

TRAVELLING BY TRAIN: TEACHERS NOTES

Travelling by Train is a 'role-play' activity encompassing independent travel and workplace scenarios.

Suitability Guide		
Mild learning difficulty	✓	Yes
Moderate learning difficulty	✓	May require further differentiation and support for some students, see below
Severe learning difficulty	✗	May not be suitable
Profound and multiple learning difficulties	✗	May not be suitable
Further differentiation and support needed for students with: <ul style="list-style-type: none"> • Visual impairment • Speech and language communication needs. 		

Learning Objectives:

Students will learn to:

- Think about the information needed to travel by train;
- Describe good customer service;
- Describe good interview skills.

Activity Overview

In this activity students will role-play three different scenarios, focusing on independent travel and careers skills. Students will consider the types of information needed to travel independently, where to find it and how to ask for it. Students will also role-play as a Train Station Attendant, considering good and bad customer service skills, and be interviewed in a job interview.

Skills Builder Essential Skills

In this activity students will have the opportunity to demonstrate speaking steps 0-6, and listening steps 0-6. See the Skills Builder extended framework (<https://www.skillsbuilder.org/sen-old>) for more explanation.

Example Activity Plan

The plan below is just one example of how you could deliver this activity. It is based on a 90-minute session with 14 students with mild and moderate learning difficulties working independently, with a teacher and two support assistants. You should augment this plan according to the needs of the group that you will be working with. Some examples of how you could do this can be found in the section Differentiation Ideas. If you are a facilitator or STEM Ambassador delivering this as a workshop, speak to your host about the best approach for you to take.

Inventory

You will need:

- 14 x Train Timetable Cards
- 1 x Travelling by Train Teachers Notes
- 1 x Traveling by Train Presentation
- Access to a whiteboard, and whiteboard pens.

Optional

- 14 x slips of plain or lined paper (large enough for students to write a question on)
- 14 x Job Interview Support Sheet


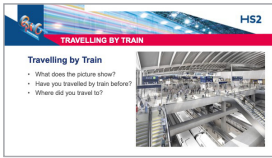
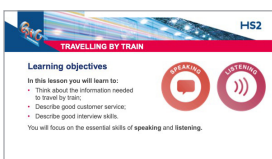

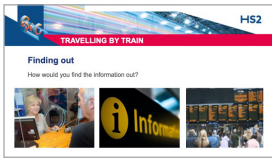
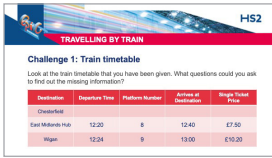
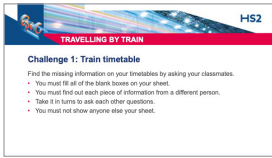
TRAVELLING BY TRAIN: TEACHERS NOTES

Preparation







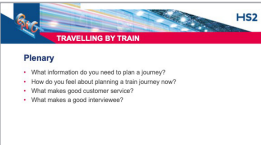
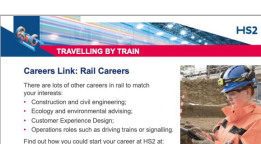
Students should be sat in pairs or fours at their desks, ideally facing the board.

Sequence

Use the following sequence to plan this activity. You may wish to adjust the timings according to your style of delivery, group and workshop length.

Time (min)	Sequence	Instructions	Slides
5	<p>Travelling by train</p>   	Introduce yourself, the HS2 project and the lesson. Ask students the starter questions and introduce the learning objectives.	1-3
10	<p>Travel information</p>  	Discuss the different types of information that are needed when travelling by train. Ask students how they would find this out. Follow the presenter notes which include prompts and questions.	4-5
20	<p>Challenge 1: Train timetable</p>  	Hand out the Train Timetable sheets to the students. There are four variations of this sheet. Students can work in pairs, groups or as a class to ask each other questions to fill in the missing information on their sheet. Once completed, ask students which parts of the activity were challenging.	6-7

TRAVELLING BY TRAIN: TEACHERS NOTES

<p>25</p>	<p>Challenge 2: Help desk game</p>   	<p>Introduce Challenge 2. Students must now find out all of the information that they need for a journey from a station help desk. See the presenter notes for variations in how this activity can be run.</p> <p>Students are to try out different ways of speaking and behaving. Once the activity is over, discuss customer service skills. Students should try the game one more time to apply what they have learned.</p>	<p>8-10</p>
<p>20</p>	<p>Challenge 3: Job interview</p>  	<p>Students will now be interviewed for the job as Train Station Attendant.</p> <p>Ask students to suggest what types of questions they could be asked at an interview. Write each question on the board and then workshop the answers.</p> <p>Students are then to role-play an interview. They can use the Job Interview Support Sheet as a list of questions or use your questions on the board.</p> <p>Discuss how it felt to be interviewed and the students interview skills.</p>	<p>11-12</p>
<p>10</p>	<p>Essential skills, plenary, careers link</p>   	<p>Discuss which essential skills the students used during the session. Use the plenary questions to recap the students learning, linking the session themes.</p> <p>You may wish to show the Careers Video for Students with SEND and the Careers link slide to introduce the students to careers in rail.</p>	<p>13-15</p>

TRAVELLING BY TRAIN: TEACHERS NOTES

Questions

Use the following questions to stimulate the students' thoughts during the session:

- Describe an example of good customer service.
- Describe an example of bad customer service.
- How do the skills of speaking and listening help you when travelling?
- Why are the skills of speaking and listening useful in customer service?
- What other essential skills might you need?
- What makes a good interviewee?
- What makes a bad interviewee?

