

Danger on the platform

Year Group 8

Experience **Public Transport**

24 Alcorn Close, Sutton, SM3 9PX

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Setting the scene...

- Announcer** Passengers are reminded to stand well back from the yellow line.
- One group of 16 year olds are keeping away from the edge of the platform... they are standing well back and chatting to each other quietly.
- They're setting an example that another group, larking about on the wrong side of the yellow line, unfortunately don't follow. They are messing about on the platform, backing towards the edge and jumping either side of the yellow line, filming each other with their mobile phones.

No one thinks they're going to fall, but the risk is greater than it looks – an approaching train creates an air stream which can suck you towards the train, and into the gap.

If you get in the way of an express train, it simply cannot stop. They travel so fast that once the driver hits the brakes it still takes the space of 20 football pitches to slow right down.

What do you think...

How would you choose to behave and what would make it more difficult?



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Danger on the platform lesson plan

1 Review the scenario in small groups and discuss the following questions:

- What do you think are the key messages?
- What do you think could be the consequences if the young people in the scenario carry on their behaviour?

Feed back to the main group three key points from your discussion.

2 Are there acceptable and unacceptable risky behaviours?

- a. Divide the class into small groups, each group having a large piece of paper.
- b. Ask each group to divide the paper in half and write ACCEPTABLE and UNACCEPTABLE at the top of the page.
- c. Ask the group to write under the headings all the risks they can think of and then consider their responses.
- d. Gather together the key responses on the white board and clarify any thoughts or ideas about what are seen as acceptable and unacceptable risks (a question to pose could be around the social acceptability of some risks – see the list of socially accepted and unaccepted risks).

3 Why do we take risks?

In pairs or small groups ask the pupils to consider the following statement:

- Why do you think so many children and young people want to take risks? and then:
- How would you manage a risky situation and what actions would you take and why?

Ask each group to come up with an idea for a risky situation and then develop a story board to be shared with the whole group.

4 Review the key points of the lesson

approximately 1 hour



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Question 2 – Socially acceptable and unacceptable risk ideas from students in years 7 – 10

Risks NOT admired or socially acceptable

Illegal downloading	Stalking
Wheelie in a car	Selling sex and prostitution (both genders)
Getting drunk	Rape
Gambling (when you lose)	Murder
Carrying a knife	Binge drinking
Verbal abuse	Drug abuse
Assault	Mugging
Stealing	Violent gangs
Abuse in general	Sex without contraception
Swearing	Alcoholism
Fighting	Being disorderly
Indecent exposure	Spitting
Shooting	Shouting
Smoking	Bullying
Setting people's houses on fire	Terrorism
Drunk driving	Hunting

Risks that are admired

Abseiling	New environments
Being a member of parliament	Bungee jumping (for charity)
Surfing	Deep sea diving with sharks
Caving	Free running
Social networking	BMX
Work experience	Skating
Making friends with a trouble-maker	Taking a stand
Learning to drive	School productions
Camping	Moving home
Travelling independently	Making new friends
Fun and entertainment risks e.g. ice skating	Gambling (when you win)
Rock climbing	Driving
Chat rooms	War hero
Wrestling	Revision
Martial arts	Proposing
Science	Joining the army
Riding a motorbike	Sky diving
Not doing homework	Talking to strangers
Being in the school council	Policeman/woman
Acts of bravery	Going on an airplane
Being a doctor	Mountain climbing