

STUDENT TRAVEL TALLY WEEK

Classroom Connections



The traditional method for collecting student travel modes usually involves students raising their hands as the teacher calls out possible ways of getting to school; riding in a car, riding on a bus, walking, etc. This method is simple and effective, but there are ways to make the data collection process more enriching for the students. Here are some ideas that you might want to try:

1. Incorporate student travel mode recording into the daily routine.

- Have students decorate their name on a magnet, popsicle stick or clothes pin. This becomes their nameplate.
- Create a board, or set aside part of the classroom chalkboard/smart board that has each mode of travel: walking, biking, riding in a car, riding on a school bus, taking the subway, etc.
- When the student nameplates are finished, create a basket or bucket for the “out” bin.
- As students enter the classroom, they move their name from the out bin onto the board next to the way that they traveled to school. This can also be a helpful way to take attendance in the morning, as nameplates in the out bin are students who didn’t come to school.
- At the end of the day, move all nameplates to the out bin.

2. Have the students show you how they got to school.

- Instead of just raising their hands, have students “travel” from one side of the room to the other when their travel mode is called.
- Students can act out their travel mode – driving, walking, riding a bike, or you can call out a travel mode with a movement. For example you can ask students, “crab walk across the room if you rode the bus this morning”.

- *Other movement ideas: hop on one foot, jump, skip, duck walk, bear crawl, side hop/side shuffle, high-knee, sprint.*
- *Make sure the movement lasts long enough so that you can count the students.*
- *Consider having the students move to different parts of the room too – “crab walk to the bookcase if you rode the bus to school. Hop on one foot to the blackboard if you walked to school”.*

3. Ask the students to sort different objects into a clear bin or bowl based on their travel mode.

- Put in a blue ping pong ball if you walked.
Put in a green ping pong ball if you biked.

4. Think about using the data that you collect in a classroom activity.

- If you use the ping pong ball idea, ask students what color is showing up the most.
- Have students graph the data by mode – think about graphing both days and seeing if there is a difference. If there is a difference, ask the students to think about why that is (weather, personal choice, etc.).
 - *If possible compare data by years*
 - *Think about swapping data with other classrooms.*
 - *Compare the classroom data against the data collected for the whole school.*

5. Use the data collection activity as a lesson-starter on thinking critically about transportation choices.



Student Travel Tally Week

- Ask the students what they like about using various modes of travel. Ask them what they don't like about various travel modes (pros/cons).
- Ask the students why they take the mode of travel that they do. Does it ever change? If so, why? If not, why might that be?
- Is this mode of travel the same that they used last year? Why or why not?

6. Think about including a brief mini-unit on transportation choices.

- See the ["Drive Clean Across Texas"](#) curriculum overview (aimed at students K-5). It includes activity books and videos.
 - Look at Activity 1: *Observing Transportation Choices in Your Neighborhood*
 - Look at Activity 2: *Trip Tally*
- How do we get from place to place? Ask students to maintain a trip diary for the week and compare how people travel based on the types of trips they make.

7. Older students can track their mileage and compare the types of trips made with each mode.

- Are students being driven when they live within a mile or less of school? Are there challenges that keep those students from walking? Why might a student choose to ride in a vehicle rather than walk or bike? (Think of many reasons; there's no right or wrong answer)
- What is the furthest distance that someone walks, bikes, or rides in a car?

Got questions? Contact our Local Technical Assistance Coordinators at 1.855.601.7787 or email us at info@virginiarts.org

8. Think about including a mini-unit on traffic safety.

- [Traffic Safety Game Show](#). Download the lesson plan and activity from the Marin County SRTS Program.



Student Travel Tally Week Success Story

As a kindergarten teacher I had the children put their names (popsicle sticks that they decorated with their names, magnet pasted on the back, graph on the board) under the transportation method that brought them to school. This was always done the first week of school so I could be sure they returned home the correct way. We then changed this up to have them vote for their favorite things or reinforce curriculum. It was a daily arrival activity that also worked for taking attendance. I have also seen teachers use plastic links, paper clips, unifix cubes or Duplo blocks to do the same.

~Alison Bauer, Spring Hill Elementary School, Fairfax

