

Trips and Travel Choice and Change

LESSON PLAN OVERVIEW

SUGGESTED GRADE LEVEL	K	1	2	3	4	5	6	7	8
SUGGESTED TIME	variable								
SETTING	auditorium	classroom	gymnasium	outside					
LEARNING STYLE ACCESS	auditory		kinesthetic			visual			

OVERVIEW

Students will learn about travel options and how their classmates get to school. Students will participate in a travel choice survey and create graphs that reflect their findings. They will collaborate on possible solutions to the barriers that prevent students from walking or rolling to school.

MATERIALS

Supplies, This is the Way we Go to School book, Mode Chart, Double-sided copies of Travel Choice Survey and Travel Survey Results for each student

VOCABULARY

survey, patterns, pollution, traffic, congestion

MODIFICATIONS FOR CHILDREN WITH DISABILITIES

Bring a few extra copies of the materials for students to have in-hand for reading the books as opposed to just being read to. Have students read to you (ask teacher beforehand if anyone has special considerations for being called on). If in auditorium, have book made into presentation for use with projector and screen and read it to students that way.

MODIFICATIONS FOR USE IN LOW INCOME SCHOOLS

None needed

IMPRESSIONS

Great for the inclusion of math and graphing, applies to both bike and ped because you can measure each activity, really good extensions for expanded use.

SOURCE

Alameda County SR2S

Trips and Travel Choices and Change

Overview

Students will learn about travel options and how their classmates get to school. Students will participate in a travel choice survey and create graphs that reflect their findings. They will collaborate on possible solutions to the barriers that prevent students from walking or rolling to school.

Supplies



- ✓ *This is the Way we Go to School* book
- ✓ *Mode Chart* (in Resource section)
- ✓ Double sided copies of *Travel Choice Survey* and *Travel Survey Results* for each student

Activity: This is the Way we Go to School

- Read *This is the Way We Go to School* to the class. Afterwards, solicit from students a list of all of the different ways to go to school mentioned in the book, and write them down on the board or chart paper.
- Use the following prompts to begin a class discussion about travel options, and the different experiences that children from the book have in getting to school.

Discussion Prompts

- What kinds of things determine how you get to school? (*Suggestions: weather, distance from school, where parent's work, after school plans, cost, access to public transportation, cultural values, landscape and geography.*)
- Ask which of those things are a factor in how they get to school?
- Ask each student to pick a child from the book. Ask them to close their eyes and imagine using the same mode of transport as that child from the country they picked.
 - What would that be like?
 - Would it be hard?
 - Would it be fun?
 - Would it be fast or slow?
 - How would you feel when you got to school?

Note: Students, especially at this age may not be deciding how they get to school. So ask students about choices they do make in their lives, such as what game to play at recess or what book to read before going to bed? Emphasize the idea that each day we all have choices to make. Use the following list of benefits to encourage your students, if they have the opportunity, to choose to walk or roll to school.

A few Benefits of Walking or Rolling to School

- Walking and rolling are great ways to get exercise. It can count as part of the recommended 60 minutes a day of physical activity.

- It can be a fun way to spend more time with your friends in the morning and afterschool.
- You help to reduce the amount of pollution in the air.
- You help reduce the amount of morning traffic and congestion around your school.

Activity: Class Travel Survey

- Tell students you are going to conduct a survey to find out the class travel patterns and some of the reasons behind their responses. Pass out *Travel Choice Survey* and have each student fill it out.
- Put students into small groups of 3 or 4. Have each group select a reporter. Ask them to discuss their answers. When they are finished have each group report out on their findings.
- After each group reports out ask: What does this information tell us about our class travel patterns?

Student Graphs

- Put 2 or 3 of the small groups together so that there are approximately 6-8 students in each group. Each group will create a graph for Question #1 : How did you get to school today? Discuss the results.
- Did more students walk, bike, or carpool to school?
- What are some of the challenges that prevent more students from walking or rolling?
- If students are being driven to school, how could they work towards more carpooling?
- Ask if anyone is part of a Walking School Bus or Bike Train. (*Organized groups of students walking or rolling to school with a trained parent.*) If there are students participating, ask what they like about it.
- In their groups have students brainstorm ideas about how to increase the number of students who walk, bicycle or carpool to school. Have them write their ideas in the space provided on the handout.

Activity: Week-long Class Mode Chart

This is best done over the course of a week to see if there is a change throughout the week.

- Prepare a large wall mode chart by using the *Mode Chart* template in the Resources section.
- Pick a week when you can spend a few minutes each morning recording how students came to school.
- Using the class Mode Chart, allow a few minutes each morning for students to mark the chart with a sticker or marker indicating how they came to school.

At the end of the week look at the chart and analyze the data with the class.

- Are there more students who come by car or by bike or who carpool?
- Are there more students who walked or took the bus?
- Look at the differences between the days and ask students why they think there are differences on different days of the week.
- What are some of the challenges that prevent more students from walking or biking?

