

# MAKE EVERY JOURNEY A GOOD ONE

# STICK TO THE TRAVEL CODE.

## KEY STAGE 4 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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## 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 children.
- This lesson could form part of a PSE scheme of learning and would be useful in reinforcing concepts and understanding. Equally, the lesson can be used as a stand-alone lesson to introduce both the All Wales Travel Behaviour Code and concepts of rights and responsibilities.

## Learning outcomes

- All learners should be able to describe the Travel Code
- All learners should be able to describe the consequences of not 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, for teacher use only
- Loudspeakers for video playback

## Teaching and Learning Resources

- UNCRC resources, to learn about rights, can be found on the Let's Get It Right site at <http://www.uncrcletsgetitright.co.uk>
- PowerPoint file, *Why Do We Need An All Wales Travel Behaviour Code?*
- Learning Sheet.
- Blank paper for Activity 4 below
- Video *Would U Want to Sit Next to U?* - available at <http://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.
- All resources detailed above are available from <http://travelcode.org/travelcode.html>

## Method [60 minute lesson]

### 1. Objectives [5 minutes]

Introduce and share the lesson objectives with the class. The PowerPoint slides accompanying this lesson plan can be used for this.

### 2. Rights, What Rights? Whose Rights? [15 minutes]

The aim of this section of the lesson is to engage learners, through guided discussion, in the concept of rights and responsibilities.

Go to Slide 3 of the accompanying PowerPoint file. This 'builds', sentence



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by sentence, to reveal a list of possible 'rights'. Introduce these to the whole class.

Ask the class to work in small groups or pairs to select from the list what they think are rights and those that are not. Allow just a few minutes for this activity - sufficient to both complete the task and to maintain pace.

Review with the class which 'rights' listed in Slide 3 have emerged as important and which less so. Gather the three or four top choices and write these on the class whiteboard. Useful question stems that could be used to prompt discussion include:

- What is the difference between...?
- How do you know...?
- What makes you think...?
- Is it important or nice to have...?

Lead the discussion into a consideration of who makes sure these rights are looked after. Useful question stems that could be used to prompt discussion include:

- What should happen if rights are broken...?
- What reasons are there to have rights...?
- Who looks after rights...?
- What rights can you help to look after...?
- Are you responsible for the right to...?

Go to Slide 4 of the PowerPoint, which poses a question about responsibilities in connection with rights. Return to the list of three or four rights that were written on the whiteboard and discuss what responsibilities might follow from the right e.g. the right to be safe/the responsibility not to threaten the safety of others.

### 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 5.)

Explain that the video has been produced to make travel to and from school or college safer for young people. Emphasise that the video is part of campaign to protect the rights of both young people (and others) and to help young people learn their responsibilities.

Explain that you will watch the video more than once.

Show the video. It lasts for one minute.

In pairs, ask learners to discuss what they have seen.

- What was happening in the video?
- How many main characters were there?
- Why is the video called, "Would U Want to Sit Next to U?"

Show the video again.

#### **Either:**

Ask some learners to take on the role of the characters depicted in the video. Provide a seat at the front of the class for the 'Hotseat' role. Slides 6 and 7 provide some instructions. Ask the rest of the class to question the characters in turn.

#### **Or:**

Use the Learning Sheet and ask learners to explore and consider the experiences, thoughts and feelings of

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those shown in the video by completing the thought bubbles.

Discuss the impact that the negative actions have had on the characters. The aim here is to encourage learners to empathise with the characters in the video who have had their rights compromised.

Move the discussion on to consider how rights and responsibilities affect the learners as they travel to and from school and college. Care will be needed to reinforce the ground rules about personal disclosures. Sensitivity to past experiences will be required here but some question prompts include:

- What risks are there as you travel to school or college?
- Do you ever risk the rights of others by what you say or do?
- If you have rights, what responsibilities do you also have?
- What do you think should happen to those infringe others' rights?

## 4. Developing a Travel Code [10 minutes]

Ask the class to imagine that they have been commissioned by the Welsh Assembly Government to produce a Travel Code. They have to make it clear to young people what their rights and responsibilities are as they travel to and from school and college.

Ask learners to work in pairs or small groups and follow the guidelines on Slide 8. Gather responses and capture these on the class whiteboard.

## 5. Introducing the All Wales Travel Behaviour Code [10 minutes]

Spend a few minutes introducing the Travel Code to the class. Slides 9-14 present the Travel Code in sections. Copies of the code are available from [www.travelcode.org](http://www.travelcode.org)

Ask the class to compare their code with the All Wales Travel Behaviour Code.

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

Point out the key features of each section.

Point out the consequences of not following the code.

- What's in the All Wales Travel Behaviour Code that's not in your travel code?
- What's in your travel code that's not in the All Wales Travel Behaviour Code?
- Why do you think this is?



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Point out that there is a more detailed 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.

## 6. Plenary [5 minutes]

Ask learners to work in pairs.

**One minute:** Learner A explains to Learner B what the Travel Code is.

**One minute:** Learner B explains to Learner A why the Travel Code is needed.

Emphasise to learners that they have both rights and responsibilities but that they are also not alone. Point out to learners the options for support and dialogue within the school or college should they witness or be victim to any of the situations explored today.

Finally, hand out copies of the Travel Code, pointing out the website URL, [www.travelcode.org](http://www.travelcode.org)

