ELEMENTARY LEVEL

Workbook

An Iniative of the:

fondation monique-fitz-back FOR A LIVING WORLD

b

### **ON FOR A BETTER LIFE** RANSPORTA

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Fanchon Esquieu: www.fanchon.net • Illustration from the book Pour une ville qui marche, by Marie Demers.

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# Feedback Questionnaire

The Fondation Monique-Fitz-Back thanks you for taking a few minutes to fill out this questionnaire. Your comments and suggestions will be very useful to us in creating new activities. Please send us the completed questionnaire in the same envelope as the work submitted for the drawing contest.

Name of School:	Level	:	
Activities carried out: Cycle 1 O Cycle 2 O	Cycle 3 O Contes	t 🔾	
DISTRIBUTION OF THE PROJECT			
How did you hear about the project and/or con School admininstration C EVB network	test? Your school board	Other	
ACTIVITIES			
Did you carry out the activity as described in th If not, how did you adapt it?	e booklet? Yes No	0	
<b>Content of activities</b> Originality of orientations presented, accessibility of concepts addressed, interest of students.		÷	:
<b>Structure of activity sheets</b> Relevance and usefulness of information included, coherence of the proposed lesson plans, quantity and relevance of material.	$\odot$		
Strong and weak points of the activity:			
THE CONTEST			
<b>Theme</b> Student interest.	$\odot$		$\overline{\mathbf{S}}$
Structure of the Contest Guide Amount and relevance of information, etc.	$\odot$	<b>:</b>	8
EVALUATION			
Did you evaluate your students on the proposed concerning the proposed concern	ompetencies (activities and	contest)? Ye	es 🔿 No 🔿
GENERAL			
General Comments:			



# Transportation in context



#### **OVERVIEW**

Make students aware of different contexts in which existing means of transportation can be used. Encourage them to reflect on safety, health and environmental issues associated with these means of transportation.



#### LEARNING OBJECTIVES

#### Learning domain

Competency 1: To perform sensorimotor actions effectively in different contexts

**PROPOSED LESSON PLANS** 

#### LENGTH OF ACTIVITY

In class: about 45 minutes



- Reference document
- Worksheets with pictograms of means of transportation and landscapes (p. 10-11)
- **1.** Introduce the subject of how transportation serves our needs (e.g.: Why do we move from one place to another? When do we use a bicycle rather than a car or school/city bus? What trips do you [students] make most often? For what different reasons do your parents make trips? How do they travel around?)
- 5 minutes 10 minutes

10 minutes

- **2.** Explain the difference between an individual and collective means of transportation.
- **3.** Choose a means of transportation from the pictures provide in the appendix. Ask one or more student (depending on whether the means to be presented is individual or collective) to come to the front of the class and act out this means of transportation.

Ask the rest of the class to guess which transportation method is being acted out by their classmate(s). Then ask the class whether the means of transportation being presented is collective or individual. A means of transportation can belong to both categories, according to the circumstance.

Post the pictograms of active, solo and collective transportation on the board or lay them out on the floor. Ask a student to come and match the pictogram of the means of transportation which corresponds to his or her assigned category (active, collective or solo).

**4.** When all means of transportation have been acted out, post or lay out the pictograms of various 10 minutes landscapes (city, country, and highway) on the floor. Ask students to match the various pictograms of transportation methods to the landscapes where they can be found. A means of transportation may be matched to more than one landscape.

5. Discuss the matches made by individual students with the whole class. Introduce the concept of 10 minutes safety which is so essential in situations where more than one means of transportation share the same space. Briefly introduce the concepts of health and protection of the environment as they impact on the use of all these transportation methods.



#### A STEP FARTHER

As an activity, ask students to bring toys from home which illustrate different means of transportation.



# Moving

### A MATTER OF GOOD SENSE!

#### **OVERVIEW**

Lead students to reflect on the sensory experiences they experience during the trip they make most often, whether by foot, on a bike, by bus or in a car. Initiate a group discussion about which of these sensations enables us to live in a better world, where life is healthier, safer and more pleasant.

