Citizenship – Overview

Keystage 2

Citizenship helps pupils develop knowledge and understanding about becoming informed citizens, develop skills of enquiry and communication and encourages participation and responsible action.

At KS2 pupils should be taught:

1a) to talk and write their opinions, and explain their views, on issues that affect themselves and society

1e) about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future

2b) why and how rules and laws are enforced, why different rules are needed in different situations and how to take part in making and changing rules

2c) to realise the consequences of anti social and aggressive behaviour, such as bullying and racism, on individuals and communities

2e) to reflect on 'moral' issues, using imagination to understand other people's experiences

2f) to resolve differences by looking at alternatives, making decisions and explaining choices

4a) that their actions affect themselves and others, to care about other people's feelings and to try and see things from their points of view

4b) to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help

4e) to recognise and challenge stereotypes

5g) to consider social and moral dilemmas that they come across in life

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Citizenship – Overview

Keystage 2

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Lesson Plan

Aims: this lesson covers the issues of respect and tolerance.

- Use the 'Who is the Driver' game to challenge assumptions
- Present the class with statements about the relationship between bus drivers and school children – discuss the issues raised
- Pupils write a set of rules that can be used on a school bus

Overview:

'Who is the Driver' Game

Pupils try to identify the driver from a group of people.

Statements

Write down the two statements – one from bus drivers – one from school bus users.

What issues do they raise and why?

Compose a Set of Rules

Pupils compose a set of rules that would include drivers and passengers on school buses.

Links: Literacy

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Citizenship – Who is the Driver?

Keystage 2

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Lesson Plan
Teachers Worksheet

Who is the Driver

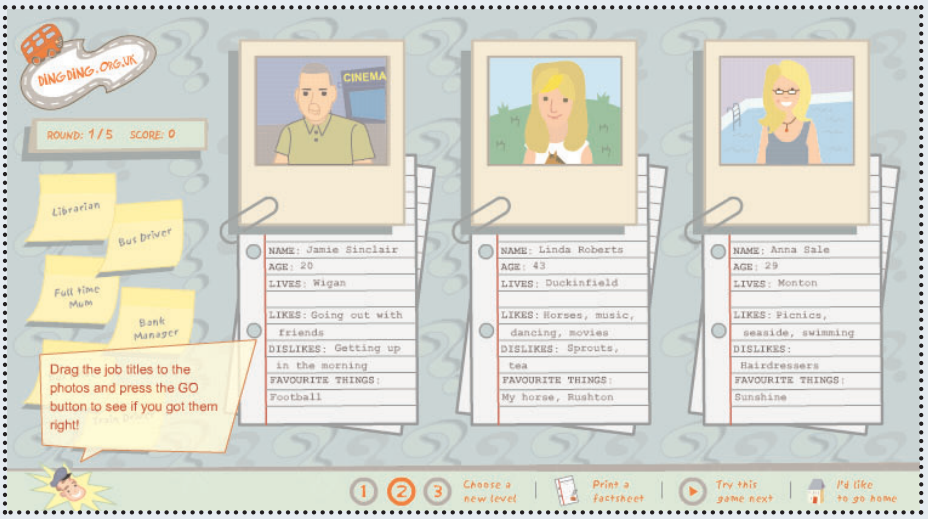
Pupils play the 'Who is the Driver?' game. They must try to guess which person is the bus driver.

Ask pupils to think about why they are making their choices. What assumptions are they using? Do they have a stereotypical image of a bus driver? Does this fit in with the people in the game?

What about the other people – are they surprised at their occupations?

Ask pupils to make brief notes about Anna Sale and Clifford Lanham. As a group ask for some feedback on these two people. Did the pupils choose the same words to describe them? Discuss any difference or similarities.

There is a worksheet to support this activity entitled 'Who is the Driver'. It lists all of the people and their likes and dislikes with space for pupils to make their comments and assumptions. It can be used as a precursor to the game or independently.



http://dingding.org.uk/games/manchester/whoisthedriver/index.html

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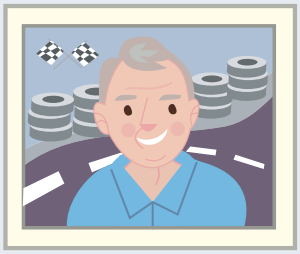
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Who's the Driver?

