

MAKE EVERY JOURNEY A GOOD ONE

STICK TO THE TRAVEL CODE.

KEY STAGE 2 LESSON 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 assembly 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>



KEY STAGE 2 LESSON PLAN

About the Key Stage 2 Lesson Plan

Background

This lesson 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 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>

Aim

- To raise awareness of the Travel Code
- To create understanding of the implications of the Travel Code for children.

Learning outcomes

- All learners should be able to describe what the Travel Code is
- All learners should be able to describe the consequences of not complying to the Travel Code
- All learners should be able to describe the benefits of complying with the Travel Code.
- All learners should be aware of their rights and responsibilities regarding travel to and from school.

Technical Resources

- Computer and digital projector
- Access to the Internet to show www.travelcode.org For teacher use only.

Teaching and Learning Resources

- UNCRC resources, to learn about rights, can be found the on the Let's Get It Right site at <http://www.uncrcletsgetitright.co.uk>
- PowerPoint file, *Introduction to the Travel Code KS2*
- Learning Sheet
- Sufficient copies of the Travel Code for each learner. The Travel Code is available from www.travelcode.org
- A small slip of paper for each learner
- A3 paper for storyboard

Method

1. Objectives [5 minutes]

Introduce and share the lesson objectives with the class.

2. Understanding Codes of Conduct [10 minutes]

Slide 3 of the PowerPoint file, *Introduction to the Travel Code*, shows a screenshot from a Google search.

Explain that a search has been made for the words "Code of Conduct." The animation in the slide reveals the following points:

Point out:

- The search is for UK web pages
- The number of results ("Code of Conduct" is clearly an important subject).
- The different codes of conduct – solicitors, journalists, managers, estate agents – even teachers (in England)

Go to Slide 4 and point out that even professional sport players abide by codes of conduct.

KEY STAGE 2 LESSON PLAN

Discuss with the class what they think the words “Code of Conduct” mean.

Discuss how we all have to live by certain codes of conduct in school in play and in work.

- What codes exist in the school? (e.g. class rules/charter, playground rules, behaviour in corridors, using the Internet, lunch time...)
- Why do Codes of Conduct exist?
- What happens if people don't follow them?
- E.g. if you don't stick to the school's playground rules?
- What do you think happens to a rugby player who breaks the code?

Activity A on the Learning Sheet - ask learners to complete the sentences. Discuss their definitions and agree a class definition.

2. Why have a Travel Code? [10 minutes]

Conduct a quick class survey, by show of hands or similar, of the different ways learners normally travel to school (bus, bike, car, on foot).

Discuss with the class how safe they feel travelling to school. Sensitivity to past experiences will be required here.

Activity B on the Learning Sheet - ask learners to complete the sentences. Discuss their responses to

- Things that make me feel unsafe
- Things that make me unhappy
- Things that make me angry

Mention to the class that, from time to time we all do things that make others feel unsafe or angry.

Hand out a small slip of paper to each learner and ask the class to write down a time when they've seen something or done something themselves that could make others feel unsafe, unhappy or angry.

At this point, care will be needed to reinforce the ground rules about personal disclosures. This is an anonymous activity and learners should not share their thoughts with others.

Collect the slips in and choose a few to talk about with the class.

- What things have you seen that are similar?
- What similar things have been done to you/experienced by you?
- How did you feel?
- What did you do?
- Why did you or others behave like this?
- How could the situation have been prevented?

Use Slide 6 or the board to draw up a list under the headings “On my way to and from school I have a right to...” and “On my way to and from school I have a responsibility to...”

Explanation and support may be required to help pupils understand the words 'right' and 'responsibilities'.

3. Introduction to the Travel Code [25 minutes]

Spend a few minutes introducing the Travel Code to the class.

Slides 9 to 14 present the Travel Code in sections.



KEY STAGE 2 LESSON PLAN

The Travel Code and copies of it are available from www.travelcode.org

Point out that there are three key sections (rights, responsibilities, safety).

Point out the key features of each section.

Point out the consequences of not following the Travel code.

Point out that there is a more detailed Travel Code for behaviour on school buses. Leave slide 12 on display, or present as handouts. Ask the class to read through the slide/handout quietly themselves and pick one item from the list that they think is important/often ignored/surprising. Discuss responses in such a way that the key messages of the School Bus Travel Code have been explored.

Activity C on the Learning Sheet - ask the class to work in small groups. Each group has at least one copy of the Travel Code.

Ask the groups to prepare a story board that would tell the story of something that happened on a journey to school. Show who is involved, what happened, how it broke the Travel Code and what happened as a result.

Share the story boards and discuss with the rest of the class referring discussion and points back to the Travel Code.

4. Plenary [5 minutes]

Recap main points.

Discuss with learners about who they can talk to in school and at home if they have any concerns about their journey to and from school. In school the Head Teacher has this responsibility although they may delegate to another teacher such as Deputy Head.

In **Activity D on the Learning Sheet** ask the pupils to draw a smiley to best match their understanding of the lesson.

A homework activity is suggested, to explain the Travel Code at home.