#### LEARNING OBJECTIVES

- Learning Domain Social Sciences Competency: To construct his or her understanding of the world
- • Learning Domain Ethics Competency 1: To reflect on ethical questions

### LENGTH OF ACTIVITY

Approximately 60 minutes

#### MATERIAL NEEDED

- The reference document
- Worksheet on the categories of transportation (active, collective, solo — p. 11)
- • Picture of the bus

#### **PROPOSED LESSON PLAN #1**

**1.** Ask students about the sounds they hear as they move around outside. List their answers on the blackboard. Tell them this exercise will be repeated after a silent walk they take together outside.

Lead the students on a silent walk close to the school. Ask them to listen attentively to the sounds around them and to try to hear new ones, sounds they didn't think of when this lesson was introduced. Ask students to be aware of what direction the sounds they hear are coming from.

Back in class, add to the list of sounds on the board coming from the new answers given by students.

2. If there's enough time, continue the exercise focusing this time on the sense of sight. Ask students to look at the view they see through the window of the class and to identify the things they see. Ask them how the view would be different if all motorized means of transportation disappeared (roads, parking spaces, garage, gas stations, etc.) What element in the new view do they find the most visually pleasing? Does this element produce a negative or positive impact on the environment?

Ask them to think about the space taken up in cities by cars as compared to buses, bicycles and pedestrians. You may want to use the diagram on the fourth page of the reference document in order to illustrate the space needed to transport people, according to the chosen vehicle.

**3.** After students have listened and observed, ask them what they would like to see and hear regularly during their daily travels so that these trips would be more pleasant. Ask them to complete the following sentence, then write it on the picture of the bus (including in the appendix):

In the future, I would like to (see/hear) when I travel in the city.

15 minutes

5 minutes

	Invite students to come and write their sentences on the picture of the bus (supplied in the appendix.)
	In the future, I would like to (see, hear, smell) when I'm travelling around the city.
10 minutes 6.	Following the activity, and after the discussion about which experiences are pleasant or unpleasant, ask students to identify what they would like to see, smell or hear during their travels which would make the trips more pleasant. Ask them to circle the verb of their choice in the following sentence and then to complete it:
	NOTE: If this educational activity takes place in the winter, it is possible that the "active transportation" column will be less full. The teacher could ask students what they see in the summer when they walk or bike, rather than what their perceptions are when they are in a vehicle.
5 minutes 5.	Explain to the children that they learn to recognize their neighbourhood or a familiar route by using their senses. Active transportation generally gives us the chance to identify a wider variety of sensory impressions because we are not cut off from our outdoor environment. Also, active and collective transportation may increase a sense of belonging to a neighbourhood because we have the chance to come into contact with each other, and become more familiar with each other over time. This can also produce a greater sense of safety.
	• Thinking about the awakening of the senses Make the students aware that some of their senses are less developed than others. Ask them to pay more attention to what they perceive with less developed sense in their future travels.
	• Thinking about pleasant sensations – unpleasant sensations Ask students to choose the most pleasant and the least pleasant of the sensory impressions which have been identified. Are they connected to active, collective or solo transportation?
	• Thinking about visual – auditory – olfactory experiences Distinguish between visual, auditory and olfactory elements in the details which have been collected and written down, supporting the discussion with designs or colors.
	• Thinking about activecollective—solo transportation Ask a student who uses active transportation (by foot) to share the sensory impressions (visual, olfactory and auditory) which he or she experiences during the trip from home to school. Write these details in the appropriate column. Continue the exercise with those who use collective trans- portation, and those who use solo transportation.
40 minutes <b>4</b> .	Introduce the fact that, according to the kind of transportation we use, we see, smell and hear different things, and with a different intensity
3.	Make three columns on the blackboard. Identify the columns using the pictograms supplied in the appendix. (Active transportation – Collective transportation – Solo transportation)
2.	Explain the difference between active, collective and solo transportation to students.
5 minutes <b>1</b> .	Ask students about the means of transportation they use to come to school.
	PROPOSED LESSON PLAN #2

- 1. During the next trip by active or collective transportation taken with an adult, ask the students to share their sensory experiences and to compare them with those of the adult accompanying them. Remind them to identify elements for each of three senses (vision, hearing and smell.)
- 2. At the end of the activity, encourage deeper reflection about the environment by raising questions such as:
  - What would your neighbourhood be like if everyone moved around using active transportation? Collective transportation? Solo transportation?
  - If you had the choice, what means of transportation would you use to get to school?
  - Which means of transportation makes you feel safe in your neighbourhood? In the city?





