

Just the Ticket

Teacher Follow-up Activities

The Just the Ticket follow-up activities provide pupils with opportunities to achieve Key Stage 3 learning outcomes from the PSE Framework for 7 to 19 year olds in Wales 2008 and the National Literacy and Numeracy Framework 2013. The activities presented below are not sequential but rather are a menu for teachers to select from.

Just the Ticket Follow-up Activity	Links with National Literacy and Numeracy Framework	Links with the PSE Framework for 7 to 19 year olds in Wales	
		Skills	Range
1. Human Bingo	L(O)sp L(O)l L(O)c&d L(R)r&a L(W)mpr	<ul style="list-style-type: none"> Express opinions clearly and justify personal standpoint 	<ul style="list-style-type: none"> Develop respect for themselves and others To understand what they believe to be right and wrong actions and the moral dilemmas involved in life situations
2. Ready to go?	L(O)SP L(O)l L(R)c L(R)r&a L(W)s&o	<ul style="list-style-type: none"> Use some prior knowledge to explain link between cause and effect 	<ul style="list-style-type: none"> Develop respect for themselves and others
3. Actions have consequences!	L(O)sp L(O)l L(O)c&d L(R)r&a L(W)s&o	<ul style="list-style-type: none"> Consider other's views to inform opinions and form decisions and choices effectively Use some prior knowledge to explain link between cause and effect Empathise with others' experiences and feelings and actions 	<ul style="list-style-type: none"> Display a responsible attitude towards keeping the mind and body safe and healthy To understand what they believe to be right and wrong actions and the moral dilemmas involved in life situations
4. Before we go again.	L(O)c&d L@r&a L(W)s&o L(W)mpr	<ul style="list-style-type: none"> Apply learning to similar situations Consider others views to inform opinions and make informed decisions and choices effectively 	<ul style="list-style-type: none"> Develop positive attitudes towards themselves and others



5. Vehicle safety rules campaign	L(O)c&d L(R)r&a L(W)mpr L(W)s&o	<ul style="list-style-type: none"> Using ICT to find and develop information and create and present ideas. 	<ul style="list-style-type: none"> To understand what they believe to be right and wrong actions and the moral dilemmas involved in life situations
6. School site travel survey	N(UDS)crd N9UDS)pad N(UDS)ir	<ul style="list-style-type: none"> Using ICT to find and develop information and create and present ideas. 	<ul style="list-style-type: none"> Participate in school and the wider community.

1. Introduction - Human Bingo

Give each pupil a copy of the Human Bingo sheet (1a). Ask the pupils to move around the class and to find someone to answer each of the questions. A different pupil should answer each question, not one pupil to answer every question for another. This activity will help pupils revise the lesson previously carried out with the Schools Officer and or probe pupils knowledge.

2. 'Ready to go?' This activity is a preparation for a safe journey.

Using the values continuum principle, place one each of the following signs around the room - agree, disagree, not sure. (2.a) Read out each one of the following statements (see sheet 2.a.1) and ask the pupils to move to the sign that reflects their views.

- Never cross the road in front of a parked car
- Wear black clothes when travelling at night.
- Road speeds signs are only there to make parents drive slowly.
- Never travel in a car without a seat belt
- Always sit down when the bus is in motion.
- Walk on the road instead of the pavement
- Never cross the railway line when the barriers are down.
- When riding a bike always use the cycle path
- We are allowed to ride our off road bikes anywhere.
- Always ignore warning signs

Conclude the exercise by discussing as a whole class why we have rules.

Divide the class into 5 groups. Give each group one of the 5 different Ready to go? Pupil worksheets (2.b). Pupil worksheets are also available as PPT 2c. Ask each group to list or draw as many rules as they can, associated with their given topic.

- Rules at home - various
- School rules - various
- Shop rules - purchasing certain goods - tobacco / knives
- Rules of the road - safety
- Rules in sport - swimming pools / soccer/netball



Share the responses from every group with the whole class and then discuss what they consider makes a good rule.

GOOD RULES should be: sensible - simple - agreed to - fair - law abiding.

3. Actions have consequences - Divide the class into 6 groups and provide each group with a photo resource (3b to g). You can also refer to PPT 3.a. Ask each group to discuss the following questions

- What you think is happening in the photo?
- What could be the consequences of these actions?
- How do you think you would feel if this was happening on your school bus?

