

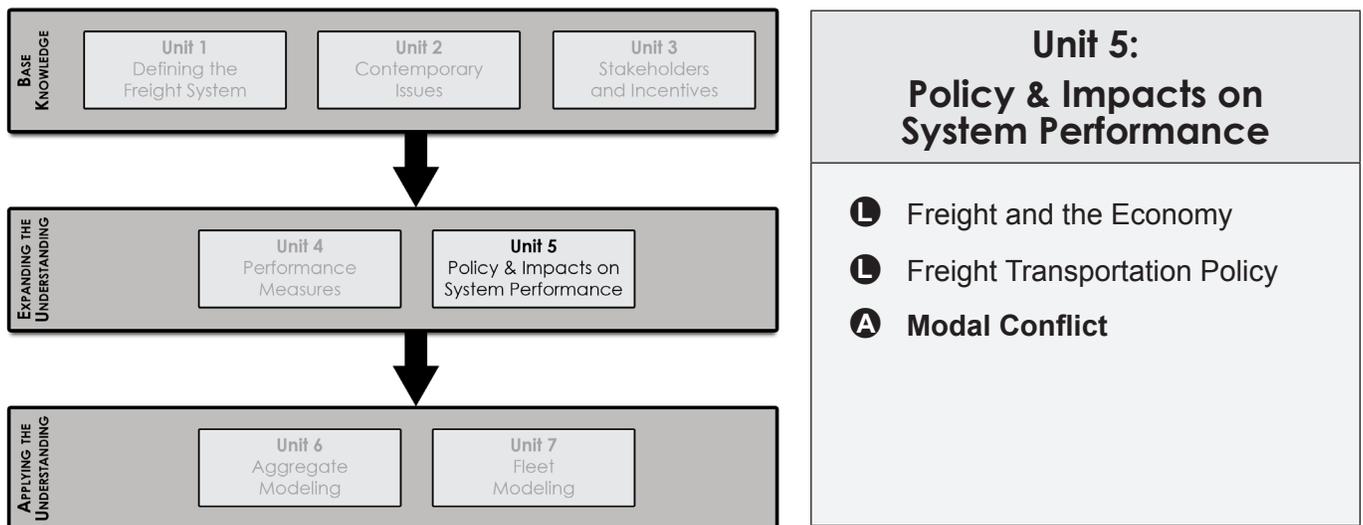
BEFORE CLASS

Connection	Activity Overview	Required Resources	Agenda & Instructor Notes
Review to see how this activity fits as part of the course and Unit 5.	Read to learn more about the content of the activity.	Review to make sure you have the materials you need for this activity.	Read to prepare for what you will do in class during the activity.

CONNECTION

Activity #8 is introduced as an activity within Unit 5: Policy and Impacts on System Performance. The activity is done outside of class, has several parts, and spans several weeks. Students are asked to identify, assess, and propose solutions for conflicts between freight and other modes of transportation (specifically bicycle and pedestrian) within the City of Seattle. The activity builds on and expands previous knowledge of the freight system, contemporary issues, and stakeholder perspectives, while examining current real-world issues.

In Activity #8, students examine a physical conflict point between freight traffic and non-motorized modes, to understand how policy impacts the conflict as well as how it can be used to improve the conflict.



ACTIVITY OVERVIEW

Activity #8 consists of three separate out of class components (8a, 8b, and 8c), each with their own deliverable. In the first part (8a), students are asked to compare a freight master plan (for the city of Seattle) to master plans for either bicycling or pedestrian movements. Considering these plans, students are to identify a physical conflict point between truck and bike or pedestrian movements. This conflict point will be used through the remainder of the activity. In the second part (8b), the conflict point from the previous part is further examined from the perspective of both stakeholders (freight community and non-motorized users). In the final part (8c), students are asked to investigate solutions to mitigate issues at the conflict point. The final deliverable consists of a memo and in-class presentation covering all 3 parts of the larger activity.

