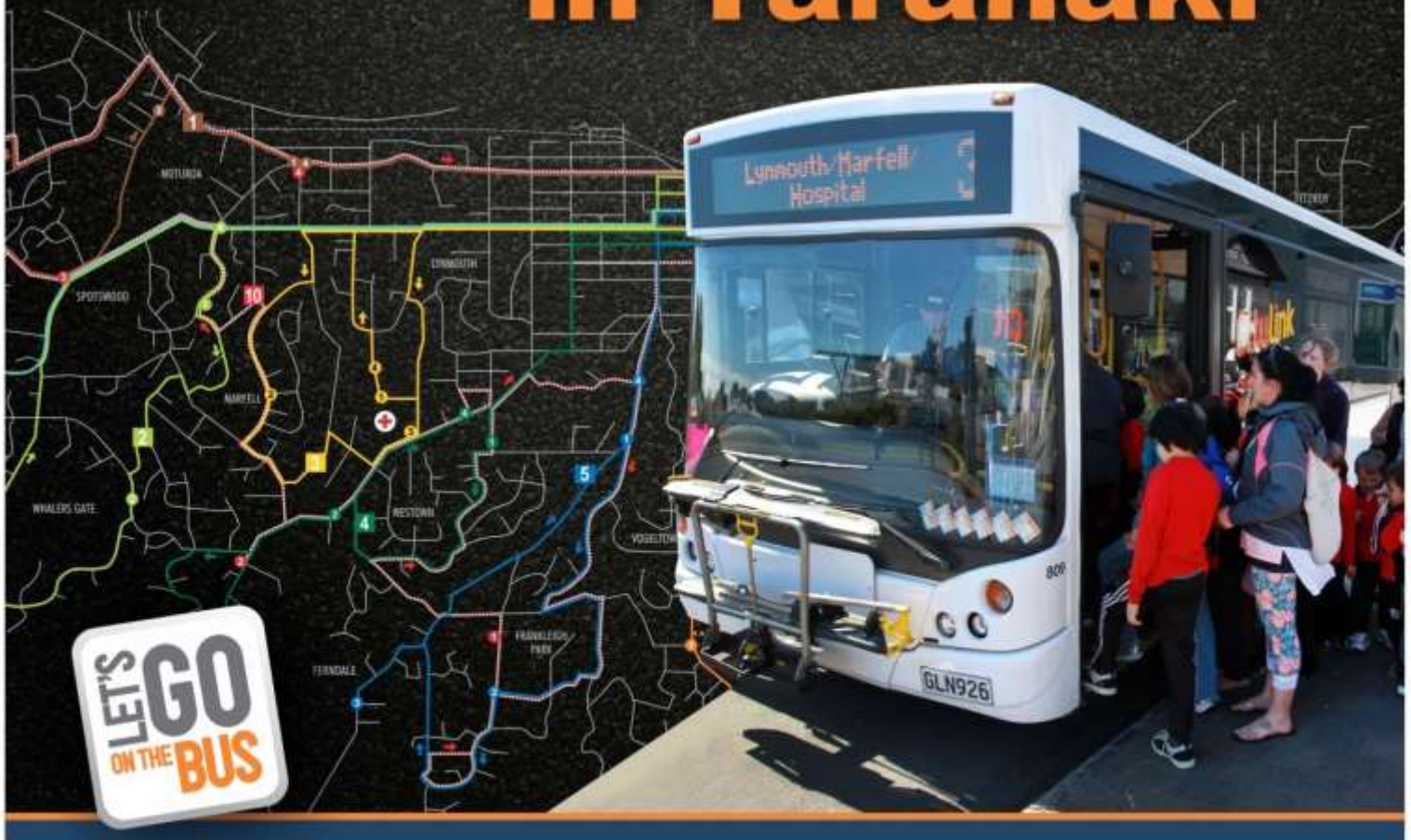




STUDY UNIT

Bus Transport

in Taranaki



Study Unit - Bus Transport in Taranaki

Bus travel is becoming a popular option for lots of people in our community. Using buses to travel to and from school reduces the number of car journeys. Taking the bus is cheaper, better for the environment and safer for students as the number of vehicles near schools is reduced.

