

Being a good commuter

PTV learning outcomes

- Understand the link between behaviour and risks/incidents on public transport
- Understand the appropriate behaviours that make using public transport safe and easy for them and fellow passengers

Duration

Sequences are intended to be delivered in 2–4 lessons.

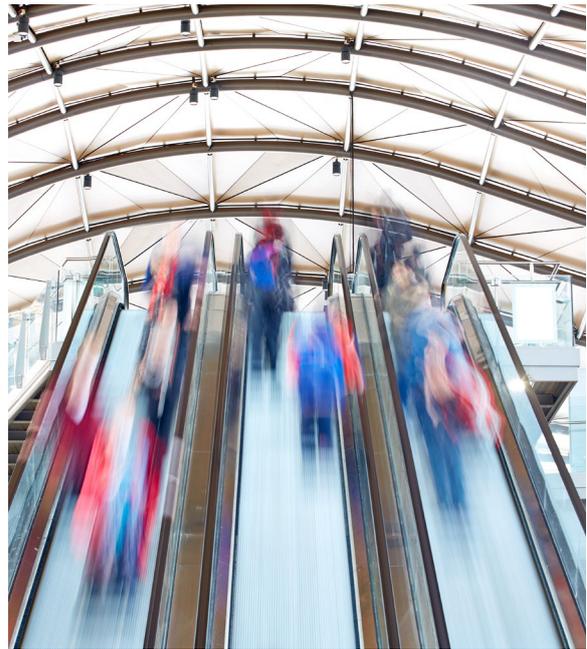
Overview

In this learning sequence, students explore the concepts of good and bad behaviours and the consequences of outcomes of those behaviours. The activity focuses on the range of public transport available in the students' locality.

Students share experiences of public transport and consider behaviours that would improve travel for commuters. They explore the outcomes of these behaviours.

They examine some of the symbols used in trains, trams and buses to guide commuter behaviour and consider how the symbols convey information. Students create their own symbols to promote good behaviour.

The sequence concludes with a co-creation of a class belief statement that defines a good commuter.



Curriculum alignment

Ethical capability Levels Foundation–2

VCECU001

Explore the meaning of right and wrong, good and bad, as concepts concerned with the outcomes of acts

VCECD002

Explore the type of acts often considered right and those often considered wrong and the reasons why they are considered so

English Level Foundation

VCELY125

Use symbols, letters and words to create a simple statement about an idea or event

Engage

This activity establishes a framework for exploring the concept of good behaviour based on shared personal experience. Ask the students: What is good behaviour at our school?

Brainstorm a list of good behaviours that students observe in the classroom and in the playground. List the behaviours on cards.

Review the list and ask students to describe situations where these behaviours occur and identify the actions and situations where these behaviours occur. Ask them why they think it is a good behaviour.

Create a simple quadrant diagram labelled with four headings: Responsibility, Care, Safety and Respect, and discuss the meaning of these headings. Some examples:

<p>Responsibility Look after library books</p>	<p>Care Everyone can play in games</p>
<p>Safety Walk on the ramps</p>	<p>Respect Use quiet voices in the classroom</p>

As a class, sort the behaviours according to the descriptors. Elicit rationales from students that underpin the categorisation. Review the list and ask students to discuss possible outcomes of these behaviours in the school.

Ask: Why are these behaviours important to us? Scribe the responses and save them for a reflection activity at the end of the learning sequence.

Explore

Explore students' experiences and observations of public transport in their locality. Begin by showing the animation Getting started on public transport in Victoria (<https://www.youtube.com/watch?v=Q57hExFOYFE>).

Ask the class: Why do you think it's called public transport? Why do you think public transport is important?

Discuss some of the terms used in the video, including: service, ticket and myki.

Identify the steps a traveller needs to undertake to travel: go to a stop/platform/station, buy a ticket, board etc.

Introduce the term 'commuter' and explain that people using public transport are called 'commuters'.

Explain

Activities in this stage differentiate 'good' and 'bad' behaviours with a focus on linking behaviours to outcomes and consequences. (The resource sheet, Signs and Symbols, shows symbols for expected behaviours on public transport.)

Invite students to share their experiences as public transport commuters and collate ideas on the board. Prompt students to consider experiences of travelling on or seeing others travelling on trains, trams or buses. (Some students may have had limited experience with public transport, in which case a discussion on symbols they've seen in public spaces and roads would serve the same purpose.)

Create a list of behaviours and consequences. For example:

Behaviour	Consequence
Leaving your bag in the aisle	Others might trip and fall

As a class, identify good and bad behaviours. Focusing on the bad behaviours, ask: If you were another commuter on that train/tram/bus, how would you feel?

Explain that this activity is now going to focus on good behaviours. Identify the good behaviours on the list and write them on cards.

Create another quadrant diagram labeled with the headings: Responsibility, Care, Safety and Respect.

Pair students and distribute the behaviour cards, one per pair. Allow time for students to discuss and agree upon which quadrant is most applicable to their card. Ask them to place it on the quadrant.

Review the quadrants. Elicit any additional good behaviours from the students and add them to the diagram. As a class, reflect on how these behaviours might improve travel for commuters.



Elaborate

Students explore ways Public Transport Victoria promotes good behaviours with commuters.

Display resource sheet, Signs and Symbols. Discuss the messages carried in the symbols.

Ask: Why are these symbols used? Talk about why symbols function as a way to share a message to all people. Talk about what makes these symbols effective.



Evaluate

Working in pairs or small groups, invite students to create a symbol for a train, bus or tram that will illustrate a good behaviour. Students can create their designs freehand or by using graphic design software.

Discuss the criteria for this task. The symbol should:

- illustrate one good behaviour
- be a positive statement
- be in no more than two colours.

Display students' symbols and have each pair explain their symbol, the message it conveys and its intended outcome.

As a class, consider the behaviours the class illustrated. Ask students to consider how these behaviours would positively affect commuters' experience of travel. Write key ideas on the board and as a class co-create a belief statement using the sentence starter: 'We believe that a good commuter is ...'.

Create posters that illustrate the class belief statement for display around the school.

