

SOCIAL STUDIES:

TRANSPORTATION



T.E.K.S. 113.2 (K.14)

The student understands ways in which technology has changed how people live.

Area: Transportation

OBJECTIVE	TEACHING ACTIVITIES
1. Student will identify modes of transportation for moving people from place to place.	<ol style="list-style-type: none">1. Ask a student to take a book from one place in the classroom to another. Then ask the class what the student did (carried a book). Explain that another way to describe the action is to say, "The book was transported". Write "transportation" on the chalkboard and tell the students that they will be learning many things about transportation. Ask them to think how they were transported today. Name ways that people move about the community.2. Locate pictures of a bicycle, car, bus, taxi, van, and people walking. Place pictures in front of the class and ask:<ol style="list-style-type: none">a. How are a car and taxi alike? How are they different?b. Which forms of transportation have motors? Which do not have motors?c. Why do schools use buses instead of cars for transporting children?d. Tell advantages/disadvantages of different forms of transportation for carrying people and products.3. Make a mural of the school and children arriving using different forms of transportation.4. Use pasta wheels and create vehicles as an art project.5. Read the story, <u>Big Red Bus</u>.6. Arrange for students to ride in a taxi during Community Based Instruction.7. See attached activities.

RESOURCES/MATERIALS

Kessler, Ethel. Big Red Bus,
Doubleday, 1957
"Community Awareness",
McMillan Early Skills Program



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OBJECTIVE	TEACHING ACTIVITIES
2. Student will identify and describe walking, bicycles, automobiles, trucks, trains, and buses as forms of land travel.	<ol style="list-style-type: none">1. Make a picture, collage or mobile of different types of land transportation.2. Repeat activity #1 for water and air transportation.3. Make a list of all the items that are delivered to the school and find out how they are delivered.<ol style="list-style-type: none">a. Mailb. Foodc. Cleaning suppliesd. Library books, filmse. Bandages, medical suppliesf. Paper and pencilsg. Gym equipmenth. Musical instrumentsi. Textbooks4. Take a walk or observe traffic as it passes the school. Identify as many different trucks or vans as possible. Examples are:<ol style="list-style-type: none">a. Gas truckb. Laundry vanc. Mail truckd. Dump trucke. Pick-up truckf. Cattle truckg. Semi-truckh. Cement truck

RESOURCES/MATERIALS

Pictures of land vehicles



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OBJECTIVE	TEACHING ACTIVITIES
3. Student will identify and describe airplanes and helicopters as air travel.	<ol style="list-style-type: none">1. Make a paper glider plane and have the students watch as it glides in the air across the classroom. Ask the students to think about other objects that fly.2. Display model airplanes (use pictures, if no models are available).<ol style="list-style-type: none">a. Private airplanesb. Jetsc. Ski planesd. Sea planese. Cargo planesf. Passenger planesg. Glidersh. Helicopters3. Have the students locate pictures of different planes and place them on a collage.4. Read books relating to air transportation, i.e., <u>The Big Red Book of Planes</u> and <u>The Big Book of Helicopters</u>.5. Think about the differences between airplanes and helicopters. Look at the propellers (rotors). Note that on most there are two sets, one overhead and one on the tail, to balance the helicopter. Ask students why it would be easier to use a helicopter to lift people from a life raft? Think about the advantages of flying straight up and down. Explain that helicopters do not need runways.6. Visit an airport.

RESOURCES/MATERIALS

Model airplanes

Pictures of forms of air transportation

Zaffo, George. The Big Book of Planes,

New York: Grosset and Dunlap, 1966

Knight, Clayton. The Big Book of Helicopters,

New York: Grosset and Dunlap, 1963



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OBJECTIVE	TEACHING ACTIVITIES
4. Student will identify and describe boats and ships as means of water transportation.	1. Place a pan of water and a box of objects (some of which will float) on a table in front of the class. (This also could be used in a learning center.) Ask the students to sort objects into two piles, those that float and those that sink. 2. Discuss how air makes objects float. Demonstrate by using a small bottle with the lid screwed on tightly. Show that the bottle contains air which is lighter than water. The bottle should float. Take the lid off the bottle and watch what happens as the bottle fills with water. Demonstrate with a piece of aluminum foil. Wad a piece in a ball so tight that it won't hold air and the ball will sink. Then take a piece of aluminum foil and turn the edges up to make a tray-like piece. This will hold air and stay afloat. 3. Discuss ways people can stay afloat and travel across the water. Examples are swimming, air-filled rafts or crafts designed to stay afloat (boats, ships). Display pictures of various boats or ships (e.g., rowboats, canoe, tugboat, fishing boat, lifeboat, sailboat, ferryboat, cargo ship, submarine, warship, houseboat, barge, aircraft carrier, tanker, luxury liner and motorboat. Show students the book, <u>Ships</u> . Encourage vocabulary development by labeling and describing each of the crafts.
----- RESOURCES/MATERIALS ----- Lewis, Edward V. and O'Brian, Robert <u>Ships</u> , Life, June 1970 Shortall, Leonard, <u>Davey's First Boat</u> Morrow, 1963 Young, Marian, <u>If I Sailed a Boat</u> Lothrop, 1971 Lenski, Lois. <u>The Little Sailboat</u> Walch, 1973 Molarsky, Osmond, <u>Piper, the Sailboat That Came Back</u> N. Y. Graphic, 1965 Items as specified in activities	4. Read a story: a. <u>Davey's First Boat</u> b. <u>If I Sailed a Boat</u> c. <u>The Little Sailboat</u> d. <u>Piper, the Sailboat That Came Back</u> 5. Think about how boats move and list the ways. Examples are wind, paddling, rowing, motors and engines. 4. Teach songs related to boats: a. "Row, Row, Row Your Boat" b. "Michael Row the Boat Ashore"



