

For  
Ages  
11+

A Library Activity Pack  
**BLM ACTIVITY BOOK**



# Transport on the Move



**SAMPLE**

For use with the  
Transport on the Move resource book

## Transport on the Move



- Jump aboard the vehicles and vessels of yesteryear.
- Drive through time as you discover amazing facts about the magnificent machines that get us from here to anywhere!

By  
Sandy  
Tasker



**By Sandy Tasker**

A complete learning centre package for the library. Set against the backdrop of transportation, this innovative package acts as a springboard for developing and enhancing thinking and creativity skills.

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# Task Card Information

The photocopiable activities in this book have been designed as task cards. Ideally, they can be copied onto card and laminated so as to be used several times.

Alternatively, teachers can photocopy pages to make up activity booklets for each student. The activities are non-sequential although it is envisaged that students will have read the accompanying resource book before attempting the task cards.

Website references have been included on the task cards although they are usually not essential for completing the activity. However, they often provide an excellent starting point and it is often easier than trying to locate relevant library books. See below for more information about the use of Internet references.

## Checklist

A checklist of activities has been provided on page 24 which allows students or the teacher to check off the activities as they completed. This checklist can be photocopied onto A3 paper and displayed on the wall as part of the learning centre so that when

students are allowed time at the centre they know what areas they can cover.

## Learning Outcomes

Charts containing relevant learning outcomes for all Australian states and territories are included on pages 10-13. This information allows teachers to measure students' learning according to the subject area and particular strand. Each task has a related learning outcome at the bottom of the card and highlights the thinking skills incorporated into the activity.

## Cross Curriculum

The activities in this series explore high interest themes across subject areas such as Society and Environment, Technology, Science, English, Mathematics, Health and Physical Education. The themes provide a backdrop for creative thinking strategies and different learning styles.

## Assessment

Detailed notes and assessment proformas have been included at the end of the activities. (See pp 24-31.)

## Updating of Internet References

It is now common knowledge that Internet sites disappear from time to time. While all of the sites included in this package were accessible at the time of publication, it is anticipated that many of these will move to a new location, modify their layout or disappear from the WWW completely.

Ready-Ed Publications endeavours to check all sites on a regular basis and replaces any sites that have moved. In addition, attempts are made to locate missing sites that have relocated to another address. All website references in the Library Activity Package are clearly linked on our website at a specific location. The direct address for this section is:

[www.readyed.com.au/urls/thinking](http://www.readyed.com.au/urls/thinking)

Ideally, it is hoped that teachers using this package will bookmark the above address so that students requiring links always have access to the latest link rather than an outdated one that may still appear on the task card some time after publication. By using the index students do not have to laboriously type in any URLs, greatly reducing the margin for error when trying to locate sites that have long and complicated addresses. The website indexes are clearly set out and easy for students to navigate. Should a broken link or a link that appears to have modified its layout be discovered, then please email [fixlink@readyed.com.au](mailto:fixlink@readyed.com.au) with clear details of the topic and task card number. Please note that ALL links that appear in each of the five resource books are included on the above site and are clearly labelled.

## Task 7: Buckles for Buses

**Materials:** Pen, paper.

**Tasks:** Seatbelts have been found to be highly effective in saving lives of car passengers. Although a few buses have seatbelts, many still don't. Do you think that seatbelts should become compulsory in all buses?

Write some notes "for" having seatbelts on buses, then make a list of ideas "against" seatbelts on buses. Which side do you agree with the most?

*Think about things that will affect your answer such as:*

- The size of buses, ;
- The types of injuries that occur in accidents;
- The number of passengers that get on and off;
- How the rule will be encouraged;
- What will happen to passengers that have to stand?

You could even find some classmates to have a debate about this topic.

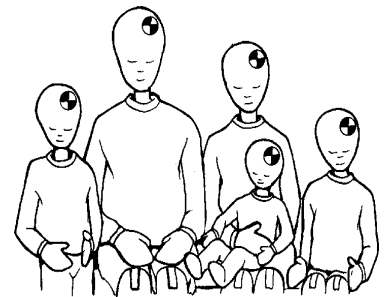


Related Outcome: Students consider both points of view in a society issue.  
Creative Thinking Skill: Flexibility, Logical Thinking, Risk Taking.  
Subject Areas: Health & Physical Education - Safety, English - Speaking & Listening.

## Task 8: I'm No Dummy!

**Materials:** Transport resource book, internet access (optional) pen, paper.

**Task:** What would it be like to be in as a crash test dummy? Read all about their job in the resource book and perhaps do some other research if you can.



Click to here: [www.howstuffworks.com/crash-test6.htm](http://www.howstuffworks.com/crash-test6.htm)

Imagine that you are a child in a "family" of crash test dummies that works seven days a week, testing cars in a testing room. One day, you decide that enough is enough and you write to the car manufacturers to ask for a change.

What kinds of things are you going to complain about?

- ◆ Your work, your "home";
- ◆ The way you are treated;
- ◆ Where you would rather be;
- ◆ What would life be like as a fashion mannequin or a dummy in a museum display;
- ◆ How you are going to ask for better conditions.

*Make sure your letter has a "smashing" impact!*

Related Outcome: Students analyse and express a situation from a different point of view.  
Creative Thinking Skill: Curiosity, Imagination.  
Subject Areas: English - Reading, Writing.

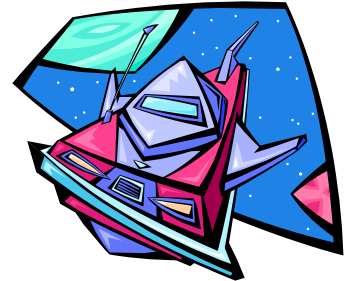
## Task 19: Fly-sense to Drive

**Materials:** Paper, pen, coloured pencils and markers, Internet access (optional).

**Task:** Many people have been working on the concept of the flying car for years now, but what will happen when it becomes a reality?

Check out some pros and cons at these websites:

**<http://www.gizmowatch.com/entry/top-ten-flying-cars/>**  
and **[www.moller.com](http://www.moller.com)**



Make two lists for the future of flying cars:

### Advantages and Disadvantages

Dot down some pointers that might solve some of the disadvantages.

Use all of your ideas to make into a booklet that can be given to young people that get their fly-driver's licence. This booklet will contain tips and hints to keep them safe in the air. Include diagrams and make your booklet look colourful and appealing.

*Related Outcome: Students will consider both positive and negative aspects of an idea for the future.*

*Creative Thinking Skill: Complexity, Curiosity*

*Subject Areas: Health & Physical Education – Safety, English – Writing.*

## Task 20: Aussie-naut




**Materials:** Paper, pen

**Task:** Space travel has made its way to Australian shores, and to celebrate the first Aussie launch, the Australian Space Commission is giving the chance for the lucky person to be “**The First Aussie Kid in Space**”.



A nationwide competition is being held.

You need to write a speech explaining why YOU should be the one chosen to go into space.

-  Make sure your speech is funny and creative – you need to capture the attention of the judges!
-  Write down all your ideas first and then develop them into a three minute speech.
-  You might even like to have a class competition and vote on the winning entry.

*Related Outcome: Students will develop a short speech related to a specific, imaginary topic.*

*Creative Thinking Skill: Risk Taking, Originality.*

*Subject Areas: English – Speaking & Listening.*

# Activity Checklist

Photocopy this sheet onto A3 paper and display in learning centre. Students check off the sheets as they complete them.

[illegible]