

# MAKE EVERY JOURNEY A GOOD ONE

# STICK TO THE TRAVEL CODE.

## KEY STAGE 3 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 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>



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## About the Key Stage 3 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 All Wales Travel Behaviour Code
- To create understanding of the implications of the Travel Code for young people

### Learning outcomes

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

### Technical Resources

- Computer and digital projector
- Access to the Internet. For teacher use only
- Loudspeakers for video playback

### Teaching and Learning Resources

- PowerPoint file, *Introducing the All Wales Travel Behaviour Code*
- Learning Sheet
- Video *Would U Want to Sit Next to U?* - available at <http://www.travelcode.org/travelcode.html>  
**NB** Please test the link to the video before the lesson. If necessary, seek advice from your school's ICT technician.
- Sufficient copies of the Travel Code for each learner. The Travel Code is available from [www.travelcode.org](http://www.travelcode.org)

### Method [60 minute lesson]

#### 1. Objectives [5 minutes]

Introduce and share the lesson objectives with the class.

#### 2. What If? [10 minutes]

Go to Slide 4 and show the Highway Code.

**Key question:** Why do we have a Highway Code?

Discuss how the Highway Code helps makes roads safe for all road users – pedestrians, cyclists, horse riders, animals and drivers.

But what if there was a code about how pupils should behave on the way to school?

In **Activity A on the Learning Sheet ask** pupils to work in pairs or small groups and list three things that they consider really important about how they should behave on the way to and from school. Ask them to explain why.

Discuss their responses, drawing out issues of safety, rights and responsibilities.

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

Go to Slide 5 and point out that even professional sport players abide by codes of conduct.

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. behaviour in corridors, using the Internet, lunch time...)
- Why do codes of conduct exist?
- What happens if people don't follow them?
- What do you think happens to a rugby player who breaks the code?

### 3. “Would U Want to Sit Next to U?” [15 minutes]

Explain that you are now going to show a video (*Would U Want to Sit Next to U?* A link to this is on Slide 6.)

Show the video. It lasts for one minute.

In **Activity B on the Learning Sheet** allow pupils a minute to complete the matching exercise. Ask them to share their matching words in pairs.

Discuss the findings from the class. Consider the possible impact of the behaviour.

- Which behaviours were unsafe, bullying or selfish?
- How could this situation have been more serious?
- Which behaviours are worse than others? Why?
- What do you think should happen to those behaving inappropriately?

Show the video again.

At this stage, move the discussion on to begin raising thoughts about rights and responsibilities. Care will be needed to reinforce the ground rules about personal disclosures. Sensitivity to past experiences will be required here.

- 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?
- Why do you think the video is called “Would U Want to Sit Next to U?”

Use Slide 7 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...”

Ask the class to compare this to the three things they wrote in Activity A and discuss differences and similarities.

### 4. Introducing 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. The Travel Code and copies of it are available from [www.travelcode.org](http://www.travelcode.org)

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



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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 this slide on display. Ask the class to read through the slide 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 Behaviour 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 and script a short (maximum of 90 seconds) radio news item for Radio Wales. The news item has to summarise

- What the code is about
- Why it's needed
- Who it applies to
- What the key points are.

The news item could include a short interview with a pupil, teacher, bus driver etc.

Ask a few groups to present their news item to the rest of the class. It's unlikely that there will be sufficient time for all groups to present but it may be possible to hear these other groups in a later lesson.

## 5. Plenary [5 minutes]

Recap main points.

In **Activity D** on the Learning Sheet ask the pupils to list three things they have learned today about the Travel Code. A homework activity is suggested, to explain the Travel Code at home.