The main purpose of this study unit is for students to learn more about our bus transport system.

Teachers should assist students to choose activities appropriate to their level and ability. Curriculum links are listed to help teachers track progress. The Taranaki Regional Council website www.trc.govt.nz can be used to download the unit and as a source for research to assist with some of the activities.

The main areas covered by the unit are:

Key Competencies



- Managing self
- Using language, symbols and text
- Participating and contributing
- Relating to others
- Thinking

Essential Skills



- Communication
- Numeracy
- Information gathering
- Problem solving
- Self-management and competitive
- Physical
- Work and study

Values



- Excellence
- Innovation
- Equity
- Community and participation
- Respect



Activity 1: Background information



Social Sciences – *Identity, Culture and Organisation*

Key Competencies:

- Using language, symbols and text
- Relating to others
- Thinking

Essential Skills:

- Work and study
- Information

Values:

- Excellence
- Innovation
- Equity
- Community and participation
- Respect

Questions:

1. Name the towns in Taranaki where bus services are available.
2. Explain the difference between a chartered bus, a school bus and one that operates regularly on a specific run.
3. What are the benefits to the community of an efficient public bus service?
4. Why is it important that bus services are reliable and run to time?
5. Some cities eg Wellington have designated lanes for buses only. Why do you think they have these?
6. Why is it important for disabled people to have easy access to buses?
7. Why do you think the cost of a bus fare represents good value for the traveller?
8. Why is a SuperGold Card a huge benefit to people over the age of 65 years?
9. Do you think the timetables on the Taranaki Regional Council website and in bus shelters and depots are easy to understand? Please explain your answer.
10. Why is it better for the environment if people use public bus services rather than travelling by private car?
11. What are the main benefits for a person taking a bus to town rather than using a private car?



Activity 2 - Class guest speakers



English – *Listening, Reading, Viewing*

Social Sciences – *Social Inquiry*

Key Competencies:

- Relating to others
- Thinking

Essential Skills:

- Communication
- Information gathering
- Work and study

Values:

- Equity
- Community and participation
- Respect



Make a list of people you could invite to your class to talk to you.

Your list could include:

1. Someone from your local bus depot or local bus driver.
2. Taranaki Regional Council Transport Services Manager.
3. New Plymouth District Council 'Let's Go' representative or transport travel planner.
4. A local person who regularly uses the bus service.
5. Your school's bus controller.
6. A local 'walking school bus' driver.

It would be a good idea if you had a class discussion before the visit to decide on some sensible questions to ask your speaker and who is going to ask them.



Activity 3 - Using the timetables



Mathematics and Statistics

Key Competencies:

- Managing self
- Using language, symbols and text
- Relating to others
- Thinking

Essential Skills:

- Numeracy
- Information gathering
- Problem solving
- Work and study

Values:

- Community and participation



Go to taranakibus.info or the Taranaki Regional Council website www.trc.govt.nz.

Click on bus information in the top bar.

Have a good look around at all the material available, bus routes, fares, timetables etc

Set some appropriate questions such as:

Schools

1. You live in the Brooklands-Vogeltown area, and you want to travel by bus to Spotswood College and return, which services would be best for you to use?
2. You live in Highlands Park and want to travel each day to and from NPBHS. What would be the most sensible time to catch the bus to and from school each day?
3. You have an after-school activity at NPGHS that finishes at 4.30pm and you live in Huatoki St. Which bus services would be available for you to get home?
4. Which bus service should Sacred Heart Girls College students living in Bell Block use to get to and from the school each day?
5. Which bus service should Waitara students enrolled at NPBHS use in order to be at school before 8.30am?
6. NPGHS students living at Bell Block should use which service to get to and from school each day?
7. A student at Frankley School, where they operate an after-school programme, needs to arrive before 8.00am and does not leave until 4.15pm. Which bus services are available to this student?





