

# Get to Know Metro

## PRIMARY MODULE 1

Grades 2–5



## Overview

Everything you need to introduce students in grades 2–5 to the basics of public transit ridership. Includes a differentiated lesson plan, example activities, and a supporting PowerPoint and video.

 **King County  
METRO**  
*Moving forward together*



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## INTRODUCTION

# About the Curriculum

The primary goal of the King County Metro Youth Mobility Program’s classroom modules is to increase youth transit ridership and help students connect with their communities. The Transit Education Classroom Modules are designed to help students feel confident using and engaging with different modes of transit by teaching ridership skills.

### Why teach about public transit in the classroom?

By reaching students in schools, King County Metro hopes to build long-term student engagement with transit. Higher transit ridership leads to:

- ◆ Cleaner air and water
- ◆ Reduced traffic on local roadways
- ◆ Deeper community connections and increased access to opportunities

### How does this fit with the other modules?

The Metro Youth Mobility Program classroom education framework builds skills over multiple grade levels and is designed to help students become confident, independent riders by the end of high school. The framework is built around three core themes:

1. What is transit and how do I ride it?
2. Riding transit safely
3. Climate impacts and community connections

Most primary students will ride with others, so the focus of the modules is on helping younger students understand the basic functions of the transit system. For younger students, knowledge of transit systems builds excitement around using transit in their communities, encouraging more household ridership. As students get older, secondary modules shift the focus to independent ridership skills, such as trip planning.

**Primary Module 1: Get to Know Metro** is an introduction to public transit for grades 2–5. In this module, they will learn about the different kinds of transit in their communities and practice basic ridership skills.

**Primary Module 2: Safety and Riding Right** focuses on safety considerations relevant to younger students, including identification of safety resources and safe ridership practices.

**Primary Module 3: Sustainability and Community Connections** helps students engage with transit’s role in their communities, providing a foundation that will help them develop connections to related topics. As they grow into their independence in middle and high school, this context will help them understand why they might want to ride and support public transportation.

# Student Outcomes

**By the end of Module 1, students in grades 2–3 will:**

- ◆ Identify common forms of transit in their community, including buses, light rail, and ferries/water taxis.
- ◆ Describe basic transit components, such as buses, signs, shelters, operators, and schedules.
- ◆ Describe basic how-to-ride sequences on a bus or light rail.

**By the end of Module 1, students in grades 4–5 will do all of the above, plus:**

- ◆ Choose an appropriate mode of transit for a trip and explain the benefits of each mode.
- ◆ Describe intermediate how-to-ride sequences on a bus or light rail, including the use of an ORCA card.
- ◆ Explain the importance of planning trips when riding transit.



## PLANNING GUIDE

# How to Use this Module

This module is designed to be taught in about 60–90 minutes with a focus on flexibility for the needs of your classroom. There are additional extension activities for grades 2–3 and 4–5.

In the primary activity for this module, Ride a Mock Bus, students will build and ride a mock bus and practice basic ridership skills. There are supporting PowerPoint slides and a short video that can be used to introduce students to the basics of riding a bus and light rail.

**Ask the following questions to help you plan your lesson and guide students:**

- ◆ How familiar are my students with transit? Could they identify the three basic forms of transit in King County (buses, light rail, and ferries/water taxis)?
- ◆ Do my students live near public transit options?
- ◆ How often, if at all, do my students already ride transit?
- ◆ If they ride already, do my students feel comfortable on the bus or train?
- ◆ Could my students explain the importance of planning trips on public transit?



## PRIMARY ACTIVITY

# Ride a Mock Bus

(Grades 2–5, 60–90 minutes)



In this activity, students will create a mock bus and bus stop in their classroom. They will learn basic ridership skills, including how to get on and off the bus and travel to a destination.

