

## SCHOOL DAZE

# Travelling Responsibilities

(Lesson 2, Pre-Show)

### **Experiences & Outcomes (Curriculum for Excellence)**

I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible. **HWB 3-16a**

After assessing options and the consequences of my decisions, I can identify safe and unsafe behaviours and actions. **HWB 3-41a**

I can persuade, argue, evaluate, explore issues or express an opinion using a clear line of thought, relevant supporting detail and/or evidence. **LIT 3-29a**

### **Benchmarks**

#### **Health & Wellbeing**

- Weighs up risk and identifies potential safe and unsafe behaviours and actions.

#### **Literacy**

- Uses language to influence or persuade the reader, for example, word choice, repetition, rhetorical questions and/or emotive language.

<b>Learning Intentions</b>	<b>Success Criteria</b>
<ul style="list-style-type: none"> <li>• Discuss experience of journeys.</li> <li>• Analyse the different modes of public transport used.</li> <li>• Explain the rules of travelling.</li> <li>• Create a persuasive piece of work.</li> </ul>	<ul style="list-style-type: none"> <li>• List and perform different ways of travelling.</li> <li>• Create a poster, poem, recording, song or video that is persuasive and encourages responsible behaviour on public transport.</li> </ul>

### **Resources**

Whiteboard/flipchart paper  
Audio recording device  
Video recording device  
Paper  
Pens  
Public Transport Posters

### Introduction (5-10 mins)

Make reference to previous lesson about transitioning from Primary to Secondary School and how this has impacted on pupils' journeys. What did we learn in that lesson?

Ask pupils to discuss with a partner 3 new responsibilities they have been given since moving to Secondary School. This may be things such as being more responsible for own homework, staying out later at night, travelling alone on public transport, staying with new friends, going in to town, etc.

Pupils should share with the rest of the class the name of their partner and the 3 new responsibilities they have.

Teacher should focus particularly on any new responsibilities that involve travel and explain that this lesson will involve learning about responsibilities when travelling on public transport.

### Main (20-40 mins)

On a whiteboard or flipchart paper teacher should create a mind map of how many different ways pupils travel in a month? Include walking, cycling, car, taxi, bus...

With each mode of transport discuss how long the journey usually is and to where.

With a partner, pupils should discuss if there are different rules for each of these modes of transport. What are the rules? Expectation would be that they would come up with laws, suggestions and common sense about behaviours to consider with each mode of transport. This should be guided and taken as deeply as possible. Teacher should direct the rules/behaviours for getting on and off the bus, train etc. This would be an opportunity to refer to **The Seat Belts on School Transport (Scotland) Act 2017** which comes in to force August 1<sup>st</sup> 2018. A recent YouGov poll suggested children would not wear a seatbelt due to peer pressure; use this fact to open a discussion.

Place pupils into groups of 4 or 5 and instruct them to create a drama scene where the setting is on public transport and a character is not behaving responsibly or following the rules.

*For example, someone runs on to a bus without paying the bus driver, someone putting their feet up on the seats of a train, etc. Encourage them to relate their scene to something they may have witnessed while travelling.*

A short time should be given for pupils to rehearse scene.

Ask each group to perform and then question the observing pupils as to how the character should be behaving.

From this discussion, explain to pupils that they will now encourage other people to behave responsibly and follow the rules on public transport through a persuasive text, audio or video. They have the option to choose how they would like to promote this. As a stimulus, pupils could be shown some real-life examples of public transport posters that encourage people to behave responsibly.

This task can be achieved through the creation of a poster, a story, a poem, a spoken recording, a song or a video. Materials should be provided for pupils to complete.

Pupils may have to complete work over more than one lesson, or as a homework activity. Their work should be promoted throughout their school and community. This could be achieved online (school website/twitter), sharing with their feeder Primary schools or presenting in an assembly.

### Plenary (5-10 mins)

Information sharing.

How could we achieve sharing our persuasive information across the school or to younger children?