

2nd grade

Travel detectives



location: _____

name: _____

date: _____

It's now your turn to try to explore the level of traffic and other surroundings of your school in order to find out if there are enough measures being taken so that you and your friends are safe while being on the streets.

You are going to be a real travel expert! For this investigation into the surroundings of your school, you need a measuring tape or a folding ruler, a stop watch or a clock with a second hand, pencils and a hard pad which you can write on. If you have a camera at home, you can bring it with you in order to take pictures of important places.

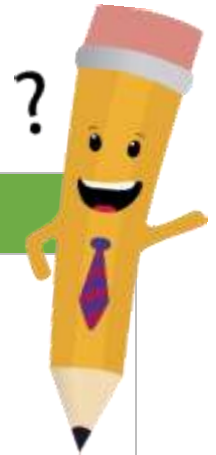
Before you step outside to start exploring, you are going to work on some tasks with your classmates inside your classroom.



Task 1:

Which means of transport do you use?

Please mark one circle in each column with a cross:

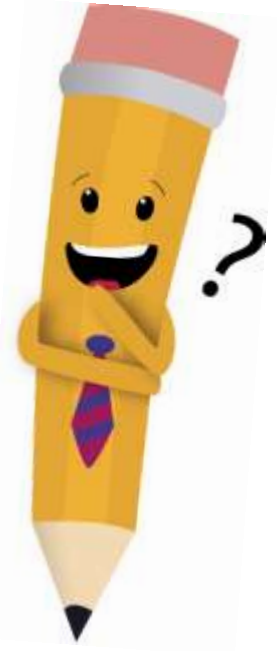


Way to school	The way home
<input type="radio"/> by foot	<input type="radio"/> by foot
<input type="radio"/> by bike	<input type="radio"/> by bike
<input type="radio"/> by in-line skates	<input type="radio"/> by in-line skates
<input type="radio"/> by scooter	<input type="radio"/> by scooter
<input type="radio"/> by skateboard	<input type="radio"/> by skateboard
<input type="radio"/> by school bus	<input type="radio"/> by school bus
<input type="radio"/> by bus (public transport)	<input type="radio"/> by bus (public
<input type="radio"/> by tram	transport) <input type="radio"/> by tram
<input type="radio"/> by train	<input type="radio"/> by train
<input type="radio"/> by underground/metro	<input type="radio"/> by underground/metro
<input type="radio"/> by car (with my parents)	<input type="radio"/> by car (with my parents)
<p><i>If you can't find the means of transport that you use in the list above, you can write it down here:</i></p> <hr/> <hr/> <hr/> <hr/>	<p><i>If you can't find the means of transport that you use in the list above, you can write it down here:</i></p> <hr/> <hr/> <hr/> <hr/>

Task 2:

How was it back then

Talk to your parents or grandparents about their journey to school when they were children. Your interview can then answer the following questions:



- How far away from home was your school located?

- How long did it take you to get to school?

- How did you get to school? Which means of transport did you use?

- Did you get to school accompanied by friends of yours?

- Did you see many vehicles on your way to school?

- What did you experience on your way to school?

- Do you remember experiencing anything unusual on your way to school?

- Was there something you didn't like about your way to school? - If yes, what bothered you?

Task 4:

Using your senses

Seeing, hearing, smelling

There are many people and things involved when it comes to travel, and there is much to watch out for. The next time when you are on your way to school or on your way home try to observe everything closely, listen carefully and smell actively. What did you experience?

What I saw:

What I heard:

What I smelt:

