

MAKE EVERY JOURNEY A GOOD ONE

STICK TO THE TRAVEL CODE.

FOUNDATION ASSEMBLY PLAN



Introduction for Teachers

Children and young people are entitled to safe travel. Those travelling with or near them are also entitled to safe travel. The majority of learners behave well while travelling to and from school or college, although poor and disruptive behaviour can be a problem. This is a real threat to safety and can have tragic consequences.

The Welsh Assembly Government is determined to support local authorities, operators, drivers and schools who have to deal with poor and disruptive behaviour. That's why the Welsh Assembly Government has introduced **The Travel Code**. The aim of the Travel Code is to improve safety on school transport by tackling unacceptable behaviour. The Travel Code promotes safe travel for all learners, by setting out the standards of behaviour required. Children and young people were involved in developing the Travel Code with workshops taking place across Wales to gather their ideas, input and feedback.

The Travel Code carries penalties. If the Travel Code is not followed, local authorities, schools or other education institutions can take actions against children and young people. This might involve withdrawing their entitlement to school transport for a period of time and ultimately exclusion from school.

As a practitioner you can play an important role, bringing to the attention of children and young people their rights, acceptable behaviour and the consequences of unacceptable behaviour. The Assembly has adopted the United Nations Convention on the Rights of the Child (UNCRC). Consequently, teaching about rights needs to reflect that rights are universal and inalienable and not linked to, or dependent upon behaving in a particular way. It is also important to note that by accepting a right for yourself you are also accepting it for others and should not behave in a way that limits others enjoyment of their rights

Information can be found at <http://www.wales.gov.uk/topics/childrenyoungpeople> and also at <http://www.uncrcletsgetitright.co.uk>

This lesson plan is designed to help you raise children and young people's awareness and understanding of the Travel Code. Thank you for your support in this important work.

For more information or to refer this to a colleague, please visit <http://www.travelcode.org>



ABOUT THE FOUNDATION PHASE ASSEMBLY PLAN

Background

This assembly plan introduces the All Wales Travel Behaviour Code. There are several key concepts underpinning the Travel Code: concepts such as rights, behaviour and codes of conduct. The assembly plan does not attempt to introduce these concepts but uses a simple story to illustrate some of its messages. The story is suitable for five to seven year old children in the Foundation Phase age range. Accompanying PowerPoint slides illustrate the story and, for younger children, the slides may prove to be a more accessible way of narrating the story. The slides also outline reasons for a Travel Code and introduce the Travel Code itself. Practitioners are best placed to decide how these are appropriate for their Foundation Phase learners.

The lesson can also contribute to raising awareness of the United Nations Convention on the Rights of the Child (UNCRC), in particular Articles 2, 3, 6, 13, 28, 29 and 42. Resources to support the teaching of the UNCRC can be found at <http://www.uncrcletsgetitright.co.uk>

Resources

- PowerPoint slides, Aisha's Journey to School, available from the Travel Code website: <http://travelcode.org/teachers.html>
- Copies of the Travel Code available for parents and carers <http://travelcode.org/travelcode.html>
- UNCRC resources, to learn about rights, can be found the on the Let's Get It Right site at <http://www.uncrcletsgetitright.co.uk>

Timings

- Depending on the contribution from pupils, the assembly will take about 15 minutes.

Introduction

Good morning everyone. Today we are thinking about how we get to school. I came in my car [ask how others may have travelled to school]. How did you get to school today? We are going to think about what makes a journey to school happy and safe. And we're going to learn about a girl called Aisha and what makes her journey to school happy and safe.

Main Section

[The following story enables practitioners to pause during its telling to ask whether children understand its context and to establish key points. If a projector is available, illustrations in the PowerPoint slide will enable practitioners to refer to the pictures and draw out key questions and points for learning.]

This is Aisha. Aisha is about the same age as you. And, just like a lot of you here today, Aisha walks to school each morning with her mum. Her mum pushes a baby buggy with Aisha's baby brother in it. Aisha always holds on to the buggy as they walk along. Aisha knows it's important to hold onto the buggy. So when it's cold, Aisha always remembers to wear her gloves, as the metal buggy can get cold too.

[Key points: safe travelling with a responsible adult, holding on to adult, Aisha takes responsibility for her journey]

One day as they were walking to school they had to stop. A van was parked on the pavement. It was delivering parcels but it blocked their way. Aisha and the buggy couldn't squeeze through. The road was very busy. So Aisha's mum asked the



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driver to move the van. The driver put his parcels back in the van. He moved the van out of the way and on they went.

[Key points: stepping into the road not safe, driver parking on the pavement not responsible, right to a safe journey, responsible adult ensures safety]

They soon got to the road near the school. Aisha could see the lollipop man helping the children to cross the road. Aisha saw her friend Mark. She waved at Mark but he didn't wave back. Mark was being teased by two older girls. The girls had taken Mark's warm hat and were throwing it to each other. Mark was laughing but Aisha could see he was pretending. Mark wasn't really very happy. So, Aisha asked the lollipop man to say something. The lollipop man asked Mark if he would like his hat back. Mark said yes. So the lollipop man asked the girls to give Mark his hat back - and they did. Mark smiled. He was much happier now.

[Key points: right to safety, right to feel safe, right not to be picked on or bullied, need to ask responsible adults if necessary]

The lollipop man helped Mark and Aisha to cross the road safely. Aisha said goodbye to her mum and baby brother. She smiled at Mark and they ran into school together. Aisha had enjoyed her journey to school.

[Key points: what made Aisha's journey a pleasant and safe one, what had Aisha done to make the journey better for herself and for Mark?]

Next Steps

- Copies of the Travel Code could be distributed to parents.
- The assembly could be used as an introduction for Foundation Phase pupils to learn about the Travel Code. See the accompanying Foundation Phase Lesson Plan on the Travel Code website.

