



TEACHER'S SHEET

Presentation

Everyone's gestures count to protect the environment. Through this kit, we propose to you to explore tracks on sustainable mobility (eco-mobility) implying the reasoned use of individual or collective transport. This kit, whose Jules and Lea will be the guides, proposes educational tools usable in the classroom and accompanied by a sheet for the teacher. At the end of each activity, pupil will be able to write with his own words what he remembered and to test his knowledge using a quiz.

Activities

| | Activity 1 | Activity 2 | Activity 3 | Activity 4 | Activity 5 |
|---|------------|------------|------------|------------|------------|
| Tell > Take part in class in a verbal exchange respecting the communication's rules. Use precise words to express oneself. | X | X | X | X | X |
| Read > Read alone and understand a question, a simple instruction. | X | X | X | X | X |
| Understand > Distinguish present from future and past. | X | | | | |
| To have a responsible behaviour > Respect the others and rules of the collective life. | X | X | X | X | X |
| Geography > To have space reference marks. To carry out displacements in a known and/or unknown environment. | | | X | X | |

Activity 1: Car's evolution.

The evolution of technologies makes it possible to consider the use of reusable materials and new resources, like electrical energy, for the construction of cars.

- > **Teaching objective:** discover the evolution of the cars.
- > **Required skills:** be able to compare some illustrations, use the temporal connectors "before" and "after".
- > **Pupils observe** some cars and their operating process (gasoline => electric).
- > **Pupils learn** that renewable energies, more respectful of the environment, are studied for the construction of the future cars.
- > **To reinvest the concepts,** pupils are invited to imagine the car of the future. Teacher will be able to insist on the selected operating process and the material used for construction.
- > **Extension:** reconstitute a timeline with the photographs of various cars until today. Compare the historical evolution of cars of various makes.

Activity 2: The recycled car.

A car can be recycled up to 90%. First it's cleaned up. Different pieces are used for second-hand cars. The others are crushed and re-used to manufacture new automobile pieces.

- > **Teaching objective:** discover a chain of recycling of the automobile parts.
- > **Required skills:** know and apply the concept of recycling of household waste.
- > **Pupils observe** the effects of the abandonment of a car in the nature.
- > **Pupils learn** that approved centres carry out the cleanup of the cars and the recycling of the pieces.
- > **To reinvest the concepts,** the pupils colour the various parts concerned during recycling.
- > **Extension:** Visit a recycling centre. Organize recycling in the classroom, in the school.





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Activity 3: Move around the school.

During a walk, several disciplinary aspects can be approached: seek a route, respect the safety rules as a pedestrian, move for one's health!

- › **Teaching objective:** discover the environment close to the school accessible by walk.
- › **Required skills:** locate oneself on a small way and consider one's capacity to walk through it (personal limits).
- › **Pupils read** 3 assertions to be corrected. Walks are to be privileged!
- › **Pupils learn** that walking makes it possible to remain in good health and preserves nature.
- › **To reinvest the concepts**, pupils color the signs which indicate the places accessible by walk.
- › **Extension:** associate the pupils with a project of outing: map of the trip, transport costs, etc.

Activity 4: The "pédibus" (walking bus).

In the cities, some parents organize themselves to deal with group of children and to walk them to school.

It's the occasion to put the safety regulations into practice and to create bonds.

- › **Teaching objective:** feel responsible: organize displacements in a near space.
- › **Required skills:** know and anticipate the dangers of the street.
- › **Pupils observe** a "bus" of walking pupils supervised by two adults who ensure their safety.
- › **Pupils learn** that they can walk to school when it's close, accompanied by adults.
- › **To reinvest the concepts**, the pupils imagine the circuit allowing all of them to walk to school.
- › **Extension:** on a map, identify the places of dwelling of the pupils, the way carried out by each one every day and display journey times.

Activity 5: Eco-conveyance, why taking the car with several persons?

Traveling with several persons who go to the same place pollutes less and helps to make economies. We think also of the carpooling parking spaces and the advertisements of pollution alarms.

- › **Teaching objective:** understand how to organize for economical displacements.
- › **Required skills:** be able to observe the behaviours of the drivers during displacements in the car.
- › **Pupils observe 2 situations:** traveling with several persons allows using fewer cars.
- › **Pupils learn** that eco-conveyance makes it possible to reduce the expenses and the greenhouse gas emissions.
- › **To reinvest the concepts**, pupils color with the same color the people who get in the same car, compare the number of full cars and the number of cars with one person inside.
- › **Extension:** installation of an eco-conveyance with the parents, the school or the Town council.

To go further...

R. Bellu, *Toutes les Renault de 1898 à nos jours, (All the Renault from 1898 to nowadays)*
1994, Jean-Pierre Delville Editeur

History of the car Renault: www.renault.com
Rubric "Renault en image" → "Véhicules historiques"

Displacements et pedestrian bus:
<http://ecocitoyens.ademe.fr>
Rubric "Mes déplacements"

Recycling a car:
<http://www.recyclermavoiture.com>

Pictures of the planet from Yann Arthus Bertrand:
<http://www.yannarthusbertrand.org>

Project of eco-mobility: <http://www.arehn.asso.fr>
Rubric "Centre de documentation" → "Les fiches pédagogiques"