T.E.K.S. 110 (K.5)

The student demonstrates knowledge of concepts of print.

Area: Transportation

OBJECTIVE	TEACHING ACTIVITIES
5. Student will learn the meaning of basic traffic signs in the community.	Refer to Personal Health Care-Safety <ol style="list-style-type: none">1. Develop flash cards showing basic traffic signs and explain each one. Tell where the sign might be located and the message it conveys.2. Through dramatic play, set up a community and have students hold up traffic signs at various locations. Walk through the “community”, stopping at each sign and telling the message of the sign.3. Encourage discussion about the ways signs keep people safe.4. Involve the students at a “safety town” exhibit, such as “Safety City”.5. Invite a safety officer to the classroom to discuss traffic safety. Show a safety video.6. During Community Based Instruction, walk to several destinations in which the students must use traffic lights and signs. Repeat what each color/sign means as students listen and observe. After several times, begin to ask the students what each means.

RESOURCES/MATERIALS

- Basic traffic sign flash cards
- Safety officer
- Safety video
- “Safety Town” exhibit



T.E.K.S. 115.5 (3.2)

The student recognizes and performs behaviors that reduce health risks throughout the life span.

Area: Transportation

OBJECTIVE	TEACHING ACTIVITIES
6. Student will become familiar with pedestrian safety rules.	Refer to Personal Health Care-Safety The following rules/procedures should be discussed, demonstrated and practiced: 1. How to walk on sidewalks, rather than on yards. 2. How to walk over barriers (i.e., puddles, curbs, etc.). 3. How to maneuver a wheelchair safely. 4. How to cross streets, driveways, and parking lots by stopping and looking both ways before crossing. 5. How to observe and respond to safety signs (“Walk”, “Don’t Walk”, traffic lights) 6. How to maneuver a supervised/unsupervised crosswalk. 7. The importance of walking with someone else. 8. The importance of walking specific routes regularly.

RESOURCES/MATERIALS



T.E.K.S. 115.5 (3.2)

The student recognizes and performs behaviors that reduce health risks throughout the life span.

Area: Transportation

OBJECTIVE	TEACHING ACTIVITIES
7. Student will become familiar with traveling by bicycle.	Refer to Personal Health Care-Safety <ol style="list-style-type: none">1. Discuss some of the hazards a bike rider is likely to encounter (i.e., automobile traffic, curbs, sewer grates in the road, loose gravel, low hanging branches and potholes). Discuss how a careful rider can avoid these dangers.2. Contact the local law enforcement agency to obtain pamphlets that stress bicycle travel and information on bike registration. The American Automobile Association also has excellent brochures on this subject.3. For any students capable of riding bikes, ride with them to various instruction sites (e.g., library, park, post office, etc.).

RESOURCES/MATERIALS

American Automobile Association
Safety pamphlets



T.E.K.S. 115.4 (2.2)

The student understands that safe, unsafe, and/or harmful behaviors result in positive and negative consequences throughout the life span.

Area: Transportation

OBJECTIVE	TEACHING ACTIVITIES
8. Student will identify and follow school bus rules.	<ol style="list-style-type: none">1. Invite the district's transportation supervisor to speak to the class about school bus regulations. Explain that the students need to know why specific rules are necessary.2. Review the information provided by the speaker. List the important facts on the chalkboard.3. Arrange for the use of an empty school bus in the parking lot. Have the students practice the following procedures:<ol style="list-style-type: none">a. How to board the bus.b. How to use an emergency exit.c. How to behave appropriately.d. How to utilize seat belts appropriately.

RESOURCES/MATERIALS



SOCIAL STUDIES:

TRANSPORTATION



T.E.K.S. 115.5 (3.2)

The student recognizes and performs behaviors that reduce health risks throughout the life span.

