

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 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.

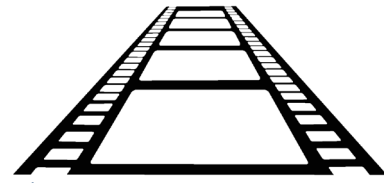
The railway is not a safe place to be hanging out with mates or taking shortcuts and people need to treat it with the respect it deserves. Sadly, we have seen too many times the tragic consequences of young people ignoring the warnings and taking risks that have resulted in terrible life changing injuries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

Check out the website

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



www.twitter.com/Backtrack_Comp



www.instagram.com/backtrack_competition



National Curriculum Links

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CREATE IT, SHARE IT, SAVE LIVES

Key Stage 3

Pupils should be taught:

www.downtheline.org.uk/projects/backtrack

English:

- about setting, plot, and characterisation
- how to write for a wide range of purposes and audiences
- about stories, scripts, poetry and other imaginative writing
- how to speak confidently and effectively
- how to give short speeches and presentations, in order to express their own ideas and how to keep to the point

Music:

- to learn to sing and to use their voices, to create and compose music on their own and with others
- to use technology appropriately
- to play and perform confidently in a range of solo and ensemble contexts
- to improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions

Art and Design:

- to produce creative work, exploring their ideas and recording their experiences

PE:

- to perform dances using advanced dance techniques within a range of dance styles and forms

Design and Technology:

- to develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- to identify and solve their own design problems and understand how to reformulate problems given to them
- to investigate new and emerging technologies
- to test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users and other interested groups

Computing (Key Stage 3 & 4):

- computational thinking and creativity to understand and change the world
- to become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world
- to be responsible, competent, confident and creative users of information and communication technology
- to undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals
- to understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy

Citizenship (Key Stage 3 & 4):

- to develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, that they will take with them into adulthood



National Curriculum Links

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Key Stage 4

Pupils should be taught to:

www.downtheline.org.uk/projects/backtrack

English:

- speak and write fluently so that they can communicate their ideas and emotions to others
- write for a variety of purposes and audiences across a range of contexts
- adapt their writing for a wide range of purposes and audiences: to describe, narrate, explain, instruct, give and respond to information, and argue
- select and organise ideas, facts and key points, and citing evidence, details and quotation effectively and pertinently for support and emphasis
- select, and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate
- speak confidently, audibly and effectively
- work effectively in groups of different sizes and taking on required roles, including leading and managing discussions, involving others productively, reviewing and summarising, and contributing to meeting goals/deadlines
- plan for different purposes and audiences, including selecting and organising information and ideas effectively and persuasively for formal spoken presentations and debates
- improvise, rehearse and perform play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.

Computing:

- computational thinking and creativity to understand and change the world
- to become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world
- to be responsible, competent, confident and creative users of information and communication technology
- to undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals
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