

MAKE TRAX



Recommendations

Duration of Lesson: 50 minutes



Make Trax Recommendations

Recommendation	Other Partners
EDUCATION	
1.	1.
2.	2.
3.	3.
ENCOURAGEMENT	
1.	1.
2.	2.
3.	3.
ROUTE	
1.	1.
2.	2.
3.	3.



Students will:

- Identify student attitudes that influence decisions about walking to school.
- Identify activities to increase positive attitudes.
- Complete the Make Trax Recommendation Worksheet.
- Identify community experts to help improve the safety of preferred routes to school.
- Plan the Make Trax public presentation.

Equipment and Materials:

- Computers with Internet access—1 per team.
- Student survey findings (from first class or larger SR2S planning initiative).
- Maps with photos and notes.
- Completed Excel spreadsheets and bar graphs of hazard data.
- Completed Community Information handout.
- Completed Make Trax Recommendation Worksheet.

Resources:

- www.saferoutesmichigan.org
Michigan's Safe Routes to School (SR2S) Handbook planning process and materials
- www.saferoutesinfor.org
National Center for Safe Routes to School (NCSRTS) Skills for Local Safe Routes to School Program Development





Activities: 45 minutes

20 minutes

1. Review student survey findings and discuss:
 - What student attitudes influence students' decisions to walk, or not walk, to school?
 - Are students likely to walk to school if the route is safe? Is it enough to solve safety problems? What other barriers to walking will still remain?
 - What activities and projects do they want to recommend to educate and encourage students to walk to school on safe routes?

25 Minutes

2. As a class, complete the MakeTrax Recommendation Worksheet:
 - Decide on 1-3 preferred walking routes to their school.
 - Identify the highest priority hazardous conditions on the preferred routes. For example, an unsafe street crossing is a higher priority problem than a few cracks in the sidewalk.
 - What student activities and projects do they recommend to change the attitudes and behaviors of their peers?
 - Who else should they involve in their project and invite to their presentation? Who will advise them on solutions to problems? Who will help get projects completed?
 - Is there anything else they think is needed?

Review: 5 minutes

1. List the activities students have completed during their project: student surveys, map making, field work, data entry and analysis, synthesis of project information into recommendations, and soon – a public presentation of the entire project.
2. Remind students that these are important work skills that can help them in the future.
3. Tell students when and where the public presentation(s) will be. They will put their presentation together during their next class.

Note on Public Presentation:
You will discuss the public presentation with students at the end of this lesson. Determine the presentation venue options before class. For example, students might present their findings at a local public meeting attended by decision makers (e.g. city council meeting, school board meeting, or planning meeting). Students can also present project findings at a student assembly as both a practice opportunity and to involve other students.

