Good for You, Good for the Earth

LEVEL: **K-1-2-3**-4-5

SUBJECT AREA(S): Health, Social Studies, Language Arts, Science

OBJECTIVE: Students will understand how walking, biking, and riding a bus promote good personal and environmental health.

TIME: 40 minutes to 1 hour

MATERIALS

- Chart paper or chalkboard
- Tag board for posters
- Crayons, marking pens, or paint

SUGGESTED ACTIVITIES

Comment

★ Most city schools don't allow children to ride bicycles to school, and some children don't own their own bicycles. If either case is true in your school or classroom, make the bicycle questions in this lesson suppositional: "Suppose you could ride a bike to school. What would be some good reasons for riding it instead of coming by automobile or walking?" You may also wish to relate that the same beneficial reasons apply to riding a bike to the store, to a friend's, to the library, etc.

1. Discuss how students get to school. Do they walk? Ride their bikes? Take the bus? Get driven in a car? Use some other kind of transportation? Why? Write the reasons on chart paper or the chalkboard.
(live close; good exercise; fun; no car, etc.)

2. Discuss and chart how walking and bicycling help keep our bodies and the earth healthy. (bodies need exercise; doesn't pollute; doesn't use gasoline; doesn't take up as much space, etc.)

3. Ask students, "How many of you have taken a Transfort bus?" "Why did you take the bus instead of getting a ride in a car?" "Where did you go?" (don't have a car; it's fun; to save gas; no worry about parking, etc.)

   For Your Information

   ★ Motor vehicles are the single biggest cause of air pollution in Fort Collins. Carpooling and using Transforts's Park & Ride lots are popular ways to cut down on vehicle emissions and pollution.

4. Discuss the importance of using public transportation or sharing a ride (carpooling) as a way to reduce air pollution and traffic congestion.
(When we leave automobiles at home to carpool, ride the bus, bike, or walk, we cut down on pollution and traffic congestion while we save money, improve our health, and have fun.)

   Ask students how many of them share a ride to school or outside-of-school activities. Have students on their own or in cooperative learning groups design a poster to encourage others to walk, bike, or ride the bus.

5. Have students bring toy cars to class. Park them in various configurations around the classroom to show how much room cars take up. Ask them for what else that space could be used.

   Have students park their cars in a variety of configurations.

   (1) one car per desk

   (2) all cars from a row of desks on one desk in that row

   (3) all cars in the classroom on one desk

   For Your Information

   ★ Some sources estimate that there are about ten parking spaces for each motor vehicle in use.

- ★ Older students could use design technology to create model non-polluting vehicles.

ASSESSMENT

Have each student or group present and explain its poster to the whole class.

EXTENSIONS

1. Encourage students to talk to their parents about what they discussed in class.

2. Have students work individually or in groups to collect newspaper or magazine articles and pictures about walking, biking, mass transit, and/or the environment. Have them make a collage on these topics in class.

3. Have students tell, write, or draw a picture of a traffic jam they have experienced. Or, have them build a traffic jam with blocks and other materials available in the classroom.

ADDITIONAL RESOURCES

Please refer to the following topics in the *Additional Resources* section in Appendix Three: **Air Quality / Automobiles / Bicycling / Environmental Activism / Mass Transit / Traffic & Transportation / Walking**.