Citizenship – Respect

Keystage 3

Aims: this lesson covers the issues of respect and tolerance

- 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
- Small groups read the scenarios and then rewrite a 'better' ending
- Use the 'Who is the Driver?' game to challenge assumptions (extension task)

Overview:

Write down the two conflicting 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.

Scenarios

Small groups read the scenarios and then discuss the situations. The group then rewrites the ending.

'Who is the Drive?r' Game

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

Links: English, IT

Citizenship – Conflict

Keystage 3

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Lesson Plan

Conflict Statements

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

In February 2001 the Department of the Environment, Transport and the Regions (DETR) produced 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?

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'

Good drivers are *'...friendly. You can have a laugh with them'*

Bad Drivers are *'...rude and unfriendly,...always shouting...'*

The problem from the driver's perspective:

'Youth is disintegrating. The youngsters of the land have a disrespect for their elders and a contempt for authority in every form...'

'I've been driving for forty years. When I started kids knew how to behave, and if they didn't behave they'd know what to expect'

'Problems on buses are only an extension of wider problems in society'

Group discussion

How could the school and the bus company start to address these differences in opinions?

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Lesson Plan

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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Worksheet

Scenarios 1

Name :_____

Class :_____

Read each of the scenarios. Discuss the situation and then write a better ending.

Situation 1

A boy on the school bus dares his friend to ring the bell at every stop. The driver pulls up at each stop but soon realises that no one is alighting. The driver is confused and passes a stop where someone wants to alight. A parent waiting at the bus stop is furious and reports the driver.

A better outcome:

A boy on the school bus dares his friend to ring the bell at every stop...

Situation 2

A girl gets onto the school bus in the morning obviously very upset. A group of older girls tease her and call her names.

A better outcome:

A girl gets onto the school bus in the morning obviously very upset...

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Worksheet

Scenarios 2

Name :_____

Class :_____

Read each of the scenarios. Discuss the situation and then write a better ending.

Situation 3

A boy is bullied on the top deck of the bus on his way home from school. The parents complain to the bus company because the driver did not intervene. The driver replies that he did not see any bullying and would have been unable to control the top deck whilst driving.

A better outcome:

A boy is bullied on the top deck of the bus on his way home from school...

Situation 4

Somebody writes on the back of the school bus seats in black marker pen. All the pupils deny responsibility and the bus company threatens to withdraw the service.

A better outcome:

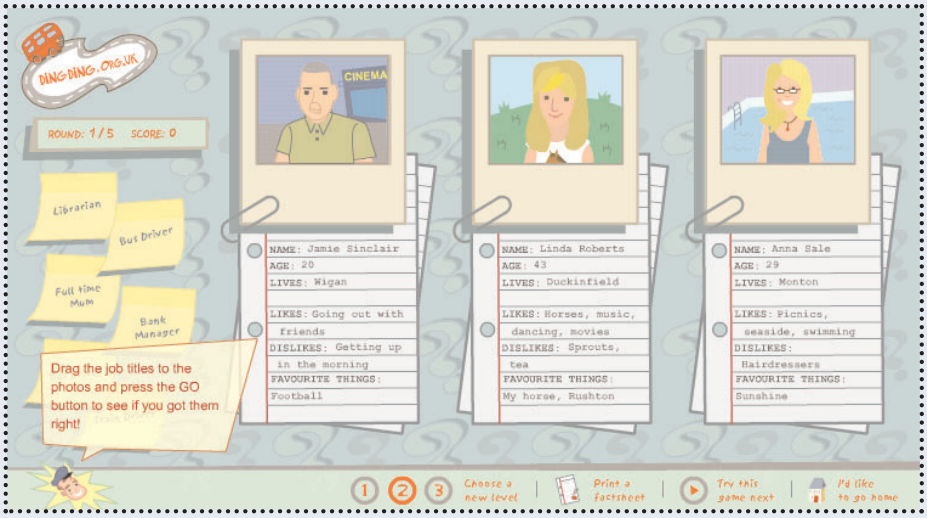
Somebody writes on the back of the school bus seats in black marker pen...

Who's the Driver?

Pupils play the 'Who's the Driver?' game, either individually, in groups or a class using a projector or whiteboard. Pupils must try to guess which person is the bus driver.

With limited information pupils challenge their preconceptions and stereotypes to identify the occupations of the characters and discover who the driver is. Everybody featured in the game is a local resident of the Greater Manchester area. All of the drivers drive school buses.

If you would like your local school bus driver or an educational officer from the GMPTE to visit your school and talk about how to improve relations please contact Education Liaison on 0161 242 6711 or email education@gmpte.gov.uk or education@dingding.org.uk.



www.dingding.org.uk/whoisthedriver/

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?
- Why do people stereotype?

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