Photo source: Taranaki Daily News

Community

1. How many stops are there on Route 5 (the Frankleigh Park-Ferndale circuit) not including the Ariki Street destination?
2. The third stop on Route 9 (Fitzroy-Valley-Glen Avon) is on which street?
3. Which routes run on Saturdays only?
4. Cowling Rd residents would probably use which Route Number to get to and from New Plymouth city?
5. Name two advantages of using a Smart Card for bus travel?
6. People with disabilities are most likely to use what type of fares?
7. On which day of the week can an Inglewood or Stratford resident catch a bus to and from New Plymouth?
8. Outside which bay at the bus depot should people wait to catch a bus to the Lynmouth-Marfell area?
9. Who uses Smart Card multi-trip-fares?
10. A person living in Whalers Gate and working in Centre City in New Plymouth would need to catch which bus to and from work each day. Work for this person starts at 8.30am and finishes at 5.00pm.



Activity 4 - Walking school buses



English – *Speaking, Writing and Presenting*

Social Sciences - *Social Inquiry*

Mathematics and Statistics – *Statistical Investigation*

Key Competencies:

- Managing self
- Participating and contributing
- Relating to others
- Thinking

Essential Skills

- Communication
- Numeracy
- Information gathering
- Problem solving
- Self management and competitive
- Work and study

Values

- Innovation
- Community and participation
- Respect



A 'walking school bus' can be described as a 'bus with legs!' Many schools in New Zealand and indeed several in Taranaki, use walking school buses to ensure their students get safely to and from school each day. They use adults as 'drivers' of the walking school buses with the 'passengers' (school students) getting on as the bus moves to school each morning and getting off as it moves away from school in the afternoon. It is a great way of 'transporting' students to school safely and is bound to be a fun thing as well. It is also very healthy and saves money, petrol and time.





Class discussion

Have a class discussion on the benefits of students at your school using a walking school bus. Key points might be safety, especially reducing the number of cars around the school area before and after school, and the potential problems they present. Students can also look at personal safety issues when coming to school in a large group rather than as individuals or pairs.

Does your school operate a walking school bus?

If it does, conduct a survey on student numbers using the service both to and from school throughout the week. Collate your numbers and present your findings in a bar graph. Set some thought-provoking questions to find out possible reasons why the numbers vary from day to day (if they do) or why numbers differ from morning to afternoon etc. Perhaps you could form a small committee to look at ways you could encourage more students to use the walking school bus on a regular basis.

If your school does not operate a walking school bus, consider whether it would be feasible to start one. A good start might be to find out which schools in your area currently operate one and contact the school to find out how they went about organizing it. Or, you could contact the New Plymouth District Council's 'Let's Go' Travel Planner to talk to your class to give you some ideas.

Activity 5 - Using the bus services



English - *Speaking, Writing and Presenting*

Key Competencies:

- Managing self
- Participating and contributing
- Relating to others
- Thinking

Essential Skills:

- Communication
- Information gathering
- Problem solving
- Self-management and competitive
- Work and study

Values:

- Excellence
- Innovation
- Equity
- Community and participation
- Respect



Write a speech on one of the following topics:

1. Taking a bus to school or to work is a good idea.
2. If we don't use our buses we might not have them for very long.
3. Buses are better than cars.
4. Why I love going on the bus.

Possible topics for class debates:

1. Having people travel around by bus is far better than having them using other means of transport.
2. Buses are much safer than cars or bikes or trucks.
3. The bigger the bus, the better the service.
4. Buses should be free for all people under the age of 21 years and over the age of 65 years.



Social Sciences - *Social Inquiry*

English – *Speaking, Writing and Presenting*

Key Competencies:

- Managing self
- Participating and contributing
- Thinking

Essential Skills:

- Communication
- Information gathering
- Work and study

Values:

- Community and participation
- Respect



This could be a homework activity or part of an overall study.

