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.

The Quiet Carriage.

SECTION A

Laura gets on the train after a day at school. The train is much busier than usual.

Laura walks through the train, looking for a seat.

Laura is on the phone to her Dad, letting him know she is on the way home.

Laura enters a cabin and finds a seat, sitting opposite a couple.

Laura continues talking to her Dad as the train pulls away, laughing as she chats.

One of the people sitting opposite Laura is staring at her.

Suddenly, he tells Laura that she is in the quiet cabin. He tells Laura to be quiet.

Laura quickly hangs up the phone. She stares down at her feet.

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

Do you think Laura had noticed that she was in a quiet cabin?

What options does Laura have now?

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

How do you think Laura felt when the person told her to be quiet?

The Quiet Carriage.

SECTION B

Laura feels upset because she had missed the signs about it being a quiet carriage.

The person who told her off is still sitting opposite her. They are no longer staring at Laura.

Laura gets out of her seat and leaves the cabin.

She feels upset so chooses to stand near the door for the rest of her journey.

Retell this story to a partner.

Retell this story from Laura's point of view.

Retell this story from the passenger's point of view.

Track Laura's emotions at each point on the story.

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

In this story, Laura feels ashamed because she has been told off. Tell a group about a time when this has happened to you. How did you feel?

Write a list of options Laura had when the person told her off.

Rank the list of options from best to worst.

Laura may have missed the quiet carriage signs because she was talking on her phone. What other signs might you need to pay attention to on a train, or at a train station.