### Materials

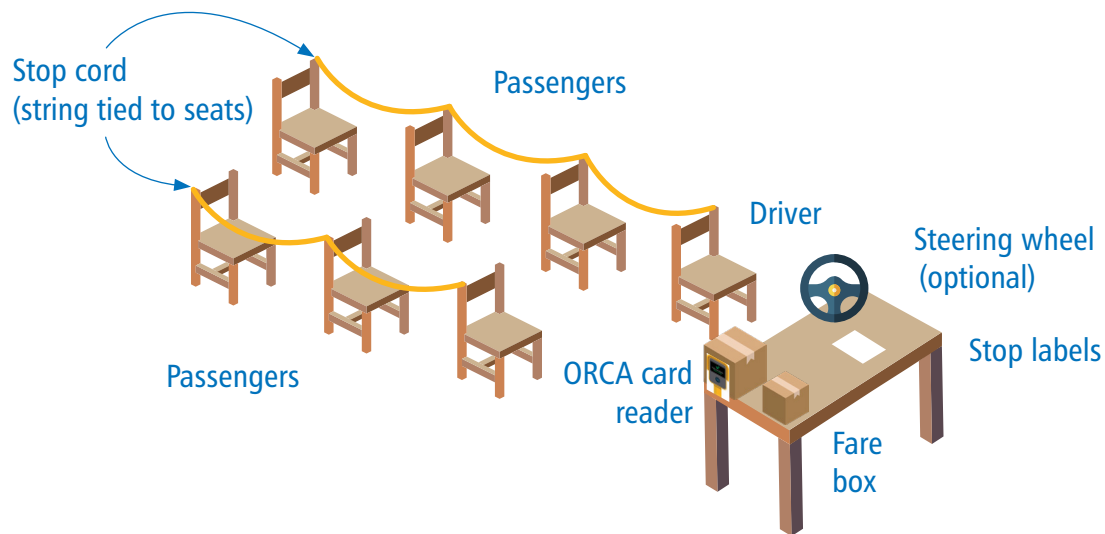
- ◆ Printed ORCA cards for each student (alternatively, have students design their own—see “Create Your Own Bus Pass” activity)
- ◆ 1 cardboard box per group to act as an ORCA card reader (page 11)
- ◆ Chairs
- ◆ Yellow string or yarn (for window cord to request stops)
- ◆ Printable stop labels
- ◆ Printable scenario cards (grades 4–5)
- ◆ Open space for building mock buses

### Learning Prerequisites

- ◆ Students should be familiar with basic transit vocabulary (see [Teacher Tools](#))
- ◆ Students should be familiar with the basic how-to-ride sequence (see Teacher Tools)

### Activity Outline

1. Divide students into groups of 5–6. Explain that each group will be creating their own bus to practice riding, emphasizing that practice will help them feel comfortable and confident when taking the bus in real life.
  - a. Students will use chairs and desks to build a mock bus, including an operator seat, ORCA card reader, window cord, and passenger seats.
  - b. The ORCA reader should be set up next to the driver.
  - c. The string can be taped loosely between seats to act as a window cord. Encourage students to make a “ding!” sound when pulling the cord to announce that they’ve requested a stop.
  - d. The stop labels should be placed next to the driver. (There are differentiated stop labels for grades 2–3 and 4–5.)



2. Assign student roles as bus drivers or passengers.
  - a. For grades 4–5, pass out a scenario card to each student. The scenario card includes their starting location and stop, destination stop, trip time, and duration. Students should then “plan” their trip prior to travel, answering questions 1–6 in the supporting worksheet. If a student has been assigned the role of the bus driver, they will still answer the questions in the worksheet, but will not act out the trip.
  
3. Travel time! The bus driver should announce that they’ve left the bus depot and begin rotating through the stops. When they arrive at a new stop, they should hold up the next stop card and loudly announce the name of the stop to all passengers.
  - a. Grades 2–3 can board when they would like by approaching the bus and tapping their ORCA card. Encourage students to make a loud “beep” when tapping their cards. Students in grades 4–5 should wait until their starting location/stop is announced.
  - b. When a student would like to get off the bus, they should pull the window cord and make a “ding!” noise to alert the driver. Students in grades 2–3 may depart when they arrive at a stop they are interested in; students in grades 4–5 should depart at their planned stop. Students can get off at the front or back of the bus.
  
4. As time allows, change roles so that multiple students get a chance to drive the bus or be a passenger. For grades 4–5, students may trade scenario cards, although they do not need to fill out their worksheets again.
  