# Get moving:

### A QUESTION OF TIME!

#### 💫 OVERVIEW

Make the student aware of differences in intergenerational needs and habits related to transportation. Increase their understanding of the environmental, social and economic impact of these changes on our way of life and on the environment.

#### 🃂 LEARNING OBJECTIVES

- Learning Domain Social Sciences Competency 1: To recognize the social organisation in one's environment
- Learning Domain Ethics Competency 1: To reflect on ethical questions

#### LENGTH OF ACTIVITY

- Preparation of the activity, outside class: variable
- •• In class: we suggest the activity should take two sessions, the first extending around 20 minutes and the second around 60 minutes.

#### 🤌 MATERIAL NEEDED

- ••• Reference document
- Questionnaire on the history of transportation (p. 12-14)
- ••• Picture of a bus

#### PROPOSED LESSON PLANS

#### **1.** First Period of the Activity: Introduction to Transportation

In class, draw a timeline on the blackboard based on the history of transportation provided in the appendix. Read the historical facts to students and ask them to come and place them on the timeline.

Our transportation habits have been established over time, responding to new inventions, available resources and changing needs of the population. Each transportation method has its own history. When we become aware of this evolution, it's easier to see our needs in perspective and to imagine a future which fulfills our ambitions.

5 minutes

15 minutes

**2.** Hand out the questionnaire provided on p. 13 to the students. Ask them to carry out a little research with their grandparents, great-grandparents or any other older person they know on the subject of transportation. After the history of transportation in Quebec has been introduced to students, the questionnaire will help them to understand how the reality of transportation has changed on social, economic and environmental planes.

Suggest that they bring in photos showing the means of transportation of another era.



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**3.** Second Period of the Activity: Reflection on the Past, Present and Future of Transportation Draw a table with three columns entitled: Past – Present – Future.

20 minutes

**4.** Ask students to share the results of their questionnaires. Review each of the questions and write down the response(s) most frequently encountered in the first column (entitled "Past").

For each response item, encourage students to reflect on the reality of today. Review the questions once more and write our present experience down in the second column.

#### **Example:**

Past	Present	Future
Theme: security and density Children walk to school. The neighbourhood is safe. (as reflected in the majority of Reponses.)	Theme: security and density Only a few children walk to school. The neighbourhood is no longer safe (because of an increase in the number of vehicles in the vicinity of the school)	<b>Theme: security and density</b> (answer of the team which has been assigned this theme)

Divide the class into small groups. Allow each team to choose, or assign them, one of the themes.

Explain to the students that the need for daily travel changes from one generation to another, as a result of, among other things, exodus of businesses, urban sprawl and increasing distances to the workplace. These differences in the transportation domain from one era to another have an effect on health (air pollution or noise, physical health, sense of belonging to the community and sense of safety, etc.); on the community (relative need to travel, neighbourhood vitality, etc.) and on land use (neighbourhood development, existence of green spaces, the city landscape, etc.)

Assign discussions to student groups on the changes which have occurred between the last generation and their own. Ask them to reflect on their vision of the future as it applies to their assigned theme. Ask them to imagine the future they would like to see for their children, guided by the concept of need, health and security as introduced earlier.

**5.** Ask the teams to take turns sharing their vision(s) of the future with regard to their theme. Discuss this as a class and then fill in the third column with the team responses. Ask them to what extent their vision of the future is positive and how it would allow us to live in a better world.

**6.** After working on the collective changes to apply to society for a better world, ask students to reflect on what they can do individually to contribute to their ideal in the transportation domain. Ask them to complete the following sentence, in which they either share their vision of the future, or commit themselves to work for this ideal:

**In the future,** (I would like to / I promise to) \_\_\_\_\_\_ **when I travel around the city.** Ask students to come forward and write their sentences on the picture of a bus (provided in the appendix.)

#### A STEP FARTHER

Ask students to visit the person they interviewed for the questionnaire to share with them their vision of future transportation. Suggest they ask this person if they have a different vision of city transportation.

15 minutes

10 minutes



# Travelling worldwide,

## ADVENTURES IN TRANSPORTATION

#### 🔍 OVERVIEW

Increase student knowledge about means of transportation existing elsewhere in the world. Encourage student reflection on the advantages and inconveniences of each one, in a perspective of human and planetary wellbeing.