Create a role play about the incident in your photograph involving the following characters

- The driver
- The badly behaved pupil
- A passenger (other than a pupil)
- A teacher
- The pupil's parent

The aim of the role play is to explore what might happen next and the effect this would have on each of the characters and their reactions to it. Each group could then present their role play to the class which could promote further discussion.

4. Before we go again! Pupils can be involved in the following additional follow up activities regarding safety on school transport.

Divide the class into groups and give each group a sheet of flip chart paper and two different coloured pens. Using one colour pen ask the group to list the types of bad behaviour that they are aware of on the school buses.

Sort the misbehaviours into one of the three categories listed below:

1. Unacceptable behaviour
2. Dangerous behaviour
3. Highly dangerous or life threatening behaviour

Feedback and discuss the outcomes with the whole class. (Information for the teacher's use is provided below see also Travel Behaviour Code sheet 4.a) Provide another piece of flipchart paper and a different colour pen, this time, ask the groups to consider what suitable sanctions they would use to deal with misbehaviour on the buses. The group should then cut out their answers from both, flipchart papers and match each misbehaviour with an appropriate sanction, then, feedback as a class to create a list of common misbehaviours and appropriate sanctions.

Ask each group to devise a set of basic guidelines for pupil behaviour to ensure their safety on buses.



1. Unacceptable behaviour (WAG Travel Code Category 3)

This includes, but is not limited to, minor offences that are not physically dangerous, such as:

- Eating or drinking, unless express permission has been granted
- Using offensive or racist language
- Shouting
- Failure to obey the driver's instructions
- Littering
- Failing to show a travel pass (where appropriate)
- Rudeness
- Verbal bullying
- Failure to remain in seat when vehicle is in motion
- Inappropriate use of mobile phones and cameras
- Drinking

2. Dangerous behaviour (WAG Travel Code Category 2)

This includes, but is not limited to, behaviours where there may be some physical danger to individuals, such as:

- Serious bullying and harassment
- Distracting the driver, except in case of an emergency
- Smoking
- Spitting
- Threatening the driver
- Throwing things inside or from the vehicle
- Physical bullying
- Pushing or shoving while boarding or exiting the vehicle
- Obstructing doors, aisles or emergency exits
- Minor vandalism

3. Highly dangerous, destructive or life-threatening behaviour

This includes, but is not limited to, behaviours considered very dangerous to individuals and/or destructive, such as:

- Interfering with the driving controls or emergency doors
- Assaulting the driver
- Pushing others through doors or windows
- Interfering with safety equipment
- Recklessly or negligently endangering the safety of other passengers or themselves
- Destruction of property
- Possession of drugs or weapons
- Threatening behaviour with a weapon



A possible process for dealing with misbehaviours as outlined in the WAG Travel Code

Depending on any previous incidents that the individual may have been involved in, incidents that are found to be highly dangerous should be dealt with as follows:

Category 3 - Unacceptable behaviour:

- First offence - the learner should receive a verbal warning from their place of learning and the local authority should keep a record of the incident.
- Second offence - the local authority should write to the learner's parents/guardian/carer notifying them of their child's misbehaviour and the consequences of continued inappropriate behaviour.
- Third offence+ - the local authority should consider the withdrawal of learner transport.

Category 2 - Dangerous behaviour:

- First offence - as a minimum the LEA should write to the learner's parents notifying them of the breach of the Code and the consequences of unacceptable behaviour. The authority may decide that the withdrawal of transport is more appropriate.
- Second offence - the local authority should consider the withdrawal of learner transport, but only after following the agreed procedures.



5. Vehicle safety rules campaign - Pupils in groups design their own transport safety rules using ICT for display in one of the following - a car or taxi; a school minibus or bus. (NB. Under the provisions of the measure the Travel Code does not apply to travel to and from locations not classed as "relevant places". For example educational trips e.g. school visits to theatre, museum or sporting fixtures, are not covered by the code. However, it is vital that rules for such travel are in place and behaviour on these journeys should be covered by individual schools Behaviour policies).

6. School site travel survey - Conduct a survey outside the immediate school site. Use a camera to record instances of best safety practices in order to produce using ICT a school display for pupils and parents to promote the message. Encourage pupils to consider enough spaces for walking, car parking, bus and taxi stops, staff and visitor parking etc.

