

# 15 Identify Your Transportation Resources

## TRANSITION OBJECTIVE

Students will identify transportation needs and practice using public transportation schedules.

## RELEVANCE TO SUCCESSFUL TRANSITION

To effectively access the community, it is important to use available private and public transportation.

## INSTRUCTIONAL SEQUENCE

### ❑ STEP 1: Update Journal


Ways I get around include . . .

### ❑ STEP 2: Convene Roundtable

"When I don't have transportation, I feel \_\_\_\_."

### ❑ STEP 3: Advance Organizer

"Today you will make a plan for getting around in the community."



CAREER MANAGEMENT: Unit 4 LESSON 15	
Transportation Needs	
<b>Activities</b>	<b>Transportation</b>
<input type="checkbox"/> <b>School</b> How far from home is your school? How do you get to school?	<input type="checkbox"/> <b>Walk</b> How many miles do you walk in one day?
<input type="checkbox"/> <b>Shopping &amp; Community</b> How far do you go? How often do you go?	<input type="checkbox"/> <b>Ride a bike</b> How many miles do you ride in one day?
<input type="checkbox"/> <b>Sports &amp; Hobbies</b> In what activities are you involved? Where are they located?	<input type="checkbox"/> <b>Parents drive me</b> Where do they take you? How often?
<input type="checkbox"/> <b>Entertainment</b> Where do you go? How far do you go? How often do you go?	<input type="checkbox"/> <b>Friends give me a ride</b> How often? Where do you go? How do you pay for gas?
<input type="checkbox"/> <b>Work</b> Where do you work? How far do you go?	<input type="checkbox"/> <b>Ride the public bus</b> How often? Where do you go?
<input type="checkbox"/> <b>Drive a car</b> Whose car do you drive? Who pays the expenses?	
What are your transportation needs? _____	

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### ❑ STEP 4: Activity - 50 Minutes

Have students complete the survey **Transportation Needs** as you go through it on a screen image. Offer suggestions and ideas as you discuss each section with the class. Students should check the boxes of any of

the items that apply to them, then answer the questions under those items.

After going through the survey, have students carefully consider their answer for the last item, *My greatest transportation need is...*

Ask students to go online to practice finding information about transportation resources in their local area. Then have students name all of the transportation options available to them, both in the community and personally. List these on the board. Discuss all of the types of transportation listed. As you read the list from the board, ask students to indicate which methods of transportation they use.

If your community has public transportation, hand out the schedules and tell students they will learn how to use public transportation. Name three places in the community and have students find the route to get there. Plan ahead and become familiar with the routes before class.

### ❑ STEP 5: Evaluate Outcomes

When I need transportation I "\_\_\_\_\_."

### ❑ STEP 6: Connecting Activity

Have students call or go online to local public transportation agencies for information about cost, routes, hours and other services. Have students contact a public bus agency, subway, train, taxi, medical vans for people with special needs, car pool agencies or other transportation groups in the community. Students should report this information to the class.

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**KEY WORDS**

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**transportation****transit****taxi****subway****carpool**

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**MATERIALS AND PREPARATION**

- Student Handout: **Transportation Needs**, page 207.
- Prepare a screen image of worksheet **Transportation Needs**.
- Collect public transportation schedules for students to use in class.
- Plan routes for three destinations.

**SCANS FOUNDATION SKILLS**

- Basic Academic Skills: Reading, Writing, Listening
- Thinking Skills: Problem Solving
- Personal Qualities: Responsibility, Self-Management