Area: Transportation

OBJECTIVE	TEACHING ACTIVITIES
1. Student will expand his/her knowledge of pedestrian safety rules.	Activities or experiences within the community should include: <ol style="list-style-type: none"><li data-bbox="813 562 1338 619">1. Continued practice with “Walk”, “Don’t Walk” signs.<li data-bbox="813 625 1354 682">2. Experience with double lanes, boulevards, median strips, busy intersections.<li data-bbox="813 688 1344 716">3. Experience walking through parking lots.<li data-bbox="813 722 1360 800">4. Refining traffic judgement skills (how far away does a car have to be before it is safe to cross, etc.).<li data-bbox="813 806 1333 863">5. Experience with crossing driveways and alleys

RESOURCES/MATERIALS



T.E.K.S. 110.2 (K.5)

The student demonstrates knowledge of concepts of print.

Area: Transportation

OBJECTIVE	TEACHING ACTIVITIES
2. Student will identify traffic signs by shape.	Provide students with information regarding the identification of traffic signs. <ol style="list-style-type: none">1. Diamond-shaped signs signify warning.2. Rectangular signs control drivers' movement or contain guidance information.3. Octagon signs mean "STOP".4. Inverted triangle signs mean "YIELD".5. Pennant-shaped signs mean "NO PASSING".6. Round signs warn of a railroad crossing.7. Pentagon signs show the presence of a school.

RESOURCES/MATERIALS

Traffic signs



T.E.K.S. 113.2 (K.17)

The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.

Area: Transportation

OBJECTIVE	TEACHING ACTIVITIES
3. Student will receive exposure to public transportation.	During Community Based Instruction, students should be taught to: <ol style="list-style-type: none">1. Assume responsibility for having money or bus ticket before leaving school.2. Locate a bus stop, wait patiently, and enter through the front of the bus.3. Have specific change or bus pass readily available to deposit in the machine upon boarding the bus or to show the driver; ask for a transfer, if necessary.4. Locate a seat and sit with belongings on lap.5. Recognize specific stop or destination and pull the bell or touch the bar at the correct time.6. Demonstrate departure skills (i.e., exiting quickly through the rear door).7. Demonstrate socially appropriate bus behaviors.

RESOURCES/MATERIALS



T.E.K.S. 113.4 (2.16)

The student understands how science and technology have affected life, past and present.

Area: Transportation

OBJECTIVE	TEACHING ACTIVITIES
4. Student will use public transportation to travel to a specific, predetermined destination.	<ol style="list-style-type: none">1. Obtain a city bus schedule and determine an appropriate route relative to each student's needs.2. Construct a Bus Cue Card (3" X 5", laminated) indicating bus number and destination to show in case of confusion.3. Identify permanent landmarks to assist students in knowing when to get off the bus.4. Have students develop a walking route from the bus stop to the designated location.5. As more independence is developed, decrease the prompts and proximity of the instructor. Eventually, the instructor may follow the bus in his/her car or meet students at the point of destination.6. As the last step, if students are going from school to work, have them call the school when they arrive at work.

RESOURCES/MATERIALS

City bus schedule
Bus Cue Card



SOCIAL STUDIES:

TRANSPORTATION



T.E.K.S. 113.2 (K.11)

The student uses problem-solving and decision-making skills working independently and with others in a variety of setting.

Area: Transportation

OBJECTIVE	TEACHING ACTIVITIES
1. Student will utilize bus, train, and plane schedules appropriately.	<ol style="list-style-type: none">1. Prepare for the lesson by obtaining samples of plane, bus and train schedules. Allow students to examine the material.2. Define the terms "arrival" and "departure" (e.g., "When does the first train leave for Los Angeles?" "When will it arrive?" "How much time will you spend on the train?").3. Identify each part of each schedule. Have students practice locating arrival and departure times on the schedules.4. Define the terms "on time", "delayed", "early", and "cancelled".5. Give each student the opportunity to demonstrate an understanding of transportation schedules by responding to a prepared list of questions.

RESOURCES/MATERIALS

Bus, train and plan schedules
Airline schedules on World Wide Web



T.E.K.S. 113.2 (K.11)

The student uses problem-solving and decision-making skills working independently and with others in a variety of setting.

Area: Transportation

OBJECTIVE	TEACHING ACTIVITIES
2. Student will develop transportation problem-solving strategies when riding public transportation.	<ol style="list-style-type: none">1. Student should be able to recognize when he/she is lost.2. Student should also be able to communicate any needs for assistance when unable to locate a bus stop.3. Student needs to determine what to do if he/she misses the bus stop (if the stop is "long gone", he/she should tell the driver and ask for directions; or if the stop has "just" passed, he/she should immediately pull bell or touch the buzzer).4. If the bus is not on scheduled time, student should learn to return to their original location and inform someone <u>or</u> wait for the next bus.5. Student should quickly recognize if he/she has boarded a wrong bus and should notify the driver immediately.6. Student should wait for the next bus or attempt to seek help from a nearby store, gas station or restaurant.7. Student should carry a back-up communication system (card listing pertinent bus schedule information and points of destination).8. Encourage student to have phone money and phone numbers in his/her possession at all times in case he/she becomes lost.