Tips and Tricks

- There are lots of ways to deliver the role-play challenges found in the presenter notes. Choose an appropriate method of delivering each challenge's role-play according to student need.
- This activity concentrates on speaking and listening, and as such there is no structured worksheet for the whole session. Instead, use the Train Timetable Sheets and Job Interview Support Sheet to support the learning.
- You may need to step in and do some acting yourself. Consider eye contact, posture, and tone of voice when demonstrating.
- Try to create a fun atmosphere where students feel that it is ok to make mistakes. Give lots of praise in this session to help build the students confidence.
- Have fun with Challenge 2; try to get the students to get into character. You may need to model some of the behaviours.
- Make sure that students know that these are real jobs, real scenarios and real careers skills. Students must know that what they do in the classroom can be applied in real life.

Differentiation Ideas

- You will need to adjust the delivery of this session depending on the reading age and communication skills of the students. Progress the lesson at a pace that the students are comfortable with and be prepared to adjust your timings according to the students emerging needs.
- As an extension to Challenge 2, ask the customer to act with different attitudes and ask the students playing the Train Station Attendant to try to respond professionally. Customers could be angry, upset, nervous, rude or overly friendly.
- For less able students, or to concentrate on the independent travel aspects of the activity, omit Challenge 3.
- Although the focus here is on speaking and listening, hearing impaired students should still be included and could sign with other students or a staff member.
- For students who have mobility impairments, there will be extra preparations to planning a journey, for example finding out if there is step-free access at the start or destination station and arranging Assisted Travel. You could discuss this during Slide 3.

TRAVELLING BY TRAIN: TEACHERS NOTES

Answers

Challenge	Answer																																								
1	<p>Students should complete their table as follows:</p> <table><tr><th>Destination</th><th>Departure Time</th><th>Platform Number</th><th>Arrives at Destination</th><th>Single Ticket Price</th></tr><tr><td>Chesterfield</td><td>12:00</td><td>1</td><td>12:49</td><td>£19.50</td></tr><tr><td>London</td><td>13:00</td><td>3</td><td>13:45</td><td>£17.50</td></tr><tr><td>York</td><td>13:10</td><td>7</td><td>14:09</td><td>£32.20</td></tr><tr><td>Manchester</td><td>13:30</td><td>4</td><td>14:15</td><td>£20.10</td></tr><tr><td>Durham</td><td>13:40</td><td>5</td><td>15:20</td><td>£57.40</td></tr><tr><td>Sheffield</td><td>14:00</td><td>10</td><td>14:57</td><td>£22.00</td></tr><tr><td>Leeds</td><td>14:22</td><td>2</td><td>15:11</td><td>£32.20</td></tr></table>	Destination	Departure Time	Platform Number	Arrives at Destination	Single Ticket Price	Chesterfield	12:00	1	12:49	£19.50	London	13:00	3	13:45	£17.50	York	13:10	7	14:09	£32.20	Manchester	13:30	4	14:15	£20.10	Durham	13:40	5	15:20	£57.40	Sheffield	14:00	10	14:57	£22.00	Leeds	14:22	2	15:11	£32.20
Destination	Departure Time	Platform Number	Arrives at Destination	Single Ticket Price																																					
Chesterfield	12:00	1	12:49	£19.50																																					
London	13:00	3	13:45	£17.50																																					
York	13:10	7	14:09	£32.20																																					
Manchester	13:30	4	14:15	£20.10																																					
Durham	13:40	5	15:20	£57.40																																					
Sheffield	14:00	10	14:57	£22.00																																					
Leeds	14:22	2	15:11	£32.20																																					
2	<p>There are no specific answers to this challenge, however, students in their responses should:</p> <ul style="list-style-type: none">Adjust their tone, body language and language appropriate to the scenario;Ensure that they are giving accurate information from the table.																																								
3	<p>There are no specific answers to this challenge, however, students in their responses should:</p> <ul style="list-style-type: none">Adjust their tone, body language and language as appropriate to the scenario. <p>If students have prepared written answers using the Job Interview Support Sheet, answers should:</p> <ul style="list-style-type: none">Be written in full sentences;Respond appropriately to the questions for the student’s level of ability.Use appropriate language for the scenario.																																								