

This is a work in progress and has not been kid tested or teacher approved.



**SAFE ROUTES
TO SCHOOLS**

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Title: The Way to Work

Grade level: 6-10

Skill Set: research, interview technique, note taking, oral presentation, group discussion

Introduction: The career and housing choices we make will be influenced by our ability to access employment opportunities from where we live.

Objective: Students will make an oral and/or written presentation describing the results of an interview with a professional and their transit experience traveling to the interview. Students will submit their interview questions in advance and document their commute, share results and discuss their experience with the whole class.

Time: one class period to introduce, if oral reports are presented more time will be needed

Set Up: classroom/individual field trips

Materials:

- area maps
- area transit guides
- telephone
- phone book (yellow pages)
- internet access (optional)
- money for transit (free promotional bus passes will be available from Golden Gate Transit in early 2003)

Preparation:

- contact local transit authorities and request multiple copies of area transit maps, schedules and fare information.

Discussion/Instruction/Modeling:

- What do you want to be when you grow up?
- Where do you want to live?
- What are the things we consider when we make these decisions?
(Is the work something I enjoy doing, will give me a sense of fulfillment, is this something I'm good at, will it help make the world a better place, will it make me rich... Do you want a house or an apartment, in the city or the suburbs or out in the country...)

Instruction/Modeling:

- Talk about your decision to go into teaching.
- Describe your commute and where you live; explain how your choice of housing and its location relate to the location of the school. (is it convenient or not, why?)
- Ask the students to think of a career they are interested in pursuing or would like to learn more about.
- Using the phone book, internet or personal resources instruct them to identify an individual in this field who is willing to be interviewed.
- Have the students compose a series of questions about this person's work. The only required questions are: How do you get to work?, Did the commute factor into your current employment situation? How do they enjoy their commute? Have the students submit their questions and help them to refine their interview technique.
- Instruct them that they will be taking transit to their interview. Students must work independently to determine the mode and route they will take to arrive at
- the interview. Everyone is required to take transit unless the location is not served by transit. Help them to realize that several modes may be required; encourage them to consider walking and biking as viable options. (Things to have them consider include: How long will it take, how much will it cost, is it an enjoyable way to travel? Is it safe? Is there secure bike parking?)
- Students must have their parents permission to make the trip; encourage students to use the buddy system.
- They must document the interview and the trip by taking notes (encourage the use of tape recorders and cameras also)
- Have them give brief oral and/or written reports and allow time for class discussion about the results of the interview and the experience of their commute. (Did students reach conclusions about careers? Did they make realizations about transportation? How would they improve public transit, or make the trip more bike or pedestrian friendly?)

Assessment: Were students able to compose pertinent interview questions? Was documentation thorough? Were they able to convey what they learned and experienced in an oral presentation or written report? Were they able to have a whole group discussion in which they shared information and experiences?

Closing: Ask the class if considering the commute has influenced their thinking about how we make choices about where to live and work.

Next Activity: Alternatives in how we plan our communities and the importance of good public transit systems.