Keystage 2

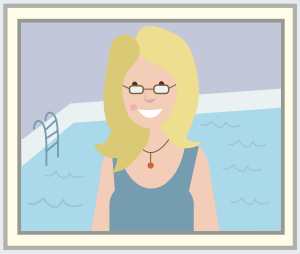
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Worksheet



Andrew Proudlove **Likes: Go Karting & Golf** **Dislikes: Bad Manners**
Favourite Thing: Holidays

How old do you think Andrew is. What do you think he does?



Anna Sale **Likes: Picnics & Swimming** **Dislikes: Hairdressers**
Favourite Thing: Sunshine

How old do you think Anna is. What do you think she does?



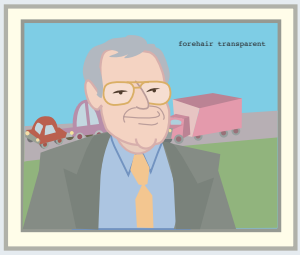
Anthony Brierley **Likes: Music** **Dislikes: Cabbage**
Favourite Things: His Children

How old do you think Anthony is. What do you think he does?



Cassie Price **Likes: Animals** **Dislikes: Spiders**
Favourite Thing: Chocolate

How old do you think Cassie is? What do you think she does?



Chris Mulligan **Likes: Music & Film** **Dislikes: Traffic Jams & Health Clubs**
Favourite Thing: A Good Restaurant

How old do you think Chris is. What do you think he does?

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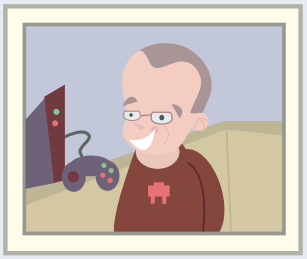
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Who's the Driver?

Keystage 2

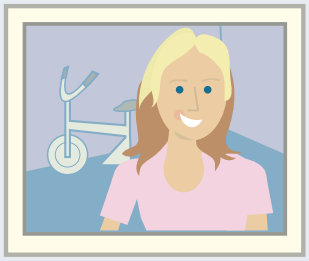
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Worksheet



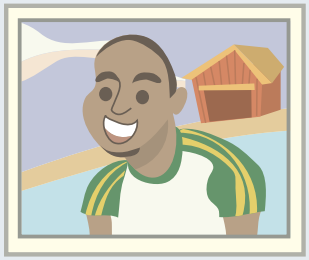
Clifford Lanham Likes: Barbecues & Computer Games Dislikes: Tomatoes
Favourite Things: Building and Repairing Computers

How old do you think Cliff is. What do you think he does?



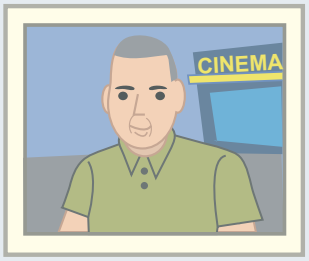
Cordelia Hepworth Likes: Gym & Swimming Dislikes: Vegetables, Getting Up
Favourite Thing: Going Out with Friends

How old do you think Cordelia is, what do you think she does?



Dominic Bruce Likes: Spaghetti & Holidays Dislikes: Bad Table Manners
Favourite Thing: Thailand

How old do you think Dom is? What do you think he does?



Jamie Sinclair Likes: Football & Socialising Dislikes: Getting up
Favourite Thing: Football

How old do you think Jamie is? What do you think he does?



Jeremy Kime Likes: Cameras & the colour red
Dislikes: Swearing & Violence Favourite Thing: My Wife

How old do you think Jem is? What do you think he does?

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Who's the Driver?

Keystage 2

4

Worksheet



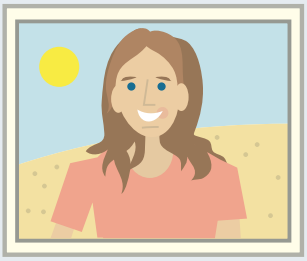
Joanna Bircher Likes: Chocolate & Theatre Dislikes: Coffee & Dawdling
Favourite Things: My Family

How old do you think Jo is? What do you think she does?



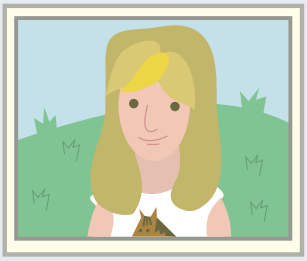
Jonathan Hatton Likes: Football & Barbecues Dislikes: Woodchip
Favourite Thing: Sitting in the Sun with Friends

How old do you think Jon is? What do you think he does?