#### LEARNING OBJECTIVES

- • Learning Domain Social Sciences Competency 3: To be open to the diversity of different societies and their territories
- ••• Learning domain English Competency 1: Read various texts Competency 3: Communicate orally

#### 🔀 LENGTH OF ACTIVITY

- • Preparation for the activity outside class: variable
- ••• In class: approximately 1h10. The activity may be scheduled over two periods.



- • Reference document
- Six "I get around using local transportation" cards (p. 15)
- ••• Picture of a bus

#### PROPOSED LESSON PLAN #1

**1.** Bring books to class which include pictures of the transportation methods described on the cards entitled *I get around using local transportation*. Post a map of the world at the front of the class. Draw a table on the board listing the following characteristics down the left-hand side: active transportation, collective transportation, solo transportation, pollutes the air, pollutes water, noisy, safe, accessible to all. Add other characteristics which you find relevant. At the top, head other columns with the names of transportation methods to be discussed in class, as shown in the illustrations. Here is an example of the table to draw on the board:

Means of transportation Characteristics	Strasbourg Tramway	Venise Vaporetto	•••
Active transportation			
Collective transportation	Х	Х	

- 5 minutes 2. Cut out the cards entitled *I get around using local transportation* which match the transportation methods for which you have found pictures. Ask a student to read a card in a loud voice to the rest of the class. Then show the picture for the transportation method which has just been named. Ask a student to point out the country where this transportation method can be found on the map of the world.
- **30** minutes **3.** Ask students about the characteristics of this transportation method. Check the corresponding boxes on the table. Discuss with students to find out their impression of this transportation method. Repeat the exercise with the other selected means of transportation.
- **15** minutes **4.** Then ask students which of these means of transportation would be practical in Quebec. What modifications could be made in these transportation methods to increase their positive impact on the environment and on the community?
- 10 minutes
   5. Ask students to think about what they can do individually and according to their abilities to reduce their negative impact on the environment when they travel. Ask them to complete the following sentence:
   In the future, (I would like to / I promise to) \_\_\_\_\_\_ when I travel around the city.

	A C	PROPOSED LESSON	J PLAN #2		
Variable length of time	1.	Divide the class into teams of three or four students. Hand out one of the <i>I move around using local transportation</i> cards to each team. Each team should be assigned a different country.			
		Ask the teams to research their assigned means of transportation in order to make an oral presentation to the class. The information can be found on the internet, in books, and/or on the cards themselves.			
		Ask students to answer th	e following questions in t	their oral presentation:	
		• What is the name of the	e transportation method?	?	
		• In what country is this t	transportation method us	ed? Where is this country	/ located geographically?
		<ul> <li>Is this an old method or</li> </ul>	f transportation—has it b	een used for many gener	ations?
		<ul> <li>Does your method of the What energy source is wind?)</li> </ul>	used by your transport	ation method (human, a	ign the air? animal, oil, electric, solar,
		<ul> <li>In your opinion, what is to another, moving peoportation of freight, etc.</li> </ul>	s the main use of this tra pple from one place to ar )?	nsportation method (mov nother within one city, too	ving people from one city urist transportation, trans-
		<ul> <li>In your opinion, is this a</li> <li>Does this means of tran</li> <li>coil contamination point</li> </ul>	a safe means of transport sportation produce pollut	ation? tion? If so, what kind (air	pollution, water pollution,
		<ul> <li>In your team's opinion, method, as it relates to</li> </ul>	what would be the main the wellbeing of people	advantage and disadvant and of the planet?	tage of this transportation
		Finally, help students to reflect on how this means of transportation could be adapted for use in Quebec. The "improved" means of transportation should be safe; it should encourage good health and be respectful of the environment. Ask teams to think of a name for the imaginary method of transportation (e.g. the winged truck, the super bicycle.)			
5 minutes	2.	In class, hang up a map o	f the world on a wall and	draw a four-column table	e with headings as follow:
		Means of Transportation in our Country	Advantage (1 per team)	Disadvantage (1 per team)	Our improved transportation method
		Explain the meaning of students.	active transportation, co	llective transportation ar	nd solo transportation to
45 minutes	3.	Schedule the order of tea	m presentations.		
	Ask teams to locate their country on the map of the world, to present their answers to questions, and then to state the main advantage and disadvantage of their means of transportation. Ask them to write this down in the appropriate columns. Then ask them to present their improved means of transportation and to write its name in the last column.				
		At the end of each presentive or solo.	tation, ask the team whe	ther their method of trans	sportation is active, collec-
10 minutes	4.	Following the presentations, organizer a mini-debate in class to select the one or two transportation means which is the safest, the most respectful of the environment and the best suited to the Quebec reality. Teams must defend their "improved" methods of transportation and cast a critical eye on those imperiated by their elements.			
		Lead students in choosing	the best transportation	methods either by vote o	r consensus.
10 minutes	5.	After students have worke individually, to achieve th	d on possibilities for the fu	uture, ask them to reflect of transportation. Ask the	on what they can do now, em to fill in the following
		sentence with a promise to do something to improve the future of transportation in their town or city:			
		In the future, (I would like to / I promise to) when I travel around the city.			
		Ask students to come for appendix.)	ward and write their sen	tences on the picture of	the bus (provided in the







