

# BACKTRACK



CREATE IT, SHARE IT, SAVE LIVES

## Anti-Trespassing Competition Briefing

The Community Rail - Education Network is a collective of community rail partnerships from across the UK which are working together to run a national campaign to address the high number of trespassing reports amongst young people on the railway.

The campaign aims to increase the awareness of the dangers of trespassing on the railways to young people in a way which young people will want to engage with. The campaign will start at the beginning of June so that it is relevant to the current lockdown/travel restrictions due to COVID-19.

### More about the campaign

We are asking young people to share anti-trespassing messages with other young people by:

1. Creating a short film, storyboard, script, or song to warn other young people and their parents of the dangers of trespassing on the railway.
2. Submitting their entry using WeTransfer to [backtrack.competition@gmail.com](mailto:backtrack.competition@gmail.com) to enter a competition for a chance to win a GoPro HERO8 Black Bundle or equivalent. Spot prizes will be announced throughout the competition.
3. If they are happy to they can share their creation on social media using the hashtag **#StayOffTheTracks**. 11-13-year olds will need to ask their parents/carers' permission to share entries on their social media account for them. There will be a prize for the entry with the most social media impact.

### Schools and youth groups can take part!

If you are working with students in year 6 or above either in school or in a virtual group they could work in bubbles to create a collaborative entry and your school/group could win a GoPro Hero8 bundle.

The competition will close at the end of September and winners will be announced on the 23rd October 2020.

Over 1,000  
trespass incidents  
in first month of  
Lockdown

Excerpt from Network Rail press release

"Despite the current lockdown situation across the country we are still receiving worrying reports of railway trespass particularly involving children and teenagers.

The railway is still very much open and busy transporting other keyworkers and goods around the country which means more frequent, bigger and heavier freight trains are on the network.

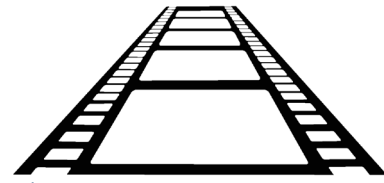
The railway is not a safe place to be hanging out with mates or taking shortcuts and people need to treat it with the respect it deserves. Sadly, we have seen too many times the tragic consequences of young people ignoring the warnings and taking risks that have resulted in terrible life changing injuries or death.

We are asking parents to speak to their children about the dangers and how important it is to stay safe.

There have been recent trespassing incidents at Darlington, Newcastle, Rotherham, Leeds, Sheffield, Huddersfield and Sowerby Bridge.



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## Check out the website

[www.downtheline.org.uk/projects/backtrack](http://www.downtheline.org.uk/projects/backtrack)

where you'll find all the information you need about entering the competition including:

- A short film explaining the competition
- The competition rules
- Terms and conditions
- Entry Form & Media Consent Form
- Templates to help students create a storyboard
- Rail safety factsheet to give students some ideas for content
- Curriculum links (also attached)
- And useful links

Follow the competition on social media:



[www.facebook.com/2020Backtrack](https://www.facebook.com/2020Backtrack)



[www.twitter.com/Backtrack\\_Comp](https://www.twitter.com/Backtrack_Comp)

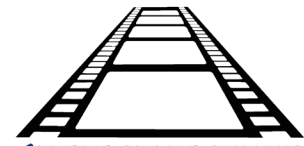


[www.instagram.com/backtrack\\_competition](https://www.instagram.com/backtrack_competition)



## National Curriculum Links

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### Key Stage 2 (Year 6)

Pupils should be taught to:

[www.downtheline.org.uk/projects/backtrack](http://www.downtheline.org.uk/projects/backtrack)

#### English:

- write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing models for their own; noting and developing initial ideas, drawing on reading and research where necessary; in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning; in narratives, describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- evaluate and edit by: proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning; ensuring the consistent and correct use of tense throughout a piece of writing; ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proof-read for spelling and punctuation errors
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

#### Art and Design:

- to improve their mastery of art and design techniques, including drawing, painting, and sculpture with a range of materials

#### Computing:

- understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and present data and information
- use technology safely, respectfully and responsibly, recognise acceptable / unacceptable behavior; identify a range of ways to report concerns about content and contact

#### Music:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music



## National Curriculum Links

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### Key Stage 2 (Year 6) continued

Pupils should be taught to:

#### Design and Technology:

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

#### PE:

- to perform dances using a range of movement patterns

[www.downtheline.org.uk/projects/backtrack](http://www.downtheline.org.uk/projects/backtrack)

#### Citizenship:

- to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action
- to research, discuss and debate topical issues, problems and events
- why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules
- to recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable
- that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong
- feel positive about themselves (for example, by producing personal diaries, profiles and portfolios of achievements, by having opportunities to show what they can do and how much responsibility they can take)