RESOURCES/MATERIALS



T.E.K.S. 113.2 (K.11)

The student uses problem-solving and decision-making skills working independently and with others in a variety of setting.

Area: Transportation

OBJECTIVE	TEACHING ACTIVITIES
3. Student will utilize a taxicab.	Students should be instructed to: <ol style="list-style-type: none">1. Locate a phone number for a local cab company in a phone directory.2. Call for a cab and provide the address for pick up.3. Be aware of the time factor involved in waiting for a cab to arrive. Ask for the cab at an approximate time.4. Ask for an approximate cost of the trip to the destination.5. Wait for the taxi where he/she can see the cab, with all belongings, money and destination information.6. Signal the cab on arrival.7. Enter the back seat of the cab.8. Close/lock door and fasten the seatbelt.9. Put belongings on the lap or seat.10. Give the driver the destination information.11. Converse politely, but not personally.12. Pay cab fare. Include a 10% tip for the driver.13. Depart the cab with all belongings.14. Close the door.

RESOURCES/MATERIALS

Telephone book



T.E.K.S. 122.62 (6)

The student utilizes effective environmental resources management practices.

Area: Transportation

OBJECTIVE	TEACHING ACTIVITIES
4. Student will become familiar with car-pooling.	<ol style="list-style-type: none">1. Invite persons who share transportation to discuss the advantages and disadvantages of car-pooling with the class.2. Discuss how car-pooling can be arranged (i.e., calling the phone number at car-pool parking lots, making arrangements with a fellow worker, etc.).3. Have students practice making arrangements by considering necessary information, i.e.<ol style="list-style-type: none">a. Work locationb. Work hoursc. Expense involvedd. Compatibility

RESOURCES/MATERIALS



T.E.K.S. 113.2 (K.11)

The student uses problem-solving and decision-making skills working independently and with others in a variety of setting.

Area: Transportation

OBJECTIVE	TEACHING ACTIVITIES
5. Student will make reservations for and obtain an airline ticket.	<ol style="list-style-type: none">1. Make a list of necessary information in order to obtain an airline ticket. This can include:<ol style="list-style-type: none">a. Destination.b. Date of departure.c. Date of return.d. Time of departure.e. Time of return.f. Number of people traveling.g. Cost of the flight.h. Flight number2. Have each student plan an airplane trip. Ask each to write down pertinent information on a check sheet.3. Pretend that the class will take a weekend trip to a distant location. Obtain travel posters, schedules, and other materials from a travel agency. Discuss the procedures one would follow to complete trip arrangements:<ol style="list-style-type: none">a. Obtain information about schedules and the cost of a ticket.b. Buy a ticket.c. Travel to the airport at the correct time.d. Carry luggage to the ticket counter.e. Give the ticket and luggage to the airline agent and listen for the gate departure number. Look at the seat number the agent put on the ticket.f. Walk to the gate through the security checkpoint.g. Wait until the flight is called.h. Board the plane, go to the assigned seat, and fasten the seatbelt.

RESOURCES/MATERIALS

Items as specified in activities



T.E.K.S. 122.62 (C.1)

The student utilizes the decision-making process to enhance the quality of life.

Area: Transportation

OBJECTIVE	TEACHING ACTIVITIES
6. Student will demonstrate knowledge of procedures to follow after witnessing or being involved in an accident.	<ol style="list-style-type: none">1. Make a list of procedures to follow if one witnesses an accident.<ol style="list-style-type: none">a. Stop.b. Take action to avoid further damage by setting up flares or signals.c. Render only that first aid which one is qualified to administer.d. Call for help (i.e., police, ambulance).e. Cooperate with the authorities.f. Exchange the information on registration and driver's license, license plate number, and name of insurance company.g. Obtain the names, addresses, and phone numbers of drivers, persons injured, passengers and witnesses of the accident.h. Do not leave the scene of the accident, other than to secure emergency help, until given permission.i. Report time and location of accident, year, make and model of cars involved, extent of damage to both cars, extent of injuries, detailed description of the accident, and other pertinent information to the insurance company and police, if they have not already investigated.2. Review these procedures frequently. Provide students with a series of hypothetical situations and ask them to identify the procedures to follow in each different situation.3. Contact the Department of Public Safety to get videos or ideas related to witnessing an accident.

RESOURCES/MATERIALS

Department of Public Safety