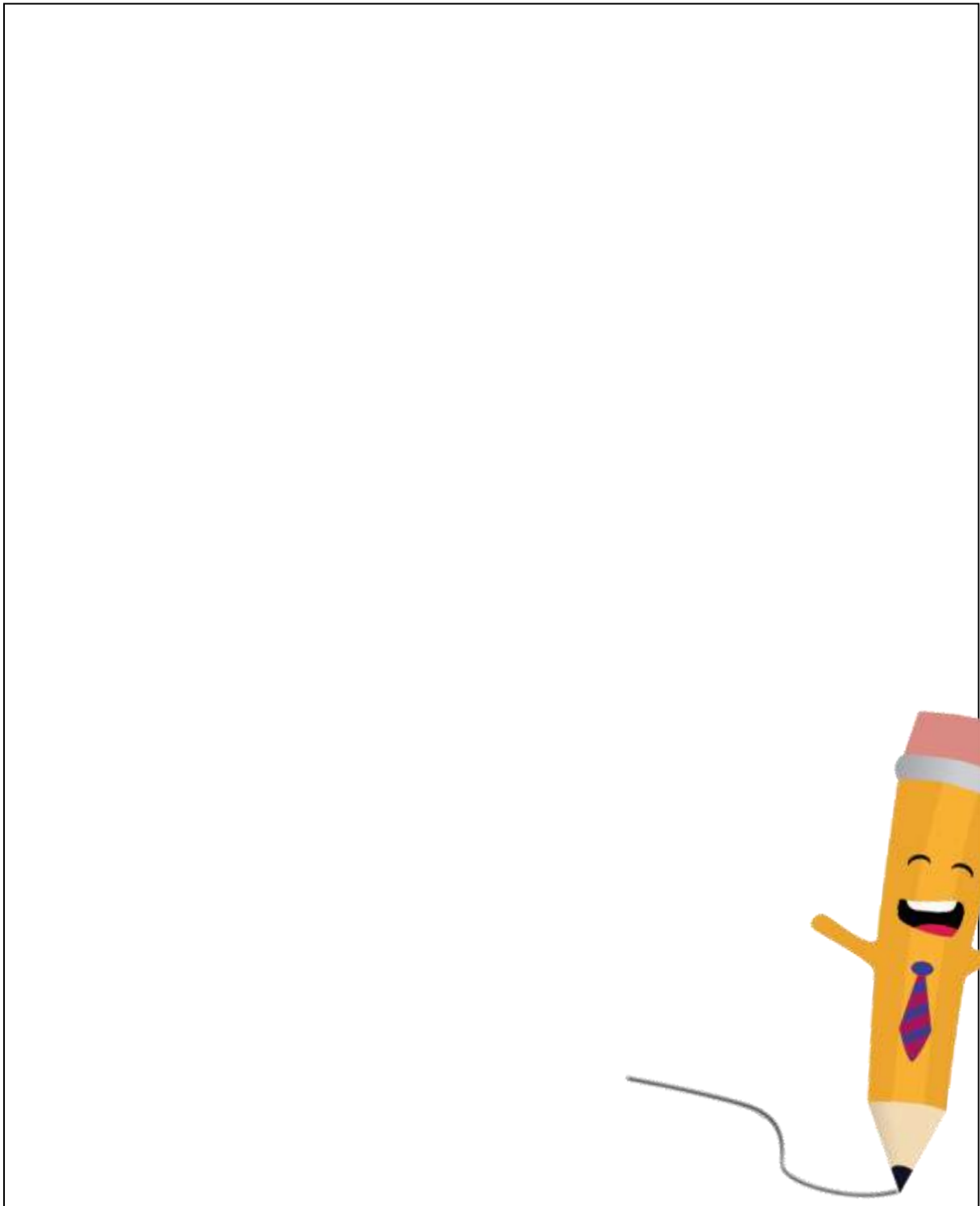


Did you experience anything special?

Task 5:

Draw your way to school

Try to draw your way to school in the following blank field. You can add whatever comes to your mind when thinking about it.



Task 6: Collecting Objects

Do you know the story of Pippi Longstocking as a Thing-finder? If not, read through the excerpt of the book Pippi Longstocking below.

"What did you say you were?" Annika asked. "A Thing-Finder." "What is that?" asked Thomas. "Someone who finds things, you know. What else would it be?" Pippi said while sweeping all the flour into a small pile. "The whole world is full of things and it is really important that someone finds them. And that's what the Thing-Finder does."

"What kind of things are these?" Annika asked. "Oh, all sorts of things," said Pippi. "Gold nuggets, ostrich feathers and dead rats, crackers and small, little screw nuts and all that." (...) They continued walking. Suddenly Pippi howled loudly. "I can't believe it, I've never seen anything like that before," she screamed and picked up an old rusty tin can from the lawn. "What a find, what a find! You can never have too many cans."