Safe Routes to Schools: Connections and Extensions

MODE CHART COMPARISON

Do the Mode Chart activity twice, with a month in between each survey. Compare the results and review the benefits of walking or rolling to school. Challenge the class to see if they can improve their results.

Name: _____

Travel Choice Survey

1. How did you get to school today?

- I walked.
- I rolled. (Bicycling/Scooter/Skateboard)
- I took the bus.
- I drove in a car alone or with a sibling and a parent or other adult.
- I carpooled. (Carpooling means more than one family sharing a ride)
- Other (please describe)_____.

2. If you walked or rolled, why did you?

- It's good exercise.
- It helps the environment.
- It's fun and I enjoy it!
- It give me more time to spend with my friends.
- My parents encourage me because I live close to the school.
- Other (please describe)_____.

3. If you did not walk or roll to school, why not?

- It's too far.
- My parents say that it's not safe enough.
- We're in too much of a hurry in the morning.
- We have to drop off a sibling at another school.
- The school is on the way to my parents' work.
- I take the bus.
- Other (please describe)_____.

4. What would help you to start walking or rolling to school?

- I don't live close enough, but if my parents parked a few blocks from the school I could walk a little bit.
- If I had other kids to walk with in the neighborhood we could all walk together.
- If we found a safer route my parents would let me walk to school.
- I could try to get up earlier in the morning.
- Other ideas (please describe)_____.

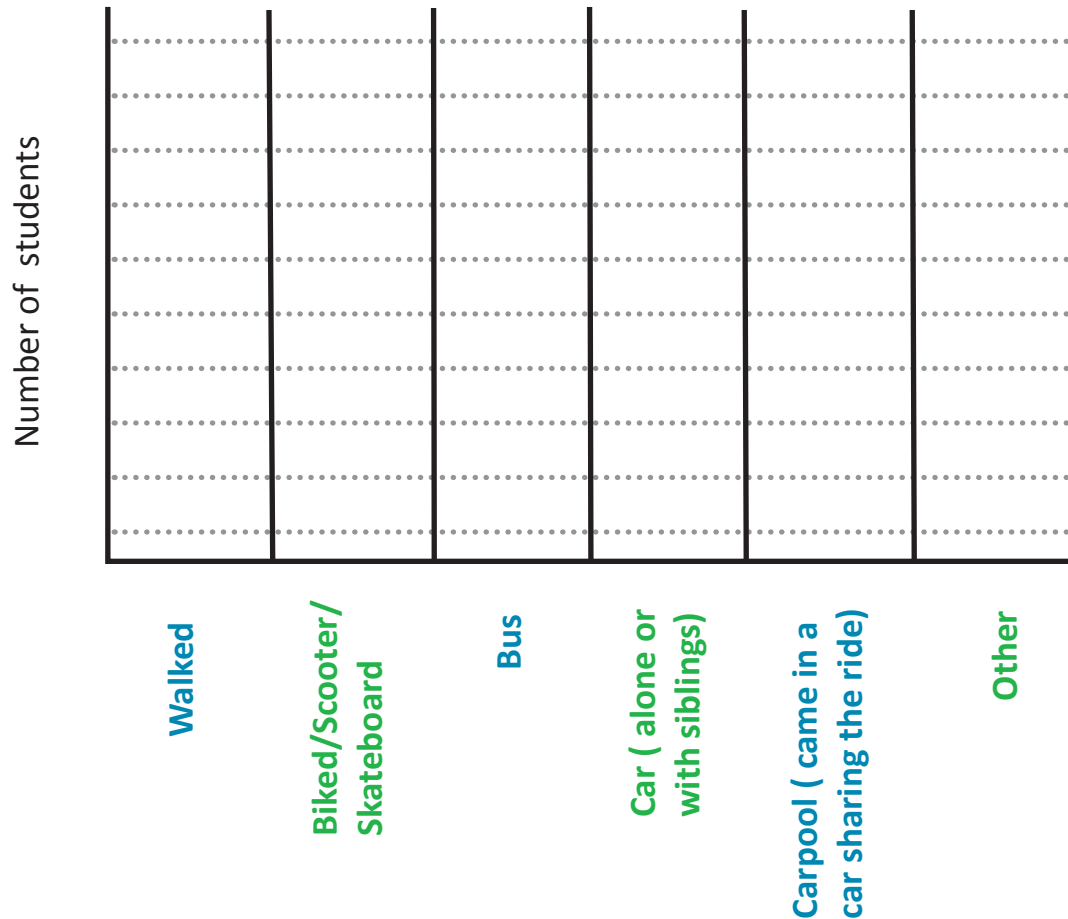


Name: _____

Travel Choice Survey Graph



Fill in this graph based on Question # 1 from your group's Travel Survey results.



Write down your ideas that would help increase the bars that represent the number of students that walk, roll, take the bus or carpool to school.



MODE CHART	Monday	Tuesday	Wednesday	Thursday	Friday
Walk					
Roll (Bike, Skateboard, Scooter)					
School Bus or Public Transportation					
Carpool (Sharing the ride with other people who don't live with you)					
Car					