A social story is a simplistic, illustrated narrative that presents a life situation in a clear way.

Our social stories take train-travel related situations that a young person could encounter in real life and presents them in a short narrative that aims to be accessible to all students.

The goal of our social stories is to allow students to consider appropriate behaviour for train travel, as well as thinking about the best option for situations that may be a barrier to rail travel in the future. They also aim to prepare young people who have concerns about travelling by train.

Our social stories are all presented in two parts:

- **In section A**, the situation is presented with an image, a short narrative, and five questions (these are how, what, when, why, where style questions). The story pauses here at the point of disequilibrium; this allows for discussion around what options a person is left with and how they may be feeling.
- **In section B**, the situation is presented with the same image, but the narrative now tells the next part of the story; the resolution. There are five bigger task options with section B, that can encourage students to think about the whole scenario more deeply.

All tasks and questions are optional; you may want to use the social story differently, depending on the needs of your students.

A Mis-carriage of Justice!

SECTION A

12 year old Adham lives in Swindon but attends school in Stroud. Adham catches the train to school.

One morning, a group of older boys from his school sit very near to Adham. They are making lots of noise. Adham doesn't know them very well so just plays a game on his phone.

One of the boys keeps swearing. The others laugh. Another passenger asks the group to stop. Some of them look embarrassed but one of them ignores the passenger and swears again.

The passenger gets the train conductor.

The conductor takes note of the school uniform they are wearing. She tells the group, including Adham, that she will be contacting the school, and may even involve the British Transport Police.

How do you think Adham is feeling at the end of this story? Why?

What options does Adham have for his next steps?

How responsible are the older boys for the way Adham ends up feeling?

Why do you think the conductor included Adham as part of the group?

What would you do if you were in Adham's situation?

A Mis-carriage of Justice!

SECTION B

Adham feels upset and worried; he does not want to be in trouble.

He notices the passenger who complained is speaking to the conductor again.

The group of older boys is now quiet.

The conductor walks back towards Adham, with the other passenger. The conductor smiles at Adham and explains that he is not in any trouble. She tells him the other passenger has made it clear it was just the group of older boys.

Retell this story to a partner.

Retell it from the conductor's point of view.

Retell it from the passenger's point of view.

Track Adham's emotions at each point on the story. Draw a face/emoji that represents each of the emotions.

In this story, Adham gets in trouble for something he hasn't done; tell your group about a time this has happened to you. How did you feel?

The behaviour of the older boys will have impacted on lots of people, in and out of the story.

Write a list of people who may have been affected by their behaviour. Explain how each person would have been affected.

As a group, discuss what options you have if you need help, or feel worried, when travelling by train.

Include the people who you think would be able to help you.