

## UP YOUR STREET

This lesson plan links to the following national curriculum areas:

- PHSE NC criteria: Breadth of study: 4c, 4g, 4h
- Citizenship: Unit 02, Crime - young people and car crime; Unit 04, How and why laws are made?
- English: Speaking: 1a, 1d, 1e; Listening: 2b; Group discussion: 3a, 3b; Writing: 1e, 1f; Breadth of study: 9b, 9c, 9d
- Key skills: Communication; Problem-solving; Decision-making

**Objectives** At the end of the lesson the student will be able to:

- Explain the impact of cars on their own local community
- Present possible solutions to car-related problems
- Understand the difficulties of reconciling different interest groups within their local community

Activity	Method	Timing	Resources / materials
<p><b>1</b> Starter: Class mind map / spider diagram – focus on traffic jams</p>	<p>The teacher gets the class to think about traffic in their community, where it is well managed, ie Park and Ride or speed bumps, and where it is not, ie congestion. Give further explanation of ‘well managed’ and ‘not well managed’. The pupils are then asked where traffic hold-ups regularly occur. Why does this happen?</p> <p>They can then consider the <b>negative</b> and <b>positive</b> aspects of their local transport network. They compile two lists, one positive, and the other negative.</p>	10 minutes	If possible, pin up a large scale Ordnance Survey/street map of local community or go to the AA travel map finder at <a href="http://www.theAA.com/travel">www.theAA.com/travel</a>
<p><b>2</b> Activity 1: Our community – a short survey</p>	<p>Issue the class with pens, paper and clipboards (or provide A1 flipcharts if available), as well as an outline map of the local traffic area under examination. Working in small (four or five) mixed ability groups, the pupils are allocated one of the topics below and are asked to conduct a more detailed <b>survey</b> either using their classmates or drawing in another class.</p> <ol style="list-style-type: none"> <li>1. The school run/school transport</li> <li>2. Car parking</li> <li>3. Road congestion</li> <li>4. Speeding</li> <li>5. Joyriding and car crime</li> </ol>	20 minutes	<p>Pens, paper and clipboards or A1 flipcharts</p> <p><i>Activity sheet 1:</i> Our community</p> <p>Internet access (if <a href="http://www.AA-Attitude.co.uk">www.AA-Attitude.co.uk</a> is used)</p>

Activity	Method	Timing	Resources / materials
	<p>Ask them to use the same set of basic questions: In your opinion:</p> <ul style="list-style-type: none"> <li>• Where does the problem occur?</li> <li>• When does it happen? (Ask for specific examples)</li> <li>• Why do you think it happens?</li> <li>• What do you think could be done to sort out the problem?</li> </ul> <p>Using the information gathered, the same groups are then required to complete in writing <i>Activity sheet 1: Our community</i>.</p> <p>The groups are then called together to provide separate brief summaries of what they have discovered.</p> <p>Note: To introduce this activity, you might want to make use of the interactive elements on on <a href="http://www.AA-Attitude.co.uk">www.AA-Attitude.co.uk</a>. The 'Hazard perception test' videos or the 'Environment' quiz can be used to illustrate safety and environmental issues related to local traffic. Log on to: <a href="http://www.AA-Attitude.co.uk">www.AA-Attitude.co.uk</a> &gt;Passing your tests &gt;Interactive learning zone &gt;HPT Or &gt;Driving truths &gt;Environment &gt;Environment quiz</p> <p><b>Differentiation</b> Easier: Reduce the number of questions for the survey to four. Harder: Students add three or four of their own questions to the survey.</p>	<p>5 minutes</p> <p>10 minutes</p>	
<p><b>3</b> Activity 2: Our solutions</p>	<p>Break pupils again into their topic groups, and ask them to complete <i>Activity sheet 2: Our solutions</i>.</p>	<p>5 minutes</p>	<p><i>Activity sheet 2: Our solutions</i></p>

Activity	Method	Timing	Resources / materials
	<p>Note: <a href="http://www.AA-Attitude.co.uk">www.AA-Attitude.co.uk</a> &gt;Driving truths &gt;Environment, has useful information on the environmental impact of cars.</p> <p><b>Differentiation</b> Easier: Leave this activity out. Harder: Students are asked to give a mini-presentation explaining their solutions.</p>		
<p><b>4</b> Plenary</p>	<p>Concluding class discussion on the decisions made and reasons for them.</p> <p>If time allows, class may focus on the specific issue of under-age driving and joyriding. 10 minutes</p>	10 minutes	<p>For useful information on under-age and joyriding, see: <a href="http://www.together.gov.uk">www.together.gov.uk</a> with case studies of anti-social behaviour <a href="http://www.thebikezone.org.uk/motorcarnage">www.thebikezone.org.uk/motorcarnage</a>. More general information on anti-social issues can be found in <a href="http://www.goem.gov.uk/goem/docs/219643/antisocial">www.goem.gov.uk/goem/docs/219643/antisocial</a> which consists of a 'Community Safety Resource Pack'.</p>

### Extension or homework suggestions

1 Conduct a survey of school transport patterns for a representative sample of students. Ask them whether they get to school by: walking, cycling, school bus, taxi, private car or other. Create a chart for the results. Are the conclusions beneficial to the local community? Do you think that congestion or pollution could be avoided? What could be changed and how would you propose to do it?

2. Find the Local Authority Area Development Plan for your community and discover what it is saying about traffic in the area. What are the plans and what will their effects be? To find out the plan you can visit your local library or look online at:

For England: [http://www.planningportal.gov.uk/wps/portal/genpub\\_LocallInformation?docRef=1103046453478&scope=202&langid=0](http://www.planningportal.gov.uk/wps/portal/genpub_LocallInformation?docRef=1103046453478&scope=202&langid=0)

For Scotland: <http://www.gwydir.demon.co.uk/uklocalgov/localgsi.htm>

For Northern Ireland: <http://www.planningni.gov.uk/>

3. Carry out some 'vox pop' interviews with older members of the community to record their memories of local transport issues when they were young.

# Activity sheet 1

## OUR COMMUNITY

Your group has been asked to consider one of the items below:

- The school run/school transport
- Car parking
- Road congestion
- Speeding
- Joyriding and car crime

**GROUP NUMBER**

Our allocated topic is: \_\_\_\_\_

### OUR CONCLUSIONS

Our survey has discovered the following impact on our community:

#### ISSUES:

1 .....

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2 .....

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3 .....

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4 .....

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# Activity sheet 2

# OUR SOLUTIONS

GROUP NUMBER

Our allocated topic is: \_\_\_\_\_

## OUR SOLUTIONS

We propose that the following solutions should be tried

1 .....

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2 .....

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3 .....

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4 .....

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# TEACHER EVALUATION

Use this sheet to evaluate how the lesson went and how you would look to improve it. You may like to post any suggestions on the Contact us page of the teacher zone.

## UP YOUR STREET

### Comments

a) What worked well?

b) What didn't work well?

c) How would you improve this lesson the next time?

# 60-SECOND STUDENT EVALUATION

Name: \_\_\_\_\_

Name or number of lesson: \_\_\_\_\_

During this lesson the **three** most important things I learned were:

- 1.
- 2.
- 3.

The things I **enjoyed most** about this lesson were:

The things I **least enjoyed** about this lesson were:

Finally, **give the lesson a rating** on a scale of 1 to 10, with 10 as the best.

(Please circle your answer)

1      2      3      4      5      6      7      8      9      10