



Assembly: Respecting others

Year group:	Y3 – Y13
Key subject:	Citizenship
Cross curricular:	N/A
QCA scheme of work:	Developing confidence and responsibility and making the most of their abilities. Developing good relationships and respecting the differences between people.
Useful resources:	Trackoff resource DVD: Module: A good journey: Respect for others. PC and projector or interactive whiteboard.

The assembly plan

Aims

This whole school assembly looks at how our behaviour on public transport affects other passengers and the staff.

The assembly aims to encourage pupils to:

- Consider how their behaviour affects others.
- Respect their fellow passengers and the staff.
- Use their imagination to consider other people's experiences.

Introduction

The end of the school day is often the time when we all feel like letting off a bit of steam. And that's only natural.

But sometimes it can get a bit boisterous, and our behaviour can affect other people, especially on the station platforms and trains.

When we watch this short video, I'd like to you think about how each of the characters in the film may feel about their travel experience.

Main presentation

Play the video *Respect for others*

Allow the pupils to reflect for a while after the video ends.

Discussion

Ask the students how each of the characters may have felt about their journey. Write the answers on the whiteboard. Probe the pupils to consider a wide range of feelings and behaviours – not just the most obvious. For instance:

- The boy in the yellow beanie is being inconsiderate, even obnoxious. Why might that be? Does he always behave like that? Or could he just be having a really bad day?
- The lady reading her book is clearly annoyed. How else might she feel? (E.g. scared for her personal safety, or angry).
- The two girls who snatch the boy's beanie: are they just having a laugh? Or are they bullying the boy? Are they just letting off a bit of steam at the end of school day? Are they always noisy and boisterous and teasing others?
- What does the conductor's face tell us about how he's feeling? (E.g. is he fed up, exasperated, shocked or hurt?)

To conclude the discussion, ask the pupils:

- **Do we always know how other people are feeling, or why they might be behaving the way they do?**

To elicit responses, you could show a picture of a person with an enigmatic look on their face (e.g. Mona Lisa) and ask the class: Do you know what this person is thinking?

Summary

Conclude by saying that we don't always know how other people are feeling or what they are thinking.

But we can all try and be aware of how our behaviour affects other people and respect their feelings.

Additional notes

This assembly is suitable for any primary or secondary school. Teacher adjustments can be made to adapt it for a single class.

The assembly will be particularly well suited if large numbers of students in your school commute to and from school by train, and/or if there have been complaints about boisterous behaviour on school journeys.

Extension/shortening tip

If your school has received complaints about pupils behaving poorly when travelling to and from school, you could discuss how this reflects on the reputation of your school.