## History of transportation IN QUEBEC

1534	On arrival in North America, Jacques Cartier discovers that the main transportation routes are the St. Lawrence River, lakes and tributaries and that the aboriginal peoples travel them by <b>canoe</b> .				
Around 1720	Almost all Quebec families own a horse.				
1737	The <b>route</b> connecting Montreal, Trois-Rivières and Quebec City is finally completed. The trip from Montreal to Quebec City, which used to take a couple of weeks, now only lasts 4 1/2 days. Still, the route is made up of dirt roads and some river crossings don't have bridges. The St. Lawrence River is still the main transportation route, both for movement of people and goods.				
1809	The first <b>steamship</b> makes a journey from Montreal to Quebec in only 66 hours!				
1817	Invention of the <b>dandy-horse</b> , also known as the velocipede, a distant ancestor of the bicycle. Without pedals or brakes, the rider propels it forward with his feet.				
1826-1846	The <b>horse boat</b> makes a brief appearance. Horses trotting on a treadmill act as a motor. These boats make trips between Quebec City and Lévis.				
1854	Lévis is the first city to be linked to Montreal by <b>train</b> . Finally, the whims of our climate no longer limit transportation. From one village to the next, it's now necessary to coordinate the clocks. The train is changing the rhythm of life!				
1865	<b>Streetcars</b> are drawn by horses. In the winter, their wheels are replaced by runners and the floor is insulated with straw.				
1897	The <b>electric streetcar</b> replaces horse-drawn streetcars in Quebec City. Its speed astonishes the population and the sparks flying from its rails also make a great impression; seen from afar, people say they look like shooting stars.				
1913	The <b>model "T" Ford</b> is the first car to be built on an assembly line. Nearly 1000 cars are manufactured daily.				
End of 1920	The first <b>airplanes</b> fly over the province and carry mail from one village to another.				
1940	The first <b>buses</b> make their appearance and gradually replace the streetcars in the cities of Montreal and Quebec.				
1964	The first section of <b>Autoroute 20</b> is opened. This autoroute, which today extends more than 550 kilometers, is the longest in the province. It is part of the Trans-Canada Highway which crosses the country from east to west.				
1966	Inauguration of the Montreal metro, nearly 50 years after the idea was first suggested.				
2007	Inauguration of Quebec's bicycle path, the <i>Route Verte</i> . It extends a distance of more than 4 000 kilometers, making it the longest cycling path in North America.				
2008	Debate on the possibility of constructing a <b>high-speed train</b> link (TGV) between Quebec City and Windsor, Ontario is in full swing. Will this idea ever become reality? The future is ours to discover				

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# Questionnaire

### **GET MOVING, A QUESTION OF TIME!**

Name of student:

Date :

Number of student: \_\_\_\_\_ Group: \_\_\_\_\_

#### Who helped you to fill in the questionnaire?

Your grandparents () Your great-grandparents ()

Another person close to you  $\bigcirc$ 

With this questionnaire, we hope you will learn more about older generations. Inteview an older person you know about what he or she experienced at your age. For some questions, you can add the comments and explanations given by the person you are interviewing. Have fun with your research!

#### ACCESSIBILITY

1.	When you were a child,	how many people were in your family?	
----	------------------------	--------------------------------------	--

How many cars did you have? \_\_\_\_\_

How many bicycles did you have?\_\_\_\_\_

2. In your town or village, was there a shared system of transportation? Yes  $\bigcirc$  No  $\bigcirc$ 

If so, was the service efficient and did it meet the needs of most people?