Joyce Hatton Likes: Keep Fit & Sunshine Dislikes: Rain & Cricket
Favourite Things: Sunbathing & Holidays

How old do you think Joyce is? What do you think she does?



Linda Roberts Likes: Horses & Dancing Dislikes: Sprouts & Tea
Favourite Thing: My Horse, Rushton

How old do you think Linda is? What do you think she does?



Madeline Wiltshire Likes: Cats & Kids TV Dislikes: Meat & Dog Poo
Favourite Thing: Freya, My New Grandchild

How old do you think Maddie is? What do you think she does?

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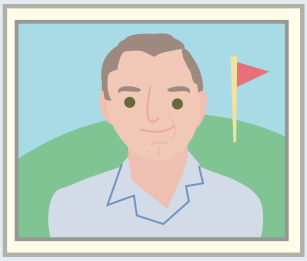
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Who's the Driver?

Keystage 2

4

Worksheet



Mark Parker Likes: Manchester United Dislikes: Manchester City
Favourite Things: Golf & Computers

How old do you think Mark is, what do you think he does?



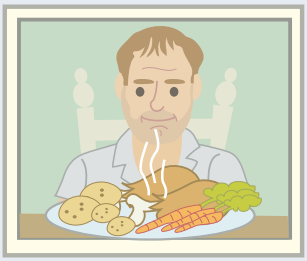
Michael Watson Likes: Blue Skies Dislikes: Rainy Weather
Favourite Thing: Travel

How old do you think Mike is? What do you think he does?



Neil Rackett Likes: Holidays & 5-A-Side Dislikes: Loud Mobile Phones
Favourite Things: Hot Sunny Days

How old do you think Neil is? What do you think he does?



Patrick Rayner Likes: Music – Coldplay Dislikes: Boy Bands
Favourite Things: Beer, Good Food & Sport

How old do you think Pat is? What do you think he does?



Sandy Chopra Likes: People Dislikes: Politics
Favourite Thing: The Grand Prix

How old do you think Sandy is? What do you think he does?

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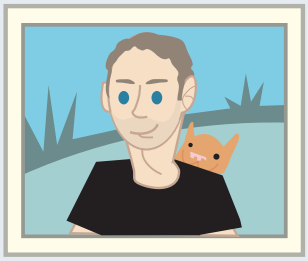
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Who's the Driver?

Keystage 2

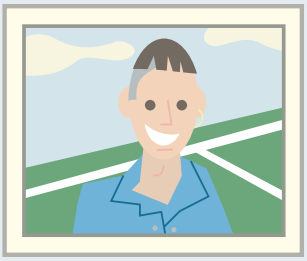
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Worksheet



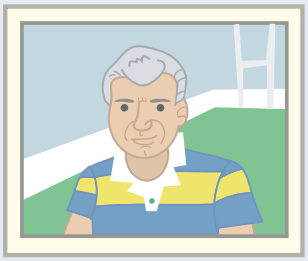
Scott Burnham Likes: Cats & Loud Music Dislikes: Rude People & Mondays
Favourite Thing: Exploring New Cities

How old do you think Scott is? What do you think he does?



Stephen Grogan Likes: Football Dislikes: Peas
Favourite Thing: Chips

How old do you think Steve is? What do you think he does?



William Baldwin Likes: Rugby Dislikes: Untidy Kids
Favourite Things: Sundays & Good Dinners

How old do you think William is? What do you think he does?

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Who's the Driver?

Keystage 2

4

Worksheet
Teachers Notes

If you have not chosen to complete this game on line we've listed the details of each of the people described in 'Who's the Driver?' below:

