

Platform

SOCIAL STORIES

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.

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Green Means Go!

SECTION A

Lewis is getting the train on his own for the first time. He is travelling from Droitwich to Worcester Foregate Street to meet a friend at the cinema.

The train was four minutes late pulling into the station; Lewis was worried it may not turn up, but he got on safely when it arrived.

Lewis keeps looking at the electronic display board to check that the next stop is Worcester Foregate Street.

Lewis feels the train slow down, and then stop. Lewis looks out of the window and sees that they are not at a station.

Lewis does not understand why the train has stopped.

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

Why do you think Lewis was worried that the train wouldn't arrive?

Lewis does not understand why the train has stopped. What options does Lewis have right now?

How do you think Lewis felt when the train did not arrive on time?

What would you do if you were in Lewis' situation?



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SECTION B

Lewis looks around and tries to find a reason why the train has stopped. After a few seconds, the train driver makes an announcement over the speaker.

Lewis listens carefully.

The driver explains that they are just waiting for the signal to allow them to pull into the station.

Lewis understands why the train has stopped and waits for it to move.

Within a minute, the train begins to move into the station. Lewis gets ready to leave the train.

Retell this story to a partner.

Retell this story from Lewis' point of view.

Track Lewis' emotions at each point on the story.

Draw a face/emoji that represents each of the emotions.

Write a list of strategies you can use to try and lower your stress and anxiety levels. Highlight one thing on the list that works well for you.

In this story, Lewis feels worried because he doesn't understand what's going on; tell your group about a time this has happened to you. How did you feel?

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.

