



PROGRAMME 17: ON TRACK

AIM

The aim of this topic is for children to become more aware of the dangers of trains and train-tracks and how to use safe practices on and around trains and tracks.

LEARNING OBJECTIVES

Children will:

- understand that you may not always be able to hear a train coming, so it is important when you are around railways to be aware of the dangers and always look out for trains
 - know that you should always cross the tracks using bridges, tunnels or level crossings
 - know that you should always wait until the train has completely stopped before you climb aboard or get off
-

SKILLS

- Communication
 - Problem solving
 - Sociability and co-operation
 - Self-management
-

MATERIALS

- DVD 2 episode 'On Track'
-

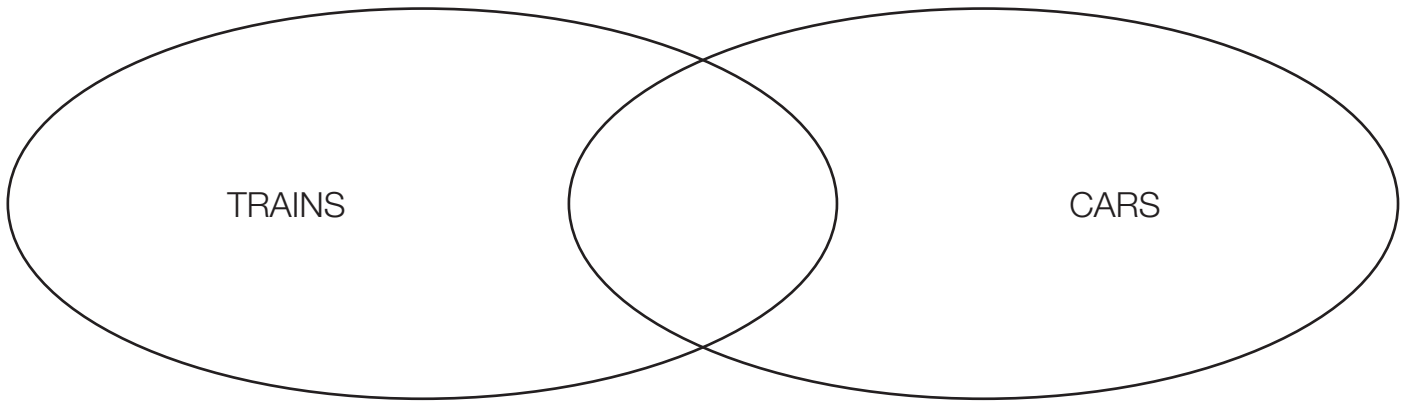
VIRTUES

- Confidence
- Responsibility
- Courtesy
- Self-discipline
- Consideration
- Trust
- Obedience
- Orderliness
- Patience
- Respect

LESSONS *(Adapt for Juniors)*

View the episode 'On Track' on DVD 2 before the lesson. See CD Rom for printable worksheets.

1. On a large piece of paper, compare and contrast trains and cars – Venn diagram.



Discuss your results with the class.

2. Allocate small groups of children one of these statements:

1. You may not be able to hear a train coming, so you always need to look both ways before you cross the train-tracks.
2. You should always cross the train-tracks using bridges, tunnels or level crossings.
3. You should always stay back (behind the yellow line) from the edge of the platform.
4. You must always wait for the train to stop completely before getting on or off.
5. TRACKS ARE FOR TRAINS, NOT US!

Then get the groups to create cool posters to display at your local train station – or around your class.

3. Role-Play

Decorate a large cardboard box (refrigerator/washing machine box) so it resembles the engine of a train. Have a couple of children in the 'train', moving it slowly along a pathway or imaginary tracks in the school grounds. Select children to demonstrate carefully the correct way and the incorrect way to:

1. Cross a train-track.
 2. Stand on a platform.
 3. Get on and off the train.
-

4. Discuss then role-play the best practices and behaviour when travelling on a train.
-

5. As a class, in the school library or on the internet, conduct research into trains; what they are made of, how they are fuelled, how the engines and brakes etc work and how signals work. Compare materials, weights and fuels with the specifications of a car (a car yard may be able to provide you with an appropriate leaflet of information).

Make a graph of your findings.



TRAIN SAFETY

Language/Topic (Seniors)

Name:

Date:

Insert the correct words to complete the train safety sentences.

Behind	Heavier	Hear	Forwards	Stop	Bridges	Look
--------	---------	------	----------	------	---------	------

You must always wait for the train to _____ completely before you get off or on.

You must always stand _____ the yellow line when you are waiting on the train platform.

You cannot always _____ a train coming, you need to always _____ out for them.

Cars can sometimes swerve to avoid you. Trains can only go backwards and _____ so it is much harder for them to steer clear of you.

Trains are different from cars. They are much _____ and can't stop quickly.

You should always cross the tracks using _____, tunnels or level crossings.

TRAIN SAFETY

Language/Topic (Juniors)

Name:

Date:

Unscramble these words:

ntria _____

tesyaf _____

oolk _____

optspde _____

hoochoco _____

cksrta _____

SUPPLEMENTARY ACTIVITIES

Oral Language

Discuss/Mind map/draw the main points of the DVD and let the children discuss which ones they think are the most important.

Maths/Science

With your class or using a parent/expert for help, work out the impact a train would have in relation to a car and the 'power' it has when it is travelling. Discuss with your students why trains create more damage than cars and reiterate why we need to be so careful around trains and train-tracks.

For this experiment you could even use the tomato and/or the running examples Constable Bryan & Bobby use in the DVD to develop this idea.

Set a marker on the ground 10 metres away from where the children are standing. Explain that this experiment is for them to get an idea of how long it takes for a moving thing to stop (e.g., a vehicle, especially a train). Explain that when you call "Go", the children must run or walk as fast as they can right up to the marker and once they get to the marker they stop as quickly as they can.

Measure the distance each takes to stop and note the furthest and nearest measurements.

See if you have enough space in the school ground to mark out 60 metres – the distance it takes a car travelling at 90km/h to stop.

Back in the classroom, look at a map to get an idea of the distance a train travels when it is trying to stop. An average freight train travelling at 100km/h takes about 2km. So does a passenger train travelling at 120km/h.

Then design a poster that shows the rest of the school or the visitors to your class the outcome of your experiment.

Topic

Visit a local park or area that has a train. Before you use the train, sit down with the children and get them to discuss how they are going to get to the train, and the route they are going to take when they get off the train.

Art/Oral Language

Create posters to display at your local train station about the correct ways to get on and off a train OR what precautions you need to take when you are around train-tracks.