#### SECURITY AND TRAFFIC DENSITY

- 3. When you were in elementary school, what was the means of transportation used by the majority of students to get to school?
- 4. Did the car traffic near your school cause problems for the safety of children?

Yes 🔿 No 🔿 Comments: \_\_\_\_\_

#### PROXIMITY

5. In your neighbourhood, was it possible to find most of the daily services you needed (school, grocery store, bank, pharmacy, dépanneur, recreational centre, etc.)?

Comments: \_\_\_\_\_ Yes ( ) No ( )

6. Was it possible to get to your most frequent destinations easily using active transportation (bicycle, walking) or by collective transportation (bus, train, subway)?

Yes No Comments: \_\_\_\_\_

#### ENERGY SOURCES AND POLLUTION

7. Oil and coal are examples of non-renewable energy sources, while hydroelectric power, animal and human power are renewable. When you were a child, was most transportation based on renewable or non-renewable energy sources?

```
RENEWABLE SOURCES O NON-RENEWABLE SOURCES O
```

8. There are different kinds of pollution: water pollution, air pollution, soil contamination and noise pollution. In your opinion, was transportation a major source of pollution?

Yes () No () Comments: \_\_\_\_\_

#### LAND AND LAND-USE PLANNING

9. Did the space taken up by roads, parking spaces and service stations, all necessary for cars, give you the impression that they had been designed primarily for cars?

Never 🔘	Sometimes	$\bigcirc$	Always	$\bigcirc$
Comments:				

#### HEALTH

10. Did you and your family have the habit of using active transportation when you went somewhere (walking, bicycle, etc.)? Yes O No O

#### SOCIAL LIFE

- 11. When you travelled around, to go to school for example, was this a good opportunity to meet neighbours and spend some time with friends?
  - Yes () No () Comments: \_\_\_\_\_
- 12. Did you ever use the street for other reasons than travelling (for example, parties among friends, street festivals, hockey matches, etc.)?

Voc		Commonte
res	) INO ( )	Comments

#### CREATIVITY

13. Do you remember a means of transportation which someone close to you, or someone in your town, invented just for fun-- for use during the winter or on the water, for example?

Yes 🔿 No 🔿

If so, what was this invented means of transportation?

Congratulations! The quiz is now completed. You can now compare your answers with your classmates.



#### THE STRASBOURG TRAMWAY, FRANCE

The first rails were constructed in Strasbourg in 1877, and were used for trams pulled by horses, or by steam engines. The first electric tram was on the route in 1885. The present tramway lines are all very up-to-date, however, because they were all reconstructed after 1994.

Although there are only 69 seats on each of the 95 city trams, nearly 300 people can get on board. The trams move at a maximum speed of 60 km/h. The wait time between trams is generally five or six minutes, or fifteen minutes on the weekend. However, the trams don't run at night. The service is taken over by buses.

The tramways follow a well-organized schedule and stop at set locations. Building a tram car, from the design phase to construction including trains and wagons takes up to 18 months of work. All the Strasbourg trams are coordinated in appearance and present a rounded, futurist style which reminds us of giant caterpillars. Amazingly, grass sometimes grows between and around the tramway cars of this city.

Photo: http://www.strasbourg-tramway.fr/republique.htm



I MOVE AROUND USING LOCAL TRANSPORTATION

#### THE DHAKA PEDICAB, BANGLADESH

The word rickshaw comes from the Japanese jinrikisha, which means "vehicle pulled by a man". Rickshaws are small carriages on wheels, moved around by a human being. In Dhaka, they use the pedicab, which is a rickshaw model pulled by a cyclist. This is the most common type of rickshaw used throughout Asia. The invention of rickshaws took place in the 1880s.Dhaka is known as the world capital of rickshaws, because 300 000 rickshaws travel its streets.

Rickshaws function as taxis. They carry people directly to their desired destination, in exchange for a fare. They are also a popular way to get to school. Sometimes they can transport up to 12 children in the same trip!

All rickshaws have three wheels. These vehicles only have one speed as a rule, and have a small folding roof to protect passengers from rain. Each carriage has its own charm, thanks to the creative work of artisans. They may be decorated with ornaments (bouquets of flowers, ribbons, plastic lace, etc.) and may be painted with flamboyant colours. The manufacture of a rickshaw takes about a week.