Ask some people living in your home or other family members, neighbours or friends some information-gathering questions to be answered orally or in written form.

General questions

1. Is there a bus service in your area?
2. Do you know who operates it?
3. Have you ever considered using the bus service?
4. Do you think you could save money if you started using the bus service more often?
If so, approximately how much money could you save in a week?

Personal question

Have you ever ridden on a bus, not including one on a school trip or as a sports team?

If the answer is yes, please answer the following questions.

- When was the last time you had a ride on a bus?
- Was it a bus ride to or from your town or was it to or from another town?
- Can you recall what you paid for the ride?

If the answer is no, please answer the following question.

- Is there a particular reason why you have never ridden on a bus?

The information gathered can be collated and used for class discussion, handed into your school office for possible publication, made into a class chart, kept for later use etc. The Taranaki Regional Council would also appreciate receiving a copy of your publication.

Activity 7 – PowerPoint presentation



English – *Speaking, Writing and Presenting*

Key Competencies:

- Managing self
- Using language, symbols and text
- Participating and contributing
- Relating to others
- Thinking

Essential Skills

- Communication
- Numeracy
- Information gathering
- Problem solving
- Self-management and competitive
- Work and study

Values

- Excellence
- Innovation
- Equity
- Community and participation
- Respect



Make a class or group PowerPoint presentation to educate others.

You could choose the title to suit your class or school needs. Possible topics could be:

1. Bus safety rules
2. Our bus service
3. Our walking school bus
4. The history of buses
5. Give the buses a 'fare' go



Arts – Drama

Key Competencies:

- Managing self
- Using language, symbols and text
- Participating and contributing
- Relating to others
- Thinking

Essential Skills

- Communication
- Numeracy
- Information gathering
- Problem solving
- Self-management and competitive
- Physical
- Work and study



Values

- Innovation
- Equity
- Community and participation
- Respect

Use chairs to construct the interior of a bus with a driver and up to 15 passengers. There are a number of possible scenarios that could be developed such as:

Scenario 1

One of the passengers informs the driver that he wants to bring his pet snake on board which is against the bus rules. The passenger explains that the snake is a family pet, would never bite anyone and goes everywhere with the passenger.

1. How does the driver deal with this?
2. What do the other passengers think about this?
3. How is the situation resolved to everyone's satisfaction?



Scenario 2

A young male passenger tries to board the bus but has no money for the fare. When told by the driver that he cannot get a ride without paying he starts yelling and getting abusive. In between loud outbursts the passenger tells the driver that it is super important that he gets a ride home because he has a desperate family situation to deal with. Many of the other passengers are determined to have their say to help resolve the situation.

1. What are some of the solutions the other passengers offer?
2. Does the bus driver listen to the passengers' views or ignore them completely?
3. How does the bus driver resolve the situation?

Scenario 3

A parent arrives on the bus with a badly-behaved child who refuses to sit down, climbs all over other passengers, pushes the button to stop the bus, demands lollies, bellows out rude comments about everyone, including the driver. Other passengers demand that the driver stop the bus and remove both the parent and the badly-behaved child. The driver stops the bus and asks the parent to ask the child to behave. But the parent sees nothing wrong with the child's behaviour and tells the driver to mind his own business and get on with driving the bus.

Develop any number of possible outcomes and then vote on what you think is the most likely to happen if the situation was a real one.



