.

www.essex.patch.com/articles/study-headphones-dangerous-for-pedestrians

In Britain there have been a number of recent incidents at level crossings where headphones have been a factor. Ask the class to talk about where, when and why they use headphones. Have they ever thought that they might be putting themselves at risk?

Use the following questions to prompt discussion. In some cases additional research will be needed:

- How is noise measured? How loud is music on headphones compared with a car, a car horn, a person shouting, a train?
- How else might headphones act as a distraction?
- Have they ever had, or come close to having, an accident while wearing headphones?
- What actions could you take as an individual to reduce the risk?
- What other changes could be made to reduce the risk to pedestrians on roads and the railway?
Ask pupils to organise a survey and gather information about headphone use. Questions to consider include:

- How many pupils currently use headphones?
- How much time do they spend wearing headphones?
- When and where do they use them?
- Typically, what volume setting do they use on their MP3 player (or other device)?
- Have they been distracted by wearing their headphones?
- If so, what were the consequences of being distracted?

Pupils may also wish to adapt and build on the survey to explore specific issues in more depth:

- Research carried out by the Royal National Institute for the Deaf suggests that many people using MP3 players could be putting their hearing at risk. Visit this link: www.news.bbc.co.uk/1/hi/health/6982184.stm
  Based on the figures mentioned in this report, what percentage of the pupils surveyed could be damaging their hearing?

Ask pupils to devise an experiment:

American studies suggest that wearing headphones causes ‘inattentional blindness’ – where having to deal with too many stimuli overtaxes the brain and makes us less able to pay attention. Ask pupils to devise an experiment to assess the extent to which we rely on auditory and visual cues to make our way around. For example, pupils could be asked to negotiate a busy corridor with and without headphones and record the number of instances of contact with another person.

b. Awareness campaign

Now split the class into groups and ask them to design a logo and strapline for a campaign to raise awareness of the dangers posed by wearing headphones. This should include some practical pointers on reducing the risk (along the lines of the ‘Stop, Look, Listen’ road and rail safety advice).

Why not...
Organise a small exhibition of all the designs, either within the class or elsewhere in the school, and ask pupils to vote for their favourite.

Idea
Get one of the groups to produce signs for pedestrians at level crossings addressing the issue that headphones can make people less aware of potential dangers in the surrounding environment, and also less aware of safety warning signs and sounds.
Lesson plan activity for Key Stage 4

PSHEE/English

Running a local campaign for rail safety

This exercise gives pupils the opportunity to explore some broad issues and develop a wider range of skills over a series of lessons. The task is to create a local campaign aimed at improving level crossing safety.

Learning objectives

By the end of the exercise, pupils will:
- Have a better understanding of how to bring about positive change in their local communities.
- Be more aware of the range of individuals and groups with an interest in, and capacity to, influence local issues.
- Have a better understanding of how messages and tone of voice need to be adapted when communicating with different audiences.
- Have explored ways of structuring an effective argument.

a. Setting the scene

Following a ‘near miss’ on a level crossing, a group of local people have come together to talk about the steps that can be taken to make the crossing safer. The first step is to gather information.

Here are some ideas of the kinds of questions the pupils might explore. Use these as a starter, and ask them to come up with some questions of their own:
- When and how did the incident happen?
- Has anything like it happened before?
- How does this particular level crossing work?
- Have there been many similar incidents at level crossings elsewhere in the country?
- How many people use the crossing?
- Where are they going to, and from?
- Are there currently any alternatives to using the crossing?
Possible sources of information include:
- The police.
- Eye-witnesses.
- Newspaper reports.
- The transport department at your local council.
- Network Rail.

The group summarises its findings in a brief report.
They agree to investigate a practical solution from the following options:
- Building a footbridge.
- Building a tunnel.
- Significantly improving safety measures around the level crossing, e.g. signage, lights, alarm.

