Citizenship – the topic of public transport could quite easily be built into a unit of approximately 6 worksheeets covering a half term.

The attached worksheet is simply one sheet from a suggested programme.

Unit	Activity	Links to Citizenship
1) Public Transport in the UK.	Background research on the current state of public transport in the UK.	1c) Central and local government. The public services they offer and how they are financed.
2) Public Transport in your region.	Research on GMPTE, boundaries, services, topical local issues.	2a) Think about topical political, ...social...issues, problems and events 2b) Justify... a personal opinion about such issues
3) Transport and the Environment	The effects of public transport. Increase in car usage – research into potentials for future. Co2 emissions, effects on global community, oil producing countries.	1l) the world as a global community, and the political, economic, environmental and social implications of this.
4) Meet the Driver	"Meet the driver" scheme. Visit by local bus driver. Investigate backgrounds of other drivers, look at cultural differences. Are bus drivers treated badly by young passengers – if so why?	1b) the diversity of national, regional, religious and ethnic identities in the UK and the need for mutual respect and understanding
5) The Future of Transport	Look at pressure groups, green lobby What do they want for the future – how does this measure up to what is actually happening. Does the media play a part in our perceptions.	1f) the work of community based, ... voluntary groups. 1g) the importance of resolving conflict fairly 1h) the significance of the media in society
6) The Transport Debate	Role Play – look at a specific area and the potential for traffic calming measures. Pros and cons of eachtype. Pupils join groups and argue their case for/against proposals.	3a) use their imagination to consider other people's experiences and be able to express views that are not their own 3c) reflect on the process of participating

Curriculum Link: KS3 Citizenship

1g) the importance of resolving conflict fairly

1h) the significance of the media in society

2a) think about topical political ...social..issues, problems and events by analysing information and its sources, including ICT-based sources

2b) justify orally and in writing a personal opinion about such issues

3a) use their imagination to consider other people's experiences and be able to think about, express and explain views that are not their own

3c) reflect on the process of participating

Lesson 6 builds on the previous lessons. Pupils will have an understanding of public transport, the role of GMPTE and the local issues concerning bus and rail provision.

They will have examined the specific problem of driver/passenger relations.

They will have considered the environmental impact of transport decisions and investigated possibilities for the future.

In lesson 6 they are given a specific transport problem based on *www.dingding.org.uk* A to B (level 3). The scenario is based around the map and there are 4 groups with different needs. Each group will be given time to discuss their requirements and look at the effects of these on-line before presenting to the rest of the class.

Introduce the scenario and split the class into 4 groups. Each group will need the information gathered from previous lessons and access to the internet for further research.

Encourage the groups to try out different scenarios on www.dingding.org.uk and to look at the outcomes in terms of petrol consumption, the environment, time and finance.

Each group will give a 5 minute presentation on their proposed solution. Another 5 minutes could be given for questions and answers at the end of each presentation.

Extension task: pupils vote for their favourite solution.

Extension task: pupils are asked to assume the role of the Council and to outline spending of the grant

A2B

Keystage 3

b

Worksheet
Pupil Copy

Anytown has a huge traffic problem. As the town has expanded more people are commuting into the area and the roads are becoming busier and busier.

The Council has received a £20,000 government grant to introduce road calming measures but there is a great deal of debate about what should be introduced and where. There are good rail links to the town and there are plenty of regular bus services. However, at present there are no bus lanes. The first public consultation was well attended and identified a number of different groups and requirements.

Group 1 – Parents

The local secondary school is on a very dangerous junction. A pupil was recently knocked down by a car and sustained minor injuries. The local newspaper has been supporting the parents' demands for traffic calming measures around the school.

Group 2 – Green Lobby

There is a very active "green" community group. They are pushing for bus lanes on all major routes into the town to ease congestion. They are currently contacting local businesses and offering to help them introduce car-sharing schemes for staff. Although it has only just started the scheme is attracting a lot of attention and this has raised the profile of the group.

Group 3 – Older People's Forum

The forum includes a number of prominent Councillors and is therefore very good at getting the Council to listen to its members' views. The forum wants pedestrian crossings installed next to all public access buildings and it would prefer bus lanes to be given the next priority.

Group 4 – Car Users

This has been identified as a large, but as yet, unorganised group. Most car users who attended the public consultation were not in favour of traffic calming measures if they resulted in longer journey times. They were keen on the option of installing traffic lights at major junctions to control the flow of traffic and reduce the waiting times of vehicles.

Traffic Calming measures can be installed at the following cost:

Pedestrian Crossings	- £11,000
Pelican Crossings	- £25,000
Bus Lane	- approx £10,000 per road

http://dingding.org.uk/games/manchester/atob/ks3.html