(from: Astrid Lindgren: Pippi Longstocking. Hamburg 1970, p. 27f, translated into English)



Now try to be like Pippi Longstocking. Start to collect objects that you find on your way to school. When you get to school you can write down what you have brought with you in the following chart. You can also put your collected objects on the table in the middle of the classroom.

<< Continuation of Task 6: Collecting objects

Which objects did you bring to school?	Where did you find these objects?



Task 7:

Avoiding dangerous ways to school

More and more people are driving to school by car. Therefore, going by foot or cycling is getting more dangerous, especially for kids. It is important that you always take care so that nothing happens to you.



Think about your way to school.

- Are there any dangerous spots on your way to school?
Mark with a cross!

Yes

No

- If you ticked yes, note down the location of these dangerous spots:

- Where do you particularly like to be when you are out and about?

Task 8:

Having fun with sentence-salads

The following sentences are somehow mixed up.
Try to put them into the correct order so that they
make sense again.

on the pavement – cars – Sometimes – are parked

to school – walks – usually – Anna

to work – My father – cycles

is – friendly – always – The bus driver

decides – My mother – not to use the car – occasionally

often – Michi – for a long time – at the pedestrian lights – has to wait



Task 9:

Schoolway - Labyrinth

In the labyrinth on the following page you can see Susanne and Markus who are on their way to school. But only one of them actually arrives.

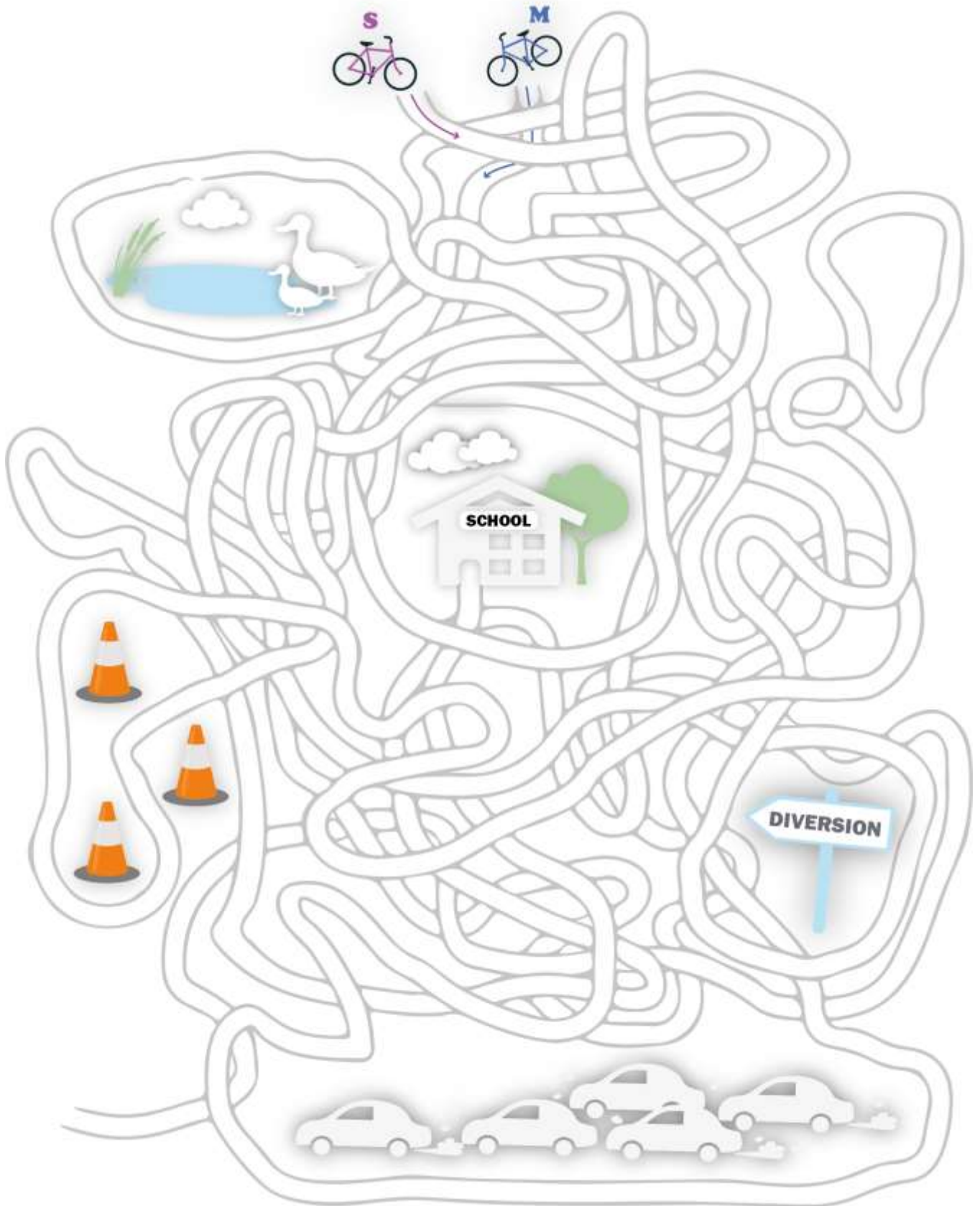
Try to answer the following questions:

Who arrives at school? Write down the name of the arriving child:

Who is cycling around the duck pond?

Who avoids the traffic jam? Who drives through the traffic cones?

Who needs to go around the diversion sign?



Task 10:

The street tells a story

Once upon a time there was a street in the beautiful city called Graz. The street was wide and bright, and it was full of beautiful buildings. There was a big school, a kindergarten and several apartment buildings. They were tall, but the road could still see the roof gutters of the buildings. When it rained heavily, raindrops dripped from the gutters down to the ground. Consequently, small puddles were formed.

The street was happy about this because the light was reflected in the puddles, and sometimes children looked into them and saw their faces. Some children, especially the smaller ones, jumped straight into the puddles, causing it to spatter in all directions. This made the street very happy. She loved it when children jumped or strolled on her. She also liked it when they were just there, standing and chatting. The little kids didn't weigh much, so it didn't take a toll on her.

This, however, was not the case when a heavy truck came along. In fact, it was really exhausting for the street. She felt the pressure of the weight, and she inhaled all the horrible exhaust fumes. Sometimes she really wasn't feeling well. She was also annoyed by all the taxi drivers who used her as a shortcut. They didn't want to stop at a nearby traffic light, so they drove past her and the school.

The street had been observing this for a long time. She didn't like this at all because she felt it was dangerous and stupid, so the street was thinking about how to solve this problem.

After some time, she came up with a solution. She started to frown which caused a small crack in the ground. When it rained the crack got larger until it eventually became a pothole.

The street laughed, and so the hole became even deeper. That's exactly what she had wanted in the first place. From then on, the taxis and the other cars drove very, very slowly because they didn't want their car to break. The children were then able to easily go from one side of the street to the other.

<< Continuation of Task 10: The street tells a story

The street as well as the kids were very happy. But after a few weeks, the hole was discovered, and it got repaired. Immediately the cars speeded through the street, and the road was once again dominated by the moving vehicles and not by children. This made the street feel sad again and she got even more sick than she already was. She was also coughing because of the fine dust that is emitted by all the cars. She got tired, fell asleep and started to dream. It was a wonderful dream: the kids came out of the school with buckets full of paint and paintbrushes, and they painted enchanting colourful patterns on the street. A group of children built a beautiful barrier of plants and stones so that no cars could pass. The children could not believe how much space they had created because there were no cars driving around. Now there was suddenly room for a fountain, as well as for raised beds with flowers and vegetables.

The kids drew racetracks on the ground for their scooters. The teachers took the children outside to hold the classes outdoors. Suddenly there was so much activity going on.

The dream was wonderful, so it was very hard to wake up. The street couldn't forget about the dream: what if one day her dream would become reality? People and children instead of vehicles. Maybe one day ...

What else could the street experience? Write down your thoughts in the following lines:

Task overview

Which tasks have you completed already?

Tick off what you have completed already.



N°	Name of the task	Done	Examination
1	Which means of transport do you use?		
2	How was it back then?		
3	My funniest experience on my way to school		
4	Using your senses		
5	Draw your way to school		
6	Collecting objects		
7	Dangerous way to school?		
8	Sentence salad		
9	Schoolway - Labyrinth		
10	The street tells a story		

Well done for doing the tasks!