Ask pupils to perform their own research into the relative merits of each solution – including cost, difficulty of implementation and likely impact – before deciding which option to pursue in their own campaign.

b. Local publicity

A group meets to discuss putting together a local publicity campaign aimed at gathering support. Think about who should be at the meeting – representatives from schools, local councillors, local business people, members of the public, young people – and about how to promote the campaign. This could include designing a poster, posting an invitation on the village/town website or writing a story for the local newspaper.

At the meeting, people ‘brainstorm’ ideas for generating support and publicity for the campaign. These include:
- Designing a poster for local shops.
- Setting up a Facebook page/Twitter feed.
- Creating a website or web page.
- Organising a petition.
- Writing a story for the local newspaper.
- Putting someone forward for an interview with the local radio station.
  (How would they prepare? What sort of questions might they be asked?)
- Developing a ‘pitch’ for getting the backing of more local business people.

Why not...
Do some research into the structure of your local council. Create a diagram or chart, or design a web page that shows who’s who, where they fit in the hierarchy and who takes responsibility for which areas. In a real-life situation, who would need to be involved in any decisions relating to the railway, roads and building new structures?
c. Planning the campaign

Having a clear plan from the outset will help the campaign maintain a high profile and ensure everyone involved is kept up to date. Ask pupils to draft one in groups.

Aims and objectives
Set out your core aim. This should be the single most important goal of the campaign. An example might be ‘To secure a permanent footbridge over the level crossing to reduce the risk of accidents and trespassing’. There may also be other objectives, still significant, but less important than the core aim. An example might be ‘To provide pedestrians with faster, safer and easier access to shops and facilities on the north side of town’.

Audiences
Define your audience. Who do you want to understand and respond to your campaign? You may find it useful to split the audience into groups, e.g. media (newspapers, local radio, local TV), political (the councillors, your MP), the community (residents, businesses, any local interest groups). You can’t target everyone, so identify the most influential organisations and individuals within each of those groups who need to know about the campaign as a priority.

Key messages
Develop a message for your campaign. Think of this as a persuasive version of your aim. It should capture what you’re hoping to achieve, and convey the benefits, but in language that will be meaningful and memorable for your audience. Keep it brief and simple.

Strategy
Your strategy sets out what you need to do to achieve the aims and objectives you identified earlier. A strategy for a rail safety campaign could include steps like:
- Raising awareness of the risks around the railway.
- Recruiting people to act as advocates (for example by writing letters to local people and going to talk to business owners).
- Getting support for your plans (perhaps in the form of a petition).
- Identifying the most influential local decision-makers (MPs, council leaders) and getting them on board.

Timeline
This section should set out the activities (holding group meetings, setting up stalls in the high street, attending council meetings) and types of communication (e.g. posters, petitions, meetings, press releases, newspaper articles, advertisements, social media) you plan to use to achieve your objectives. Give a brief rationale for each one, i.e. what you hope to achieve by using it.

Then develop an activity timeline. This will include some one-off activities and some regular items (for example, you might want to update a Twitter feed at least once a day, and aim to get coverage in the local newspaper at least once a month). Think about the best times to approach your target audiences (e.g. you might want to avoid school holidays or Bank Holidays).
Evaluation
Think about how you could assess the success of the campaign (e.g. signatures on a petition, number of ‘likes’ on Facebook, amount of coverage in local papers), and how you would gather information.

You may find it useful to look at this example plan for a local recycling initiative, which shows how one local environmental group went about developing a campaign to encourage recycling. Visit this link: www.foe.co.uk/resource/event_presentations/ne_campaign_planning.pdf

d. Involving the council and your MP

To take their plans further, the group will need the backing of their local MP and council.

Ask pupils to do some research into their local MP and councillors and identify those with an interest in transport issues. What other areas and issues might be relevant to the campaign? These might include safety, the environment and planning.

Draft a letter to the local MP/council leader/council outlining why the campaign is so important to the local community and telling them how much backing there already is for your plans. This letter is an opportunity to practise formal letter-writing structure and language.

