



Traffic census / counting



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Ride and Smile Educational activities on environmental awareness	Module: Traffic census / counting	Target group: 7-14 years
Subject(s): Primary Science and Social Sciences, Mathematics, Art Topic: Traffic counting, Neighbourhood /district survey (cycle paths and bicycle routes) Duration: 5 hours Material: Worksheet „Traffic census“		
Content areas / Main key areas: <ul style="list-style-type: none"> • Nature and environment • Body and health • Technology, digital technology and work • Democracy and Society 	Description: A traffic count is a count of vehicular or pedestrian traffic, which is conducted along a particular road, path, or intersection. A traffic count is commonly undertaken either automatically (with the installation of a temporary or permanent electronic traffic recording device), or manually by observers who visually count and record traffic on a hand-held electronic device or tally sheet. Traffic counts can be used by local councils to identify which routes are used most, and to either improve that road or provide an alternative if there is an excessive amount of traffic. Also, some geography fieldwork involves a traffic count. Traffic counts provide the source data used to calculate the Annual Average Daily Traffic, which is the common indicator used to represent traffic volume. Traffic counts are useful for comparing two or more roads, and can also be used alongside other methods to find out where the central business district of a settlement is located.	
Learning requirements: The learners <ul style="list-style-type: none"> • know the names of different means and modes of transport • can find places in an atlas or digital maps • vehicle categories • Sustainability problems (general knowledge) 	Learning objectives / Expected competences: The learners can <ul style="list-style-type: none"> • Learn about “road traffic” • learn the traffic signs • detecting safe and unsafe roads /environment • present and discuss their result • classification of vehicle categories • Sustainability problems (Global Change, Greenhouse Gas (GHG) emissions) 	

Lesson plan			
Sequencing & phase objective	Action steps and impulses	Concretized competence expectations	Learning materials
<p>Phase 1 Getting started Introduction</p>	<p>Starter activity First, it should be clarified what is meant by the term „road traffic“. The term can be defined as vehicles moving on a public highway. In this phase, the meaning of the word “road traffic” should be clarified:</p> <ol style="list-style-type: none"> 1. the movement (as of vehicles or pedestrians) along a route. 2. the people or goods carried by train, boat, or airplane or passing along a road, river, or air route. 3. the business of carrying passengers or goods the tourist traffic. 4. the business of buying and selling : commerce. <p>During this activity students are being shown pictures of different modes of transportation.</p> <p>Main Activity Students watch a power point presentation on” road traffic”. After they watch the presentation they need to be able to distinguish different types of traffic such as: heavy motor vehicle (e.g., car, truck), other vehicle (e.g., moped, bicycle), and pedestrian. In the end they need to be able to distinguish different means of transport and name them.</p> <p>Finishing activity “Text message” Students play in pairs. Students write coded messages to each other by leaving out vowels in words and using single letters or numbers as part of the message. The receiver decodes the message and writes out in full, then replies in code. The students should write about different categories related to road traffic for an example “Me and my bike on the way to school” (this category can be changed) .</p> <p>Student A: h Jhn, wht r u dng fr schl? Hi John. What are you doing after school? Student B : I m cclng hm. I am cycling home. Student A: Hv y gt r hlmt? Have you got your helmet on?</p>	<p>The learners can</p> <ul style="list-style-type: none"> • distinguish different means of transport and can name them. • distinguish different types of traffic such as: heavy motor vehicle (e.g., car, truck), other vehicle (e.g., moped, bicycle), and pedestrian. • • 	<ul style="list-style-type: none"> • Pictures of different types of traffic • Power point presentation on “Road traffic” <p>(The method used is learning with discussion, and it is fit for both individual and group work, within 20-25 minutes)</p>