Photo: www.dhaka-city.com/dhaka-city-entertainment.html



I MOVE AROUND USING LOCAL TRANSPORTATION

#### THE VENICE VAPORETTO, ITALY

Most traffic routes in Venice are navigable by boat. The main means of shared transportation is the boat-bus, called the vaporetto. The first vaporetti appeared in the 1880.Today,about 120 are still in existence in Venice. They allow people access to places they can only reach by boat. The word "vaporet-ti" is the plural form of "vaporetto."

Around 100 people can get into the boat-bus. Each vaporetto carries enough life jackets for each passenger. A captain and sailors travel on board to manage the operation, ensure safety and dock the boat. Vaporetti operate on gas and follow a fixed schedule, stopping at specific stations. All the boats look the same; their hulls are usually white, sometimes with black and/or red trim.

These boats sail slowly, because they must stop frequently to let passengers on and off. Also, by reducing their speed, they make fewer waves which could erode the buildings of the city. Air pollution is another problem caused by the vaporetti.

Photo: commons.wikimedia.org/wiki/File:Venice\_Vaporetto.jpg



I MOVE AROUND USING LOCAL TRANSPORTATION

#### THE LONDON DOUBLE-DECKER BUSES, ENGLAND

The first double-decker buses, also known as the Routemaster Bus, were seen in London around 1950. They are easy to recognize because they have two floors and are painted bright red, just like the famous phone booths throughout the city. These buses are cultural icons of London. For several years, however, they have been disappearing from the London scene to make way for buses which are wheel-chair accessible and can carry more passengers. The double-decker bus runs today only on two popular lines which connect the main attractions of the city.

In each Routemaster Bus, there are about 72 seats distributed between two floors. The bus uses diesel fuel. Usually, two employees travel on the bus: the driver and the person who collects the fare. Because the double-decker bus is found almost only in London and because it has become more and more rare, it is getting difficult for mechanics to find the necessary replacement parts for these vehicles.

Photo:

www.ticketslondon-online.biz/TransportMuseum/Museum\_Doubledecks.htm



I MOVE AROUND USING LOCAL TRANSPORTATION

#### THE TAP-TAP BUS OF HAITI

The tap-taps are little trucks which have been in circulation for about 50 years. They are found in Port-au-Prince, the capitol of Haiti, and also in other parts of the country. They run on gas.

Between 15 and 20 people can take a place in a tap-tap, sometimes even more. People have to sit very close to each other and some even hold onto the exterior sides of the vehicle during the trip.

The carriage of a tap-tap is brilliantly decorated. Painted designs on the vehicles are examples of Haitian culture. You might find, for example, historical monuments, birds, fruit, beaches and even religious sayings such as "Thankyou Jesus" or "Praise be to God". These are intended to protect passengers from road accidents. And they are needed, because almost none of the rules of the road are respected by drivers. Their ability to swerve around obstacles, cut in between other vehicles on the road and to use the famous horn are all familiar skills of drivers.

People say the word "tap-tap" comes from the way passengers knock when they want to get out of the vehicles.

Photo: www.gafe-haiti.org/tap\_tap.html



I MOVE AROUND USING LOCAL TRANSPORTATION

#### THE CALCUTTA RICKSHAW, INDIA

The word rickshaw comes from the Japanese jinrikisha, which means "vehicle pulled by a man". Rickshaws are small carriages on wheels, moved around by a human being. Rickshaws which are pulled by cyclists are very common in Asia. However, Calcutta is the only city where rickshaws are still pulled by hand. The first of these models appeared at the beginning of the 20th century.

At the start, Calcutta rickshaws were used only for freight. Then in 1914, the transportation of people was allowed. Today they operate as taxis, transporting passengers in exchange for a fare. Rickshaws are a very important method of transportation for the inhabitants of this city, especially during the monsoon rains when the dirt streets of the city become impossible for cars. Today, nearly 100 000 rickshaws are in operation in Calcutta.

The appearance of rickshaws hasn't changed in the last 100 years. Wheel spokes are made of wood and the wheels are painted. The carriages are often a single color, with very little designs or decorations on them.

Photo: www.routard.com/photos/inde/41395-rickshaw.htm



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