The **learning objectives** for Activity #8 include:

Part 1:

- To synthesize and compare existing master plans for various modes of travel.
- To be able to identify potential sources of conflict between modes.

Part 2:

- To understand the conflict point from multiple stakeholders' perspectives.
- To identify and understand current debate on the conflict point.

Part 3:

- To identify potential solutions to address the conflicts between freight transport and non-motorized modes of transport.
- To propose a feasible recommendation to mitigate issues associated with the conflict point identified.
- To present your results both in written and oral form.

REQUIRED RESOURCES

You will need the following material for this activity:

- Activity text
- A computer with a projector

DURING CLASS			
Agenda	Instructor Notes	Common Questions	Discussion Notes and Ideas
Review with the students to show them what tasks will be completed during class and the approximate time for each task.	Use this to remind you of the information that you need to remember and the sequence that you will follow during class.	Keep these in mind! They are what students have asked about this activity in the past.	Keep these in mind for possible use during class or to update the activity in the future

AGENDA

The majority of the activity takes place outside of class. The instructor should facilitate the assignment by assigning activity parts. Each part should be graded in a timely fashion so students are made aware of any issues before continuing further with the activity. After part 1 is completed, the instructor should review the conflict points selected to ensure there is diversity within the locations selected. If this is not the case, the instructor should reassign students to conflict points as needed.

For the in-class final deliverable:

- One at a time, students should present a 5 minute overview of their commodity findings. There should be time for questions from the class, but the instructor should move the class along to the next student presentation as appropriate given the time allotted for the activity.
- See the **Discussion Notes** section if time allows for a more in-depth class discussion.

INSTRUCTOR NOTES

This activity is to be completed over several weeks. The first part of the activity should be assigned within Unit 5. Subsequent activities can be assigned as the course schedule allows. The deliverables associated with the individual parts allow the instructor to check in on students throughout the activity, and each part's deliverable should be evaluated before students move onto the next part.

Within parts 2 and 3, students are asked to discuss current debates and/or solutions regarding their conflict points. It should be expected that some students may find that for their conflict points there is limited existing information on current discussions of proposed solutions for the conflict.

While it is not required, students should be encouraged to visit their conflict point and watch the interaction between modes if possible.

While this activity is designed to reference City of Seattle master plans, the activity can be modified to reference any city.

COMMON QUESTIONS/CONCERNS

Because the students have free reign to choose any conflict point, some may need reassurance that the conflict point they have selected is appropriate. As long as the student is able identify *why* the location is a conflict point, any location choice is acceptable.

DISCUSSION NOTES/IDEAS

Additional questions:

- When trying to locate each plan, was one plan(s) easier to find than another? What might the visibility of these plans say about the city's level of interest in each mode?
- Do you believe the authors of the various master plans developed the plans in collaboration with one another? What examples from the plans to justify your answer?
- How does policy impact the development of these master plans?
- Does one group of stakeholders have more power or control with respect to the conflict point?
- Does the city side with one stakeholder group over another?
- Are all members of each stakeholder group united on their position with respect to the conflict point?
- Have existing solutions been developed through stakeholder collaboration, or by individual stakeholders?
- Did you consider the cost of proposed solutions when identifying a solution? Should you?