Why not...
Take the formal letter and ask pupils to ‘translate’ it into language that is appropriate for other media: a newspaper article, a story on the internet, a Facebook update.

Idea
Write to your MP/local councillor and ask them to come in and talk to you about how decisions on transport safety issues are made in your area.

e. Involving Network Rail

Your MP or council leader writes to the community relations team at Network Rail for their views on the best way to consult the public on the different options to help make the level crossing safer.

Pupils can draft a letter, again using appropriately formal language and finding ways to present their request in a compelling but concise way.

Why not...
Find out more about Network Rail’s role and remit, and how it fits with the role of the individual train companies. What types of local activity does Network Rail get involved in? How could Network Rail help support the initiative at various stages?
f. **Consultation**

Network Rail announces that it wants to hold a public consultation. This will give local people a chance to see the planned changes to make the level crossing safer and to voice any issues.

Pupils can:

- Develop their own ideas for alternatives to level crossings, using internet research to investigate other possible solutions.
- Think about what objections there could be to changes, then split into groups to debate the pros and cons of each argument.
- Write letters to the local newspaper, both for and against the plans.

**Why not...**

Ask pupils to think about how they might respond to the views of local people who have suggested that young people are behaving in a dangerous way near the crossing; arguing that there is no need for expensive work to be carried out, just a need for better awareness of railway safety and more respectful behaviour at level crossings.

**g. Summing up**

Everyone has been consulted and had a chance to have their say. The plans are going ahead, and work will begin at the site in six weeks' time.

Write a report for the local newspaper, summing up the campaign and telling people when work is due to start. Ask pupils to take on the roles of key people in the campaign, e.g. the Network Rail community safety manager, the local MP, and interview each other. Quotes can then be woven into the news story.
These lesson plan activities for Key Stages 3 and 4 have been developed with teachers to match curriculum areas and meet requirements for PSHE teaching set down by Her Majesty’s Inspectorate of Education in Scotland, Estyn in Wales and Ofsted in England.

**Curriculum links**

**PSHEE:**
- Understand risk in both positive and negative terms and understand that individuals need to manage risk to themselves and others in a range of situations.
- Reflect on feelings and identify positive ways of understanding, managing and expressing strong emotions and challenging behaviour.
- Use knowledge and understanding to make informed choices about safety, health and well-being.

**English:**
- Engage an audience, using a range of techniques to explore, enrich and explain ideas.
- Write imaginatively, creatively and thoughtfully, producing texts that interest and engage the reader.
- Adapt style and language appropriately for a range of forms, purposes and readers.
- Consider what the reader needs to know and include relevant details.
- Move beyond their current situation and take on different roles and viewpoints.
- Write for contexts and purposes beyond the classroom.
- Analyse and evaluate subject matter, supporting views and opinions with a range of evidence.

**Drama:**
- Consider characters and plot development and staging.
- Use a variety of ways to convey action, character, atmosphere and tension when scripting and/or performing plays.
- Appreciate how the structure and organisation of scenes and plays contribute to dramatic effect.
Lesson plan activity  Curriculum links

**Key Stage 3**

**Who's in charge?**

**Curriculum links**

**PSHEE:**
- Appreciate that pressure can be used positively or negatively to influence others in situations involving risk.
- Understand that relationships affect everything we do in our lives and that relationship skills have to be learned and practised.
- Understand that relationships can cause strong feelings and emotions.
- Reflect on feelings and identify positive ways of understanding, managing and expressing strong emotions and challenging behaviour.
- Use strategies for resisting unhelpful peer influence and pressure.
- Assess and manage the element of risk in personal choices and situations.
- Use the social skill of negotiation within relationships, recognising rights and responsibilities and that actions have consequences.
- Develop the confidence to try new ideas and face challenges safely, individually and in groups.

**English:**
- Make different kinds of relevant contributions in groups, responding appropriately to others, proposing ideas and asking questions.
- Use a range of dramatic approaches to explore complex ideas, texts and issues in scripted and improvised work.
- Select from strategies to adapt speaking and listening flexibly in different circumstances.
- Listen with sensitivity, judging when intervention is appropriate.

