



Mobility diary



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Ride and Smile Educational activities on environmental awareness	Module: Mobility diary	Target group: 6-14 years
Subject(s): Primary Science and Social Sciences, Mathematics Topic: Mobility diary - Analysis of one's own everyday journeys Duration: 5 hour Material: Worksheet „Mobility diary		
Content areas / Main key areas: <ul style="list-style-type: none"> • Nature and environment • Body and health • Technology, digital technology and work • Democracy and Society • Time and change 	Description: <p>Our mobility mostly takes place unconsciously, i.e., unquestioned. By analyzing our own mobility and that of friends, parents, and other adults in the form of a diary, this area is to be made conscious and thus serve as a basis for discussion for a critical evaluation of different modes of transport. In general, it can be stated that mobility in and of itself is not good or bad. Without mobility, encounters and experiences in new places would be impossible or the way to school or work would not be manageable. Mobility is indispensable for social and economic life. However, it can be asked which form of mobility can be sustainably climate-friendly in terms of the choice of means of transport.</p> <p>The mobility diary offers numerous opportunities for a critical examination of the effects of the „automotive“ society? Within the framework of a smaller study, the mobility behavior, or the choice of means of transport can be surveyed for a specific working day. For a more detailed analysis, several days or a whole week can be examined. In addition, leisure time mobility at weekends is of particular interest, because in the leisure time sector different routes and sometimes significant increases in mobility can be observed. The following questions can be discussed in the context of the discussion: Which trips by car were necessary? Which ones could have been made by other means of transport? What advantages or disadvantages would this have had?</p>	
Learning requirements: The learners <ul style="list-style-type: none"> • know the names of different means of transport • can find places in an atlas or digital maps • measurement (m, km...) 	Learning objectives / Expected competences: The learners can <ul style="list-style-type: none"> • document their results (in a diary); can write a diary over a given period • explore their own mobility • explore the mobility of friends, parents, and other adults • present and discuss their results • apply the knowledge and skills they have acquired in everyday life 	

Lesson plan			
Sequencing & phase objective	Action steps and impulses	Concretized competence expectations	Learning materials
<p>Phase 1 Getting started Introduction</p>	<p>Starter activity Have students push their desks back and stand in a circle in the middle of the room. Stick some pictures of cars, lorries, tractors, buses, trains, boats, bicycles, planes... Ask students to perform an action – saying “Simon says ... point to the lorry/ car/ bicycle etc.</p> <p>Main activity Teacher asks questions “How can we get to France/ Rome/ super market / chemist’s?” Answers: by a plane/car, bus/ train... Teacher gives students worksheets with “tree boards” (land, air, water). Students need to draw the correct vehicle/mode of transportation on the proper tree board. Next, students work in groups. Every group is given a multidimensional puzzle with a different type of transport.</p> <p>Finishing activity Drawback Students work in pairs. Student A draws a Car/ bicycle/ boat on their partner’s back with their finger. Student B has to guess what has been sketched. If student B cannot guess they can ask for student B to repeat the action.</p>	<p>The learners can</p> <ul style="list-style-type: none"> • distinguish different means of transport and can name them. • which transport is suitable for preserving the environment and personal health. • 	<p>Transport (multidimensional puzzle)</p> <ul style="list-style-type: none"> • Materials needed: printed multidimensional puzzle, tree boards (air, land, water), pen/pencil. <p>(The method used is learning with discussion, and it is fit for both individual and group work, within 30-40 minutes)</p>

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<p>Phase 2 “Quick Capture” Application</p>	<p>Starter Activity Teacher asks students questions about eco-friendly transportation. They discuss their daily routines and how they arrive to school. How often do they walk, cycle, or use the car for transportation. (The method used is learning with discussion, and it is fit for both individual and group work, within 30-40 minutes)</p> <p>Main activity Students are being presented a power point presentation about the use of the “Quick Capture” application. Students are supposed to carry their mobile phones for this activity.</p> <p>Finishing activity Discussion on different modes of transport and which modes of transport support human health as well as its effects on the environment.</p>	<p>The learners can</p> <ul style="list-style-type: none"> measure their trips using the Quick Capture App 	<p>- “Quick Capture” Power Point presentation (how to log in and use it)</p>

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<p>Phase 3 Travel diary</p>	<p>Starter activity X – word Students play I pairs. Write the category “Places and transportation” Students write down words related to the theme. Once they write down the word they have to say a fun fact related to that word.</p> <p>Student A: Manchester. It has the richest football team in the world. Student B: Madrid. It is the capital of Spain. Student A: Car: the most frequent vehicle used. Student B: Train: Trains are powered by a locomotive.</p> <p>MANCHESTER A A R D R A R I I N D</p> <p>The game continues until nobody can add a word using the spaces available.</p> <p>Main activity Introducing travel diary and its elements and determining the time period to be completed. The students will keep a diary of their daily movements for one week. After the activity, the students will compare their results.</p> <p>Finishing activity Discussion about the environment and pollution.</p>	<p>The learners can</p> <ul style="list-style-type: none"> fill the diary and become aware of their achievements and comparing to others. 	<p>Travel diary - worksheets</p>

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<p>Phase 4 Graffiti Board</p>	<p>Starter activity Short discussion about how frequently students use the Quick Capture Application in daily life. Using travel diaries for measuring children’s independent mobility and active travel – examples and experiences.</p> <p>Main part: Students are given a travel diary worksheet and are being shown how to use it. By filling this worksheet students can measure and write their bike trips using the Quick Capture Application.</p> <p>Finishing activity: Teacher presents the “graffiti board” or the so called “School mobility diary” to the students and explains that they will need to fill the board during breaks or after classes at the end of every school week.</p>	<ul style="list-style-type: none"> • Measure their bike trips using the Quick Capture Application • Using travel diaries for measuring children’s independent mobility and active travel – Examples and experiences 	<ul style="list-style-type: none"> • A Travel Dairy worksheet for students. • Graffiti boards, markers/chalks

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<p>Phase 5 Transportation</p>	<p>Starting activity X – word (see phase 1)</p> <p>Main Activity Students pick two destinations. One should be very far away, and one should be closer.</p> <p>Students draw two pictures: One will depict travelling to their far off destination while the other will depict travelling to the nearer one. Their pictures should be realistic, but creative. The idea here is to make sure they understand the practicality of travelling. For example, they won't travel by car to Australia! Display students completed work around the room.</p> <p>Finishing activity Discuss and describe, in detail, forms of transportation, identify several modern forms of transportation, and decide which is best for specific situations... Students pick two destinations. One should be very far away, and one should be closer.</p> <p>Students draw two pictures: One will depict travelling to their far off destination while the other will depict travelling to the nearer one. Their pictures should be realistic, but creative. The idea here is to make sure they understand the practicality of travelling. For example, they won't travel by car to Australia!</p>	<p>The learners can</p> <ul style="list-style-type: none"> describe, in detail, past forms of transportation identify several modern forms of transportation, and decide which is best for specific situations... 	<ul style="list-style-type: none"> Drawing Paper Crayons/Colored Pencils
<p>Additional hints, media, useful links https://study.com/academy/lesson/train-facts-lesson-for-kids.html https://study.com/academy/lesson/how-do-airplanes-fly-lesson-for-kids.html</p>			