Activity 9 - The history of buses



Social Sciences – Continuity and Change

Social Sciences – The Economic World

Key Competencies:

- Using language, symbols and text
- Thinking

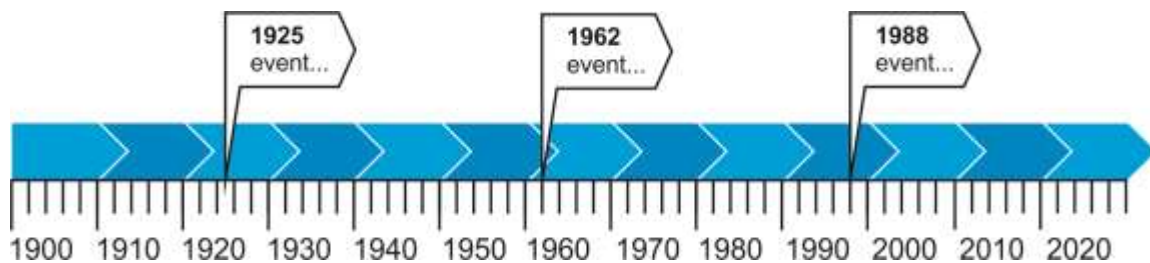
Essential Skills:

- Numeracy
- Information gathering
- Work and study



Develop a timeline to show the development of buses over the centuries.

There is a sample timeline below but you can design in your own style and add your own images.



Art - *Develop Ideas in Visual Art*

English – *Visual Language Presentation*

Key Competencies:

- Managing self
- Using language, symbols and text
- Thinking

Essential Skills

- Communication
- Numeracy
- Information gathering
- Problem solving
- Work and study

Values

- Excellence
- Innovation
- Equity
- Community and participation
- Respect



Design a poster to promote the use of buses in your community.

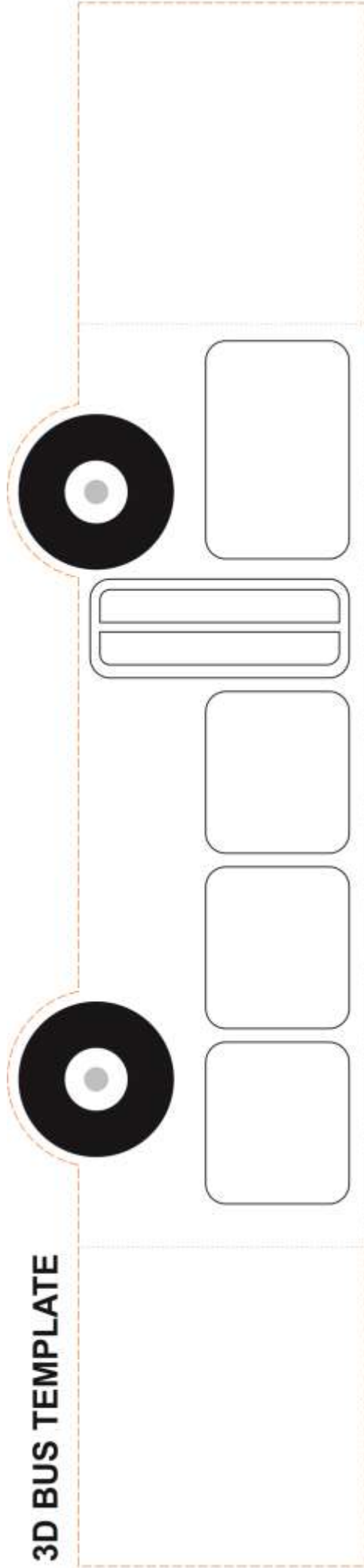
OR

Create your own 3-D bus using the blank bus template provided next page.

If you owned a bus company what would you call it and what signwriting would you have?



3D BUS TEMPLATE



1. First colour your bus and add any design features.
2. Cut out around the bus outline.
3. Fold the page along the dotted lines.
4. Fold the tabs at the front and back of the bus, so they overlap neatly. Then glue or staple them together.