**Key Stages 3 and 4**

**Listen Up**

**Curriculum links**

**PSHEE:**
- Assess and manage the element of risk in personal choices and situations.
- Develop self-awareness by reflecting critically on their behaviour and its impact on others.
- Use knowledge and understanding to make informed choices about safety, health and well-being.
- Recognise that healthy lifestyles, and the well-being of self and others, depend on information and making responsible choices.
- Use knowledge and understanding to make informed choices about safety, health and well-being, evaluating personal choices and making changes if necessary.
- Assess and manage risk in personal choices and situations, minimise harm in risky situations and demonstrate how to help others do so.

**English:**
- Use persuasive techniques and rhetorical devices.

**Science:**
- Plan and carry out practical and investigative activities, both individually and in groups.
- Obtain, record and analyse data from a wide range of primary and secondary sources, including ICT sources, and use their findings to provide evidence for scientific explanations.
- Use appropriate methods, including ICT, to communicate scientific information and contribute to presentations and discussions about scientific issues.
- Recall, analyse, interpret, apply and question scientific information or ideas.
- Use both qualitative and quantitative approaches.
- Learn about the use of contemporary scientific and technological developments and their benefits, drawbacks and risks.
Lesson plan activity

Key Stage 4
Running a local campaign for rail safety

Curriculum links

PSHEE:
- Understand risk in both positive and negative terms and that individuals need to manage risk to themselves and others in a range of situations.
- Develop the confidence to try new ideas and face challenges safely, individually and in groups.
- Understand that people have multiple roles and responsibilities in society and that making positive relationships and contributing to groups, teams and communities is important.
- Use the social skills of communication, negotiation, assertiveness and collaboration.

English:
- Make informed choices about effective ways to communicate formally and informally.
- Engage an audience, using a range of techniques to explore, enrich and explain ideas.
- Understand how audiences and readers choose and respond to texts.
- Understand how texts are crafted to shape meaning and produce particular effects.
- Write imaginatively, creatively and thoughtfully, producing texts that interest and engage the reader.
- Adapt style and language appropriately for a range of forms, purposes and readers.
- Consider what the reader needs to know and include relevant details.
- Use persuasive techniques and rhetorical devices.
- Move beyond their current situation and take on different roles and viewpoints.
- Write for contexts and purposes beyond the classroom.
- Support and strengthen their own views by incorporating different kinds of evidence from a range of sources.
- Analyse and evaluate subject matter, supporting views and opinions with a range of evidence.
- Participate in debate, discussion, live talks and presentations, engaging in dialogue with experts, members of the community and unfamiliar adults.
Further resources

There are a number of key resources you can use to support all of these activities.

www.rail-life.co.uk
Rail Life is a new initiative created by young people for young people that raises awareness of level crossing safety and other rail safety issues.

The high impact youth website contains facts, videos, advice and lots of content on rail safety for teenagers (11–17 year olds). Some of the resources are appropriate for use with younger children at your discretion.

The vision for the campaign is that it will become the main place that young people will go to for insights and information on many aspects of the railway – from safety and careers, to general information about Britain’s transforming rail network.

www.networkrail.co.uk/safetyeducation
You will find a wide range of Rail Life teaching resources on level crossing and rail safety on the Network Rail website, ranging from assembly kits to lesson plans, for use in schools, youth clubs and other community settings.

www.trackoff.org/TeacherPacks.aspx
You will find a range of teaching resources on rail safety here.

We have also listed specific resources you can use within each lesson plan activity. They can be used for different age groups as you see fit.

Network Rail’s regional community safety managers work with local communities and a variety of organisations including local police, sports clubs, schools and local councils to raise awareness of the dangers of taking risks on the railway and to get young people involved in positive activities.
For further information, email: communitysafety@networkrail.co.uk