Andrew Proudlove	is a 45 year old *Builder* from Didsbury in Manchester
Anna Sale	is a 29 year old *Librarian* from Monton in Eccles
Anthony Brierley	is a 37 year old *Postman* from Oldham
Cassie Price	is a 27 year old *School Bus Driver* from Wigan
Chris Mulligan	is the 53 year old *Director General* of the GMPTE from Didsbury in Manchester
Clifford Lanham	is a 34 year old Yellow *School Bus Driver* from Ashton-under-Lyne
Cordelia Hepworth	is a 28 year old School *Bus Driver* from Wigan
Dominic Bruce	is a 32 year old *Property Developer* from Chorlton in Manchester
Jamie Sinclair	is a 20 year old School *Bus Driver* from Wigan
Jeremy Kime	is a 45 year old *Camera Shop Owner* from Stockport
Joanna Bircher	is a 35 year old *Doctor* from Stockport
Jonathan Hatton	is a 31 year old *Designer* from Stockport
Joyce Hatton	is a 42 year old School *Bus Driver* from Ashton-in-Makerfield
Linda Roberts	is a 43 year old School *Bus Driver* from Duckinfield
Madeline Wiltshire	is a 55 year old *Childrens Television Producer* from Sale in Manchester
Mark Parker	is a 30 year old Yellow School *Bus Driver* from Ashton-under-Lyne
Michael Watson	is a 64 year old School *Bus Driver* from Wigan
Neil Rackett	is a 24 year old *Multimedia Developer* from Didsbury in Manchester
Patrick Rayner	is a 33 year old Primary *School Teacher* from Stockport
Sandy Chopra	is a 42 year old *Sales Director* from Warrington
Scott Burnham	is the 33 year old *Creative Director of Urbis* from Manchester City Centre
Stephen Grogan	is a 26 year old *Bus Mechanic* from Ashton-under-Lyne
William Baldwin	is a 58 year old School *Bus Driver* from Leigh

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Citizenship

Keystage 2

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Lesson Plan

Statements

Historically, the relationship between young people and bus personnel has been problematic.

In February 2001 the Department for Transport (DfT) a document called
'The School Run' – Training Programme for Bus Drivers.

The research found that there were two interrelated themes:

- Drivers felt frustrated at the lack of respect shown by young people to them and the service they provide.
- Young people perceived that bus drivers showed them no respect and did not value their custom.

What issues do these statements raise?

- A lack of respect from both sides
- A lack of appreciation or understanding of the groups feelings.
- Do young people value drivers and the bus service? If not why not?
- Do drivers value the custom of young people? If not why not?

Discuss as a class.

Read the following short passage to the whole class:

> Bus number 12 travels from Acacia Avenue and passes the local school on the way into town. The bus is used by a large number of different passengers.
>
> On Monday morning six school pupils board the bus, make their way upstairs and sit on the back seats. They are laughing and joking and become quite loud and boisterous. A couple of elderly people who have sat upstairs decide to move downstairs.
>
> After 10 minutes the driver stops the bus and demands that the pupils get off. The pupils are very angry because they will be late and a short argument follows.

The pupils reluctantly leave the bus and walk the rest of the journey to school.

Split the class into the following 5 different groups:

- School Pupils:

  The problem from the school pupils perspective:

  "They forgotten what it's like to be young. I bet they weren't all goody-goody when they were young"

  "We were only having a laugh"

  "We had paid our fare like everyone else, we should have been treated like the other passengers"

  "The driver was very rude to us"

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- The Driver:

  The problem from the driver's perspective:

  "Youngsters today have no respect for their elders"

  "I've been driving for forty years. When I started kids knew how to behave"

  "Those young kids were very rude to me – not even an apology"

- The Elderly Passengers:

  The problem from the elderly passengers' perspective

  "We don't like groups of young people, we find them quite frightening"

  "The noise was too much so we decided to move downstairs"

  "We didn't ask the driver to stop. We felt sorry for them having to walk to school"

  "There did seem to be a rather cross exchange between the driver and the young people"

- Other Passengers:

  The Young Man on his way to work

  "The children were noisy, but they weren't aggressive"

  "The driver over re-acted a little. He should have asked them to be quiet"

  "I was annoyed because I was late for work after the delay"

- The Young Woman and her son on the way to playgroup

  "The school children were noisy and they should have calmed down after the elderly couple moved"

  "I think the driver and the school children were rude to each other"

  "I think that the driver was right to ask them to leave the bus – they had no consideration for any other passengers"

  "The children should have been given their bus fares back"

Give the groups time to discuss the problem from their perspective. Ask each group if/how they think the conflict could have been better handled. *A series of worksheets are available for each of the view points represented entitled 'Statements'.*

Compose a Set of Rules

In smaller groups use the findings from the class discussion to compose a set of rules. The rules should aim to reduce the conflict between school bus drivers and their passengers.

The rules can be specifically for the driver or for the passengers or for both.