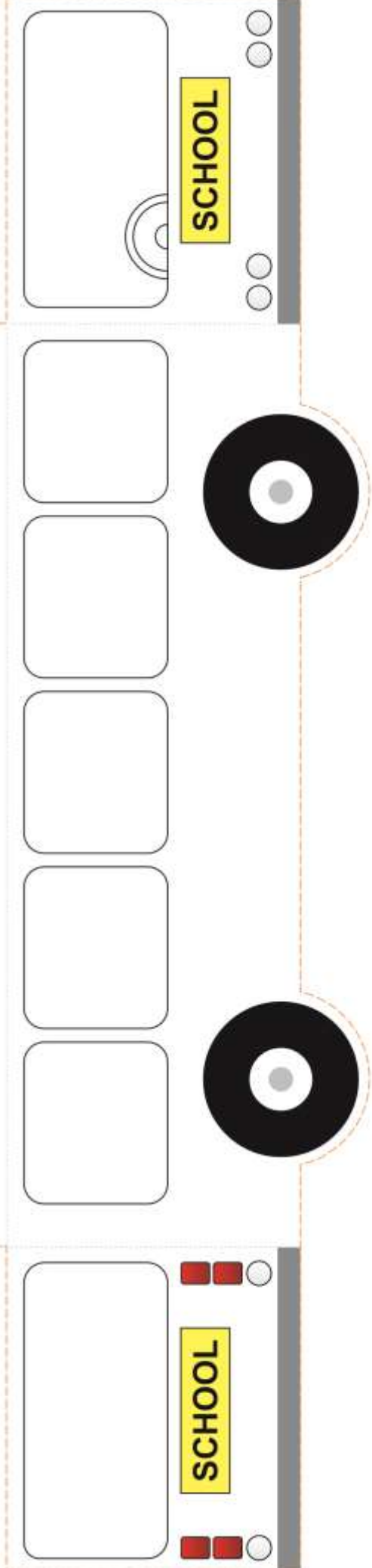


call 0800 87 22 87 visit taranakibus.info



Taranaki bus services provided by Taranaki Regional Council

----- Fold lines
 ✂ Cut lines



Activity 11 – ‘Let’s Go’ New Plymouth



Key Competencies:

- Managing self
- Using language, symbols and text
- Thinking

Essential Skills

- Communication
- Numeracy
- Information gathering
- Problem solving

Values

- Excellence
- Innovation
- Equity
- Community and participation
- Respect



In June 2010 the New Plymouth District Council was one of two councils in New Zealand awarded \$7,000,000 in total to develop walking and cycling initiatives in their cities. The project was named ‘Let’s Go’ and is all about getting the community to choose walking, cycling or the bus for short trips instead of riding in a car. It aims to get people out of their cars and onto the city’s spectacular shared pathways and streetscapes by making walking and cycling the easiest transport options.



If you want more information about this project contact New Plymouth District Council Sustainable Transport Coordinator Nathaniel Benefield or ‘Let’s Go’ Travel Planner Liz Beck.



Social Sciences - *Social Inquiry*

Mathematics and Statistics - *Statistical Investigation*

English - *Speaking, Writing and Presenting*

Key Competencies:

- Managing self
- Using language, symbols and text
- Participating and contributing
- Relating to others
- Thinking

Essential Skills

- Communication
- Information gathering
- Problem solving
- Self-management and competitive
- Work and study

Values

- Excellence
- Innovation
- Equity
- Respect



Look at the websites from bus companies or councils responsible for transport services in other regions. Imagine you have never used a bus service in the region, investigate which website you consider to be the best.

You could compare using the following criteria:

- the easiest to understand
- the most informative
- the best in terms of providing answers to set questions

Write a report summarizing your findings.



Activity 13 – Bus poetry and bus songs



Key Competencies:

- Managing self
- Using language, symbols and text
- Participating and contributing
- Relating to others
- Thinking

Essential Skills

- Communication
- Information gathering
- Problem solving
- Self-management and competitive
- Work and study

Values

- Innovation
- Equity
- Community and participation
- Respect



Most of us are familiar with the song 'The Wheels on The Bus' and many of us have sung it.

Compose your own song or poem using a bus / bus transport / walking school bus/ bus passengers as the focus. Consider publishing at your own school in a way you see fit.