5. Follow the activity with either a large group discussion or a small group worksheet discussion. Possible discussion questions include:
  - a. What did you enjoy?
  - b. What was hard or scary about the activity?
  - c. Do you feel more comfortable riding the bus? Why?

# WORKSHEET

Name: \_\_\_\_\_

## Ride a Mock Bus

### Trip Planning Questions

1. Where is your starting location?
2. Where is your destination?
3. When will you leave?
4. How long will your trip take?
5. When will you arrive?
6. How will you know when you have arrived?

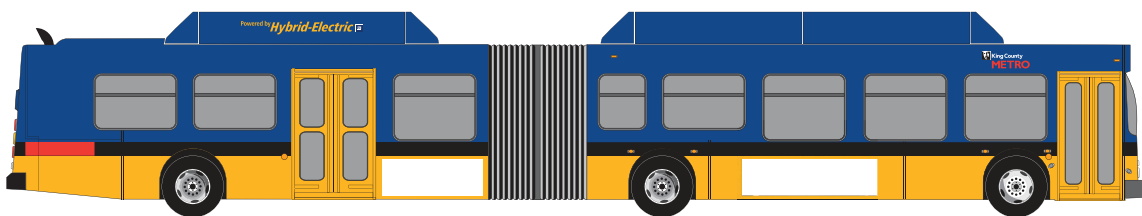




## Ride a Mock Bus (continued)

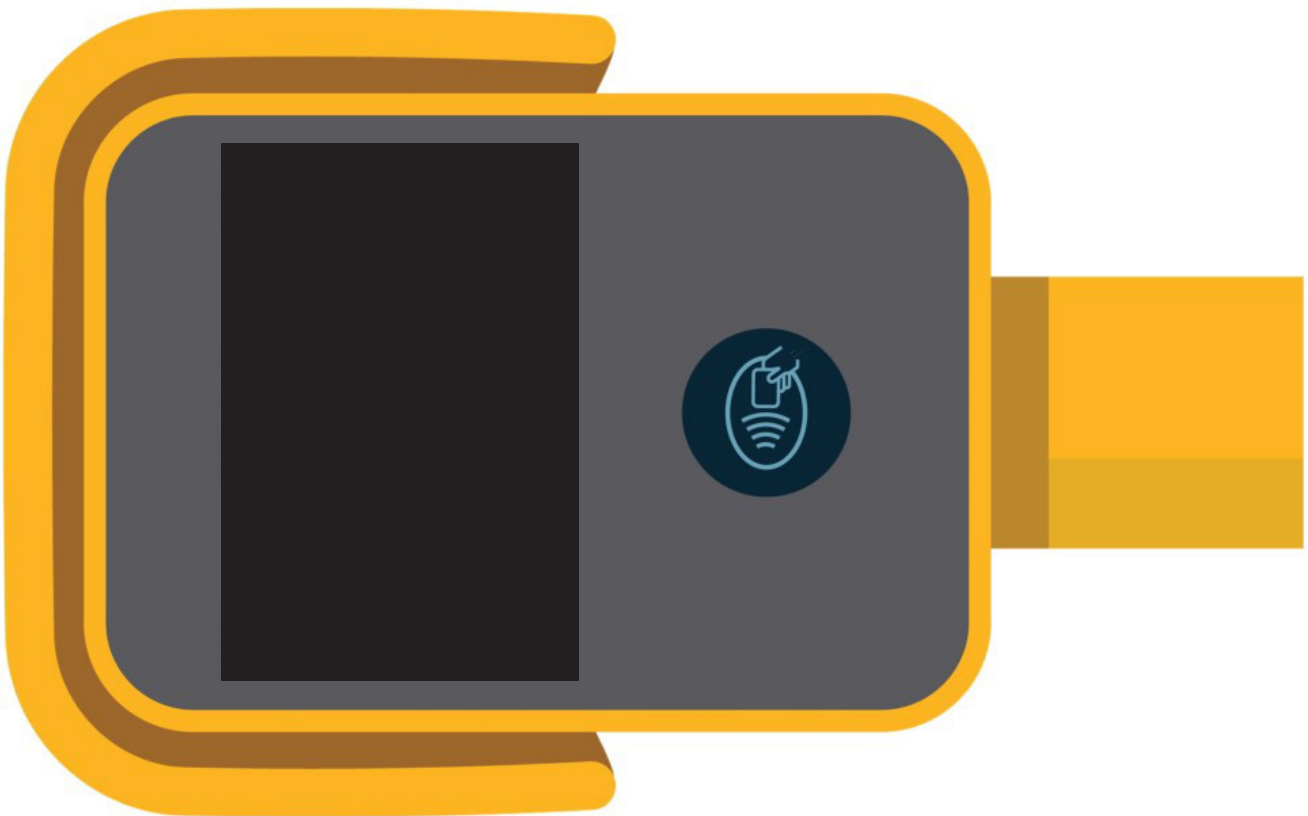
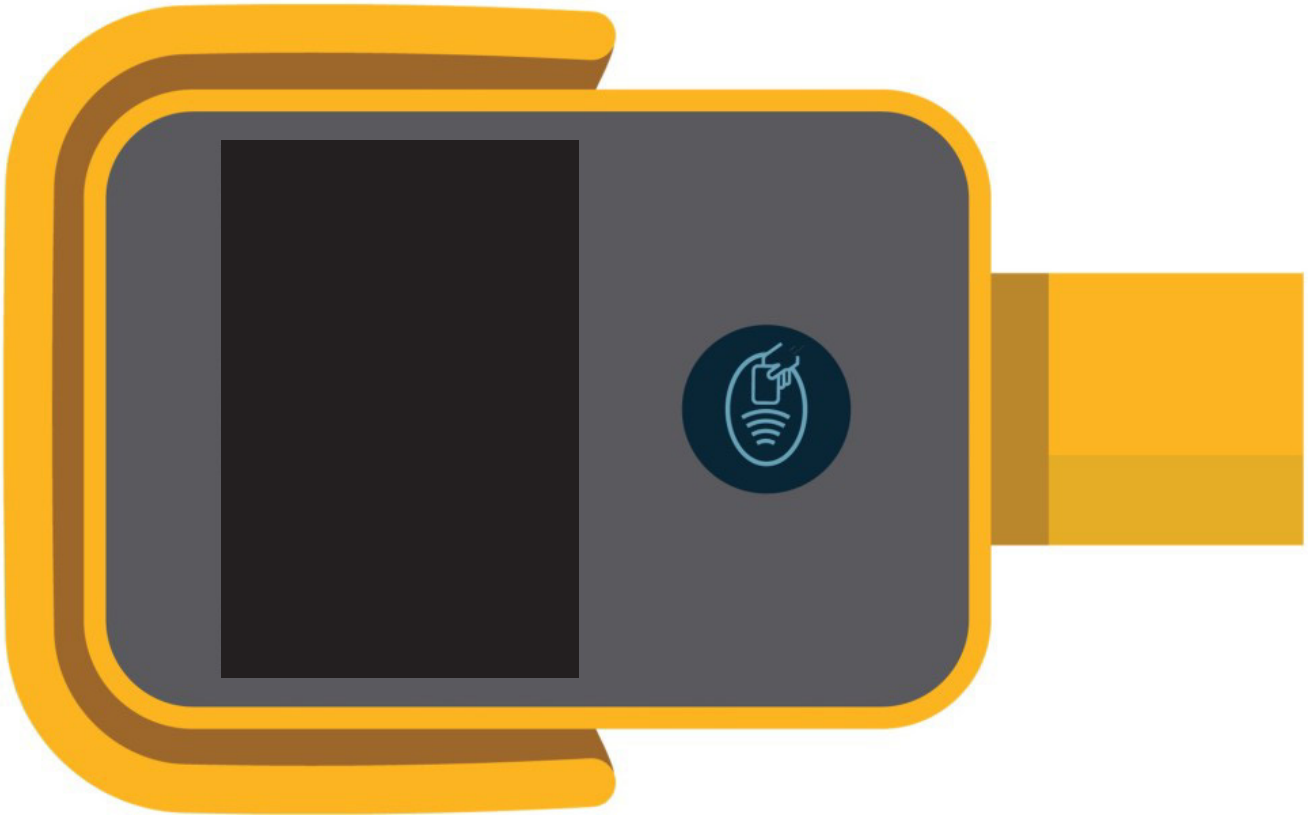
### Follow-up Questions