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<p>Phase 2 Traffic signs</p>	<p>Starter activity In this phase the students are being presented pictures of traffic signs. Safety of cyclists in traffic is divided and also a mutual responsibility of everyone, but above all, the responsibility of the cyclists as a vulnerable category of participants in traffic. After being presented the traffic signs students memorize the meaning of each sign presented.</p> <p>Main activity “What does it mean?” Procedure: Divide the class in two groups. Each group is given five traffic signs. Each group should explain each traffic sign and the try to make up a story. Example: I was walking down the road when I saw two cars crashing. One driver did not see the stop sign!</p> <p>Finishing activity Drawback Students work in pairs. Student A draws a traffic sign on their partner’s back with their finger. Student B has to guess what has been sketched. If student B cannot guess they can ask for student B to repeat the action.</p>	<p>The learners</p> <ul style="list-style-type: none"> will get to know some of the traffic signs that are crucial for maintaining traffic safety, and this will be done with visual and practical learning, as well as perception and memory, both as individual and group work, and within 30-40 minutes. 	<ul style="list-style-type: none"> printed sample of the whole activity for each pupil <p>(The method used is learning with discussion, and it is fit for both individual and group work, within 30-40 minutes)</p>

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<p>Phase 3 Classification of vehicles</p>	<p>Starter activity Students play in groups of three. Prepare and give each group 5 word cards. The word on each card is a word with mixed letters. Groups try to find the word by using all the letters of the word on the card. Example: care – race, stop- pots, strap – parts, train – nrait, arc – car, kibe – bike....</p> <p>Main activity This is an indoor /outdoor activity. Traffic should be monitored and what is seen should be recorded. All vehicles should be counted according to the following vehicle classification system: Category A: Motor vehicles with not more than 3 wheels. Category B: Passenger and light goods vehicles. Category C: Goods road vehicles Category D: Motor buses, mini-buses, coaches and trolley buses. If the teacher decides to stay in the classroom, students watch a video of busy traffic streets and try to detect the vehicles they see. Then, they categorize the vehicles according to the categories (A, B C) on a worksheet.</p> <p>Finishing activity Discussion on different modes of transport and vehicle categories.</p>	<p>The learners can</p> <ul style="list-style-type: none"> • Classify vehicles into categories • Learn about vehicles and different modes of transportation 	<p>Worksheets, pencil/ pen</p> <p>(The method used is learning with discussion, and it is fit for both individual and group work, within 30-40 minutes)</p>

Lesson plan			
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<p>Phase 4 Exploring my surrounding challenge</p>	<p>Starter activity “Choosing the right transport to the target while taking care of the environment” Teacher gives a specific location to student. Teacher: How can we get to the city bank? Students discuss the different ways to get there and also comment about the most eco-friendly mode of transportation.</p> <p>Main activity Teacher explains students that this activity is about getting to know the surrounding better. By assigning a specific location with starting point, students will need to explore and discover how far it is and how to get to a specific location. (bicycle, bus, train ...) Cars should be avoided when choosing transport. Students should use the Quick Capture application. They need to use and report their results. This is more as an assignment given by the teacher to students and it can be done in 15 minutes time.</p> <p>Finishing activity “How can we get to France?” Students work in pairs and ask each other questions related to different places / countries/ cities in the world and the different ways to get there.</p>	<p>The learners can</p> <ul style="list-style-type: none"> • measure the distance • choose the right transport to the target while taking care of the environment 	<ul style="list-style-type: none"> • Papersheets, pencil/pen <p>(The method used is learning with discussion, and it is fit for both individual and group work, within 30-40 minutes)</p>

Lesson plan			
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<p>Phase 5 Road to school</p>	<p>Starter activity The students have the task to fill in the table in which they will have to enter how they got to school, how long it took them, how far it is...</p> <p>Main activity Students write an essay about how they got to school. (the younger pupils can add pictures).</p> <p>Finishing activity “Pictionary” Teacher tells one pupil a word (vehicle/ traffic sign/ part of a bicycle/ street/ place in a town). The pupil explains the word by drawing a picture on the board. The other pupils guess the word.</p>	<p>The learners</p> <ul style="list-style-type: none"> • know the benefits of using different types of transportation • are aware of environment. 	<ul style="list-style-type: none"> • Worksheets, pencil/pen <p>(The method used is learning with discussion, and it is fit for both individual and group work, within 30-40 minutes)</p>