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Statements - Pupils

Keystage 2

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Worksheet
Citizenship

Bus number 12 travels from Acacia Avenue and passes the local school on the way into town. The bus is used by a large number of different passengers.

On Monday morning six school pupils board the bus, make their way upstairs and sit on the back seats. They are laughing and joking and become quite loud and boisterous. A couple of elderly people who have sat upstairs decide to move downstairs.

After ten minutes the driver stops the bus and demands that the pupils get off. The pupils are very angry because they will be late and a short argument follows.

The pupils reluctantly leave the bus and walk the rest of the journey to school.

School Pupils:

The problem from the school pupils perspective:

"They forgotten what it's like to be young. I bet they weren't all goody-goody when they were young"

"We were only having a laugh"

"We had paid our fare like everyone else, we should have been treated like the other passengers"

"The driver was very rude to us"

How do you think this situation could have been better resolved?:

Notes:

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Statements - Driver

Keystage 2

Bus number 12 travels from Acacia Avenue and passes the local school on the way into town. The bus is used by a large number of different passengers.

On Monday morning six school pupils board the bus, make their way upstairs and sit on the back seats. They are laughing and joking and become quite loud and boisterous. A couple of elderly people who have sat upstairs decide to move downstairs.

After 10 minutes the driver stops the bus and demands that the pupils get off. The pupils are very angry because they will be late and a short argument follows.

The pupils reluctantly leave the bus and walk the rest of the journey to school.

The Driver:

The problem from the driver's perspective:

"Youngsters today have no respect for their elders"

"I've been driving for forty years. When I started kids knew how to behave"

"Those young kids were very rude to me – not even an apology"

How do you think this situation could have been better resolved?:

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Statements - Elderly

Keystage 2

Bus number 12 travels from Acacia Avenue and passes the local school on the way into town. The bus is used by a large number of different passengers.

On Monday morning six school pupils board the bus, make their way upstairs and sit on the back seats. They are laughing and joking and become quite loud and boisterous. A couple of elderly people who have sat upstairs decide to move downstairs.

After 10 minutes the driver stops the bus and demands that the pupils get off. The pupils are very angry because they will be late and a short argument follows.

The pupils reluctantly leave the bus and walk the rest of the journey to school.

The Elderly Passengers:

The problem from the elderly passengers' perspective

"We don't like groups of young people, we find them quite frightening"

"The noise was too much so we decided to move downstairs"

"We didn't ask the driver to stop. We felt sorry for them having to walk to school"

"There did seem to be a rather cross exchange between the driver and the young people"

How do you think this situation could have been better resolved?:

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Statements - Young Man

Keystage 2

4

Worksheet
Citizenship

Bus number 12 travels from Acacia Avenue and passes the local school on the way into town. The bus is used by a large number of different passengers.

On Monday morning six school pupils board the bus, make their way upstairs and sit on the back seats. They are laughing and joking and become quite loud and boisterous. A couple of elderly people who have sat upstairs decide to move downstairs.

After 10 minutes the driver stops the bus and demands that the pupils get off. The pupils are very angry because they will be late and a short argument follows.

The pupils reluctantly leave the bus and walk the rest of the journey to school.

Young man on his way to work:

The problem from the other passengers' perspective

"The children were noisy but they weren't aggressive"

"The driver over re-acted a little. He should have asked them to be quiet"

"I was annoyed because I was late for work after the delay"

How do you think this situation could have been better resolved?:

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Statements - Mum and Child

Keystage 2

4

Worksheet
Citizenship

Bus number 12 travels from Acacia Avenue and passes the local school on the way into town. The bus is used by a large number of different passengers.

On Monday morning six school pupils board the bus, make their way upstairs and sit on the back seats. They are laughing and joking and become quite loud and boisterous. A couple of elderly people who have sat upstairs decide to move downstairs.

After 10 minutes the driver stops the bus and demands that the pupils get off. The pupils are very angry because they will be late and a short argument follows.

The pupils reluctantly leave the bus and walk the rest of the journey to school.

Young mum taking her son to play group

The problem from the other passengers' perspective

"The school children were noisy and they should have calmed down after the elderly couple moved"

"I think the driver and the school children were rude to each other"

"I think that the driver was right to ask them to leave the bus – they had no consideration for any other passengers"

"The children should have been given their bus fares back"

How do you think this situation could have been better resolved?:

Notes:

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Rules for Using the Bus

FOR:

1

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