



INSPECTOR MC CAR

Goal(s):

- Make the pupils aware of the special place that cars have in our society.
- Compare this situation to other modes of transport.
- The activity should also try to show why people choose certain modes of transport.
- While doing the activity, the pupils can also learn about road safety.

General description of the activity:

The pupils do a traffic count to find out the numbers of different types of vehicles. This will be done near a road so be mindful of safety! Before taking the pupils out, you should first think of the best time of day for observing traffic in your area i.e. during rush hours or not. There are two possible activities. They can be done one after the other, by a single group, or simultaneously by two groups (according to the number of adult supervisors). The results of both activities can be discussed later in the classroom. See Aid 1 below background information for teachers.

Required materials:

- Pencils
- Data collection sheets (see available aids)
- Clip-boards

Required pupil skills:

Counting to 100, traffic experience, being able to listen to instructions from adults, correct identification of vehicles, working in a group, using tally marks (1111).

How this activity fits into the curriculum:

Geography, Mathematics and Social Studies



Safety issues:

Bringing the pupils close to the traffic requires even more attention and adult supervision than a normal trip out of school. The pupils should be briefed about traffic safety rules.

Individual steps of the activity:	Required time:
1. Explain the exercise to the children. If needed, seek authorization from their parents. They will need the vocabulary for names of vehicles and know how to do a tally chart.	Introduction and preparation – 10 minutes of a lesson
2. The pupils will count 100 vehicles and sort them into categories: car, bus, bicycle, truck, motorcycle, van, pedestrian, etc. Use the first attached data collection sheet for this purpose (see Aid 2). Counting 100 vehicles allows an immediate conversion into percentages if you feel it is relevant. 3. Back in the classroom ask the pupils which transport is the most common. Why is this case? 4. Discussion (see points for discussion)	2 lessons

Suggestions for combination with other AL activities:

“Travel habit now and then” – Reflections on the environmental perspective of past and present means of transport for personal travels.

“Travelling rations” – The pupils try out how far they can get with various means of transport if energy is rationed.

[The listed activities above may change when all the activity sheets have been finalised.]

Variations:

- Count the persons in a 100 cars. Use the second attached data collection sheet for this purpose.
- Back in the classroom: compare the number of persons with the number of cars (100). How many persons are there per car? (Aid 3 Data collection sheet 2)
- Discussion (see points for discussion)



Points for discussion

Depending on the variation you chose to discuss:

- Why do people love their cars?
- What kind of journey do people use the car for? (distance, activity) What about the pupils themselves and their family? Is it rational? Is it rational at an individual level yet not rational for society?
- Are there alternatives to cars for individual transport? Are they cheaper? Less polluting?
- What is the benefit of sharing cars?
- Is the situation the same everywhere?
- Has it always been like this? (look at history of transport)

Available aids:

Aid 1 – Background information on mobility and CO₂ emissions

Aid 2 – Data collection sheet 1 – Counting types of transport

Aid 3 – Data collection sheet 2 – Counting persons



Background information on mobility and CO₂ emissions

Local energy agency website – [Insert web address]

National energy agency website – [Insert web address]

<http://ecoagents.en.eea.europa.eu/> - The Eco Agent website of the European Environmental Agency where pupils can learn about environmental protection issues through a game as Eco Agents (in all EU languages).

[The exact contents of Aid 1 will be determined by each AL project partner.]



Data collection sheet 1 – Counting types of transport

	Number:
Pedestrians	
Bicycle	
Bus	
Tram/metro	
Car	
Truck	
Moped	
Motorcycle	
Others	





Data collection sheet 2 – Counting persons

	Number of persons in each vehicle
One person only	
Two persons	
Three persons	
Four persons	
More than four persons	



Energy Topic	General topic	Educational subject	Age level
Transport Space heating & cooling Hot & cold water Lighting Electric appliances	General sustainable development Renewable energy Energy efficiency (saving) CO2 wise transport	Mathematics History Social Science Geography Literacy	6-8 years 9-10 years 11-12 years