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Citizenship – The Transport Debate

Keystage 3

5

Lesson Plan

Aims: this lesson covers the impact of traffic and ways in which it can be managed

- Pupils work in small groups and complete a worksheet on A2B – traffic calming
- Pupils feedback to whole class and justify their actions
- Each group prepares a newsletter for its residents outlining their preferred options and costs

Overview:

A2B

Pupils are divided into small groups. name each group after one of the 10 districts:

Bolton	Salford
Bury	Stockport
Manchester	Tameside
Oldham	Trafford
Rochdale	Wigan

Each group is given a worksheet which outlines their position and their budget. Try then to implement their plan in A2B on line

A2B allows the group to try different options and to calculate the cost (financial and environmental) of each one. When the group has achieved an optimum plan it prints out the results.

Feedback

Each group feedbacks to the class and justifies their choices and their expenditure.

Newsletter

Each group prepares a newsletter that will be distributed to local residents informing them of the new traffic calming measures.

Links: English, Mathematics, IT

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Citizenship – A2B

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5 Worksheet Teachers' Notes

A2B Worksheet **Council**_____

Your council 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 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.You have the following feedback from four key groups.

Taking that feedback on board and bearing in mind that you have a limited budget and that it is your role to ensure the optimum running of DingDing as a whole - Can you plan your traffic controlling measures as efficiently as possible?

- Can you please all of the people all of the time?
- Which teams plan most suitably addresses the needs of each of the pressure groups?
- Which teams plan works best overall?
- Is it the same plan? If not, why not?

Feedback

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.

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Worksheet Teachers' Notes

Newsletter

Each group must produce a newsletter outlining the traffic calming measures to be introduced. The newsletter will be distributed to local residents and all the key pressure groups.

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