



# **MOVING BEYOND** **THE AUTOMOBILE**

## Film Guide for Educators

Introduction



## About the Film Series

The recent BP oil spill, one of the largest environmental catastrophes in American history, reminds us that we must reduce our demand for and use of automobiles. A landscape with fewer privately-owned motor vehicles decreases our dependence on oil, makes our air cleaner, reduces carbon emissions, keeps streets safer, promotes exercise, saves money, and supports innovation in other modes of transportation.

*Moving Beyond the Automobile* is a series that conveys concrete, systemic ways to decrease automobile use while simultaneously building more livable communities. Composed of ten short videos, the series shares best practices to mitigate car traffic in a clear and accessible package.

Each video explores one strategy to reduce traffic, voiced through interviews with experts and featuring footage illustrating the topic. The series highlights the following best practices:

1. Transit Oriented Development (TOD)
2. Bus Rapid Transit (BRT)
3. Bicycling
4. Carsharing
5. Highway Removal
6. Road Diet
7. Proper Parking Pricing Policy
8. Congestion Pricing
9. Traffic Calming
10. Parking Reform

## About Streetfilms

*Moving Beyond the Automobile* is a project of Streetfilms. Streetfilms produces videos that show how cities around the world are reclaiming their roadways for pedestrians, cyclists and transit riders.

Streetfilms produces films that are concise, informative, creative, enlightening, and entertaining. Our goal is to translate complicated transportation concepts to make them accessible through films that reframe complex ideas about urban mobility through educational and inspiring content that is easy to understand. We focus on the positive, showing best practices in cities that are implementing innovative transportation policies. We believe that this information is vital to the future of our cities.

Our videos, available at [Streetfilms.org](http://Streetfilms.org), have been viewed more than 3.5 million times, and have been used to support advocacy projects in communities. The website hosts nearly 400 Streetfilms, and specific videos have been used to promote sustainable transportation in dozens of countries, across the U.S. in over forty states, at thirty transportation agencies, and on hundreds of blogs.

We hope to expose more people to Streetfilms and for these videos to support advocacy work. Students of all ages can easily learn the concepts laid out in these films and in turn become teachers and leaders for positive change in their own communities.

## How to Use this Film Guide

The *Moving Beyond the Automobile* series and the accompanying guide can open up conversations about transportation planning and policy in your classroom, to help your students feel enabled to participate in political and design processes that improve their city. It can be used to introduce a number of interdisciplinary topics to your students. Courses that could integrate this series into the classroom include government, history, environmental science, English, economics, and geography.

This guide has the potential to serve a broad audience. The guide's target audience is high school classrooms, but the activities can be reworked to suit a college-level audience or middle-school viewers. It can also be adapted to after-school education and a range of non-traditional academic settings. If you are organizing a community screening of the film series for adults, you could also find a number of relevant activities before or after the showing.

The films are organized according to the following four themes: "Sustainable Transportation," "Designing for Safety," "Changing the Landscape," and "Engaging in Policy." Two to three films are grouped under each theme. The films are grouped into themes as follows:

### SUSTAINABLE TRANSPORTATION:

- Bus Rapid Transit
- Carsharing
- Bicycling

### DESIGNING FOR SAFETY:

- Traffic Calming
- Road Diet

### CHANGING THE LANDSCAPE:

- Highway Removal
- Parking Reform
- Transit Oriented Development

### ENGAGING IN POLICY:

- Congestion Pricing
- Parking Pricing

These four themes are organized sequentially, but you can rearrange their order for your needs, or if you have time constraints choose to focus on certain themes. Each of the four sets of activities includes the following sections:

- **Key Concepts:** "big ideas" that introduce the general issues that will be illustrated by the films. Educators can choose to share these concepts with students or pose them to their classes as essential questions.
- **Pre-screening Activities:** ice-breakers intended to pique interest that do not require previous knowledge of the topics in the film to participate.
- **Film Synopses and Discussion Questions:** a short description of each film followed by questions that are intended to help students clarify the material in the content in the films, and others to help them critically examine the material in the films. Concluding question sets tie the films in each theme together. Students are encouraged to think independently and propose their own strategies for transportation reform.

# MOVING BEYOND THE AUTOMOBILE

- **Post-screening Activities:** encourage students to reflect upon what they have learned from watching the films, conduct further research, and develop a creative advocacy projects.
- **Further Resources:** documents in various media formats (films, websites, books, reports, etc.) that can be helpful for more in-depth research on the subjects presented in the films.

Lesson plans are modular rather than time-based, so you can select pre- and post-screening activities based on the time you can devote to this subject, or those that you feel are most useful to your class.

The goals of this film guide are to:

1. Encourage students to think critically about issues related to planning and policy;
2. Make connections between the content in the films and their daily lives;
3. Engage in a public conversation about the built environment, sharing the changes they would like to see with their community, local officials, and a broader public.

## National Education Standards

The films and accompanying guide adhere to national literacy standards to use twenty-first century media, develop vocabulary, conduct research, and synthesize complex information into verbal and written analyses and arguments. They specifically meet the following Common Core State Standards in literacy (for detailed information on each standard, please visit [www.corestandards.org/the-standards](http://www.corestandards.org/the-standards)):

## COLLEGE AND CAREER READINESS ANCHOR STANDARDS

Reading: 1; 4; 7

Writing: 1; 4; 7; 8

Speaking and Listening: 2; 4; 5

Language: 4; 5; 6

## GRADES 9-12 ELA

Reading Informational Text: 1; 2; 3; 4; 7; 8

Writing: 1; 4; 7; 8

Speaking and Listening: 1; 2; 3; 4; 5; 6

Language: 4; 5; 6

## GRADES 9-12 LITERACY IN HISTORY/ SOCIAL STUDIES, SCIENCE & TECHNICAL SUBJECTS

History/Social Studies: 1; 2; 4; 5; 7; 8; 9

Science & Technical Subjects: 1; 2; 4; 5; 8; 9