AFTER CLASS

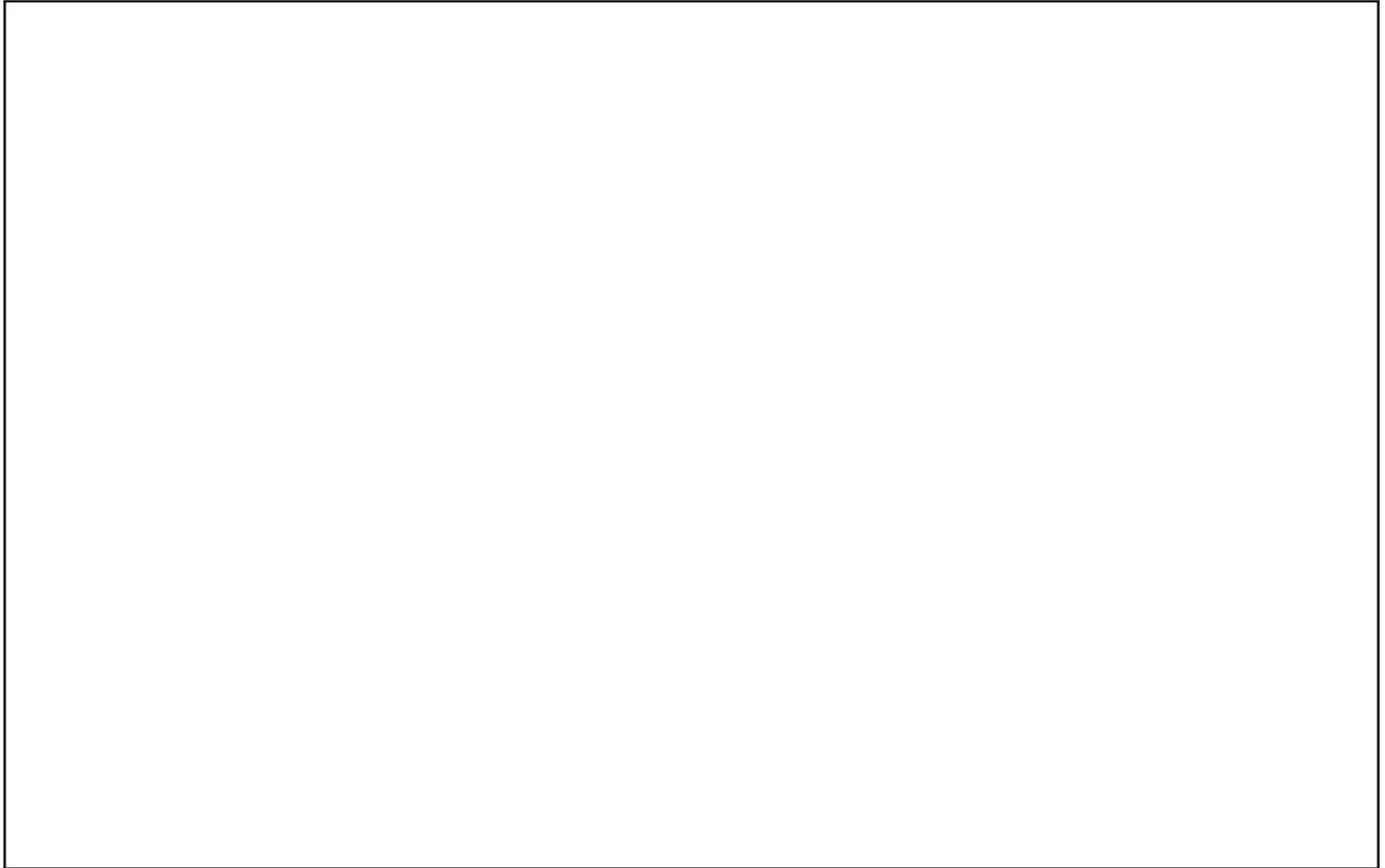
Answers and Notes	Activity Assessment	Next Steps
Use the information here to help you evaluate student performance.	Use this space to take notes regarding the implementation and facilitation of the activity which can be used to make any necessary adjustments to the activity.	This is a reminder of what comes next, including any homework or preparation that students need to complete for the next class or activity.

ANSWERS AND NOTES

Student deliverables will vary.

Final deliverables should include a memo and presentation which describe the conflict, stakeholder perspectives, recommendation and its justification. References should be cited. Visuals (pictures, videos, and/or sketches) enhance the final deliverable.

ACTIVITY ASSESSMENT

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NEXT STEPS

This activity is the final activity in Unit 5. Unit 6 follows.