

Go **GREEN** Curriculum

For 6th & 7th GRADERS



The Alameda County Safe Routes to School Program is funded by the Alameda County Transportation Commission. Your transportation dollars at work! Additional support is provided by the Bay Area Air Quality Management District.



FUNDING PROVIDED BY
**BAY AREA
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Overview

Students will learn the benefits of active and shared transportation through lessons taught in ecology, recycling, leadership or green classes. Students will brainstorm their ideas through poetry, rap, and skits about transportation, the environment, and how they can change their travel mode.

Students will gain information and motivation to begin mode changes in their homes, school and communities by encouraging them to consider sharing rides with others and work with their families to take one big trip to run all their errands instead of making lots of small trips.

Supplies



- ✓ Computer with internet access
- ✓ Projector and screen
- ✓ Scratch paper paper and pens/pencils for each student
- ✓ Trivia Wheel questions and bell
- ✓ Flipchart or whiteboard
- ✓ Dry erase markers for writing

Lesson 1: Active Transportation 55 mins

Everyone wants to live in a healthy and vibrant community that encourages children and adults to be physically active. People are healthier when they live in communities where they feel comfortable interacting with neighbors, where they can walk or bicycle to local destinations.

A. What is Active Transportation?

- Ask the class *"What is active transportation?"* (Walking, bicycling, and other modes of transport that use human energy and effort such as: scooters and skateboards.) (2 mins)
- **Walking**-show the video; **Stepping it Up: Kids Say Walking to School is Healthy, Fun, and Good for the Environment** (4:15 mins) https://www.youtube.com/watch?v=r59_rzKuAMA

I. Activity

47 mins

- i. Break the students into groups of 4 or 5. (2 mins)
- ii. Write words associated with walking (i.e. stop sign, sidewalk, crossing guard etc.) on board or flipchart.
- iii. Have the class brainstorm the words and pick one of the words for their group. (10 mins)
- iv. Instruct the students to write the word vertically along the left-hand side of a piece of paper leaving a few spaces between each letter. (10 mins)
- v. Tell the students to write a story, skit, rap or poem using each letter of the word to start. (10 mins)
- vi. Have each group present their story, skit, rap or poem to the rest of the class. (15 mins)

II. Activity 2: Does your community promote active transportation?
(2 mins)

- i. Ask the question to the group: *Does your community promote a safe and attractive environment for bicyclists and pedestrians?*
- ii. Using your flipchart or white board write down the pros and cons.

Lesson 2: Shared Transportation and Mode Change 54 mins

A. What is Shared Transportation? 2 mins

- Ask the class: *"What is shared transportation?"* (Carpools, public transportation, Taxicabs, Uber and Lyft)

I. Activity 1 15 mins

- i. With a blank black board or large sheet of paper ask students to brainstorm as many as possible "ways to get around." Answers should include walking, biking, skateboard, roller blades, cars, carpools, buses, planes, boats, trains, etc. (5mins)
- ii. Ask by a show of hands:
How many found that most of their trips were by car? How many people biked? Did anybody walk? Take the bus? Carpool? (10 mins)

II. Activity 2: Does your community promote shared transportation? 2 mins

- i. Ask the question to the group: *Does your community promote a safe and attractive environment for carpools, public transportation, Uber etc.?*
- ii. Using your flipchart or white board write down the pros and cons.

B. Mode Change

- Show the video: Jason Hall Ipad Commercial (1 min)
<https://www.youtube.com/watch?v=yblxBZlopUY>

II. Activity 1 (5mins)

- i. Have students stand up and ask how they travel to school and around.
- ii. Group students together as to their mode of travel (i.e. car, carpool, walk etc.)
- iii. Show them how if they carpool, walk, bike or public transit they are making a mode change.

C. How can we start a mode change in our community?

III. Activity 2 32 mins

- i. Break the students into groups of 4 or 5. (2 mins)
- ii. Let students brainstorm ways they can change their mode of traveling through story, skit, rap or poem. (15 mins)
- iii. Have each group present their story, skit rap or poem to the rest of the class. (15 mins)

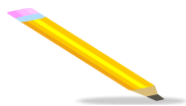
Walk, bike, skateboard, rollerblade, or take a bus to school. Just make sure to stay safe. Give the car a break. Encourage your family to make one big trip to run all their errands at once, instead of making lots of small trips. Consider sharing rides with others, and use public transportation like buses or trains whenever you can. (1 min)

Overview

In the next 2 lessons students will learn the action steps to take to involve their school and communities to continue mode change by creating an active school. Students will brainstorm their ideas through fun games about transportation, the environment, and how they can get active on the trip to school through school travel planning.

Students will also learn how to encourage their families to consider sharing rides with others and work with their families to take one big trip to run all their errands instead of making lots of small trips. In addition, students will learn how to work with their local government officials, and school administration to participate in School Site Assessments (SSA's) and start their own recurring Walk and Roll to School Day activities

Supplies



- ✓ Computer with internet access
- ✓ Projector and screen
- ✓ Scratch paper paper and pens/pencils for each student
- ✓ Trivia Wheel questions and bell
- ✓ Flipchart or whiteboard
- ✓ Dry erase markers for writing

Lesson 3: Mode Change Part 2 53 mins

Remind the class: Everyone wants to live in a healthy and vibrant community that encourages children and adults to be physically active. People are healthier when they live in communities where they feel comfortable interacting with neighbors, where they can walk or cycle to local destinations.

A. Doing It On Your Own-Getting There Safely 5 mins

- Show the video; Pedestrian Safer Journey http://www.pedbikeinfo.org/pedsaferjourney/mi_en.html.

I. Activity: Pedestrian Safer Journey Jeopardy 47 mins

- i. Break the students into groups of 4 or 5. (2 mins)
- ii. As a jeopardy theme quiz have groups compete against each other for a prize. (45 mins)

Lesson 4: Mode Change Part 3 52 mins

A. Doing It On Your Own-Getting There Safely Part 2 (4 mins)

- Show the video; Stepping It Up: How to Get Active on the Trip to School Through School Travel Planning <https://www.youtube.com/watch?v=7XUySlpUCb4>

I. Activity: Planning Your Trip to School (48 mins)

- i. Students will learn how to use the trip planner website 511.org
- ii. Students will predict by writing down how far away from their school do they live in miles and how long it would take to get there.
- iii. Students will type their address into their smartphone, computer, tablet etc. to see how far they live away from their school