Social Sciences – *Identity, Culture and Organisation*

Mathematics and Statistics – *Statistical Investigation*

Key Competencies:

- Managing self
- Using language, symbols and text
- Participating and contributing
- Thinking

Values

- Excellence
- Innovation

Essential Skills

- Communication
- Numeracy
- Information gathering
- Problem solving
- Self management and competitive
- Work and study

Look at the public transport situation in a very large city overseas eg London, Sydney, Paris, New York or Tokyo. Set yourself six information-gathering questions and with research see if you can answer them. Think of interesting ways you can present your findings to your class.



Activity 15 – Types of buses



English - Report writing

Key Competencies:

- Using language, symbols and text
- Participating and contributing
- Thinking

Essential Skills

- Communication
- Information gathering
- Problem solving
- Self-management and competitive
- Work and study

Values

- Excellence
- Innovation
- Equity



Listed below are different types of buses most of which are built for a particular function or purpose.

Write a report outlining the specific purpose of up to six different types of bus, whether it is still in use, how it has changed over the years, passenger fares etc.

Possible topics: Steam bus, shuttle bus, chartered bus, single-decker bus, campaign bus, transit bus, articulated bus, double-decker bus, minibus, low-floor bus, open-top bus, guided bus, trolley bus, electric bus, gyrobus, airport bus, sleeper bus.



Activity 16 – ‘On The Buses!’



Single copies of this booklet are available free of charge on request. Teachers are also welcome to borrow class sets of up to twelve booklets for group work. Contact Kevin Archer at the Taranaki Regional Council if you want to do either.

This book was written by Adam Thurman with assistance from Margaret McConachie. Adam is a young man who uses a wheelchair and the booklet outlines how he uses the bus services in New Plymouth.



Key Competencies

- Managing self
- Using language, symbols and text
- Participating and contributing
- Relating to others
- Thinking

Essential Skills

- Communication
- Problem solving
- Self-management
- Physical
- Work and study

Values

- Innovation
- Equity

Students will need to read this booklet as an individual or as a group reading activity.

Teachers can use any or all of the following questions to ascertain the students' understanding of the text and the situations that Adam has to deal with on a daily basis.



Questions

1. Why is '***On The Buses!***' a good name for this booklet?
2. Why is Adam particularly excited about the kneeling buses operating in New Plymouth?
3. Adam understands that a bus route is the journey a particular bus takes each day. Why is it important to him that it does not change its route from one day to the next?
4. On page 4 what is Adam pointing at?
5. On page 5 there is a bus timetable. Why is it important for Adam to know that he needs to use Route 4?
6. Adam appreciates that bus shelters are important places for him. Why is that?
7. Adam knows what the term 'public transport' means? Do you know what it means?
8. In many ways buses are similar to trains as far as public transport is concerned. How are they different to each other?
9. On page 7 there is a picture of Adam at a railway line. Why is it extremely important for Adam to know the road rules?
10. What was the first means of transport in New Plymouth?
11. How were the early trolley buses in New Plymouth powered?
12. On pages 10 and 11 there are seven photographs of people using animals for transport, the first one involves women walking to and from work. Can you name the animals shown in the other photographs?
13. When electric trams were first introduced into New Plymouth they went from where to where? Do you know of any cities in New Zealand where electric trams still operate?
14. On pages 12 and 13 Adam is pictured holding his bus model. Why does he say "a bus is a rectangular prism"?
15. On pages 14 and 15 there are diagrams showing the different parts of a bus. Adam is not happy with the bus on page 15. Why?
16. On page 17, how does Adam explain the difference between a bus and a coach?
17. How many students can travel on the bendy bus?
18. On page 19 there is a sign telling people about priority seats. What are they?
19. On pages 20, 21 and 22 there are several funny bus photos. What is funny about them?
20. What is amazing about what happens on page 23?
21. What do you need to do or need to have, to get a bus driver license?
22. Do you think Adam will succeed in his goal to travel by himself to his parents' home in Fitzroy?