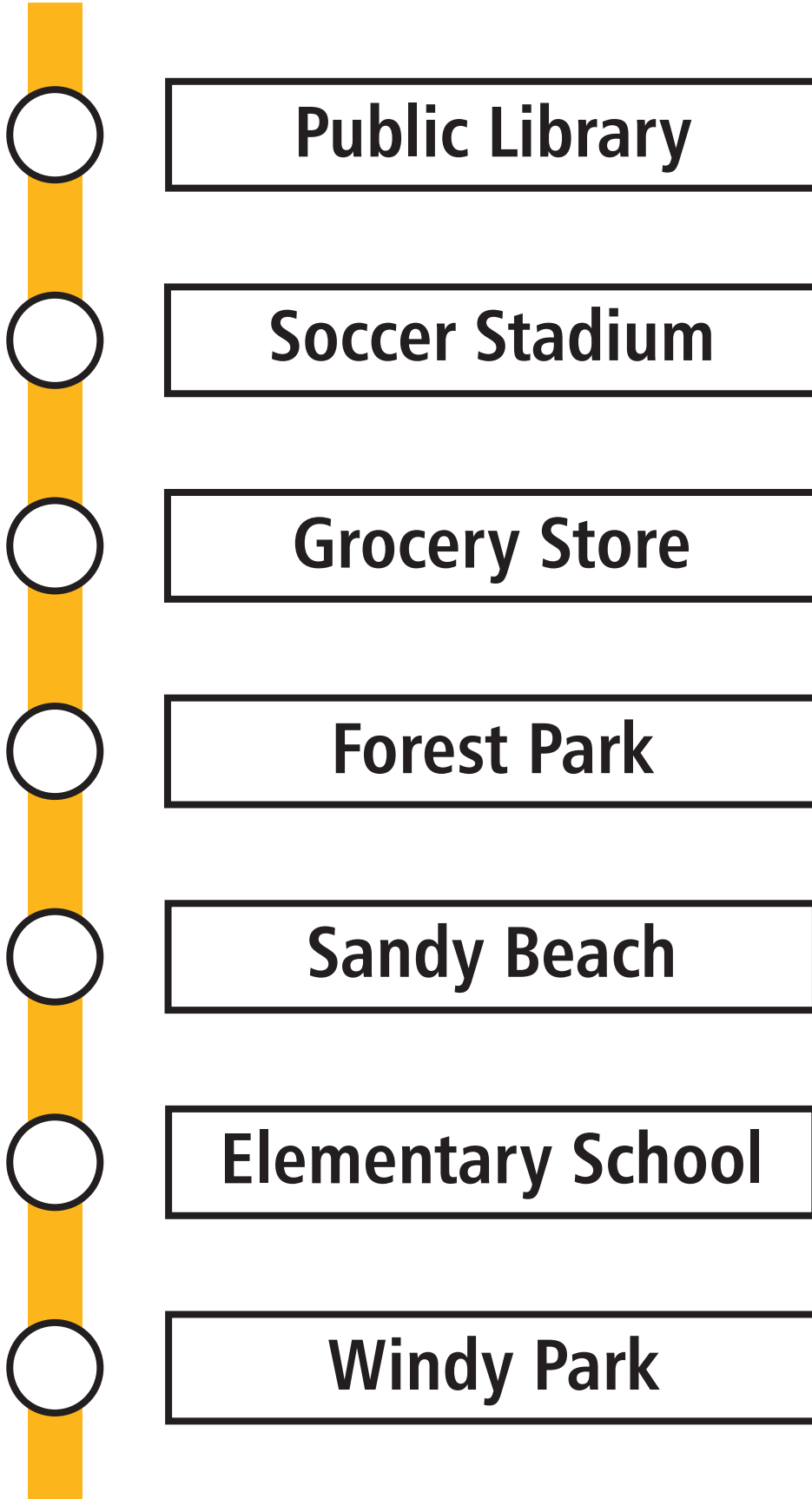
1. What would be different if you were riding the train?
2. Why should you plan your trip ahead of time?
3. What did you enjoy about the activity? What was easy or challenging?

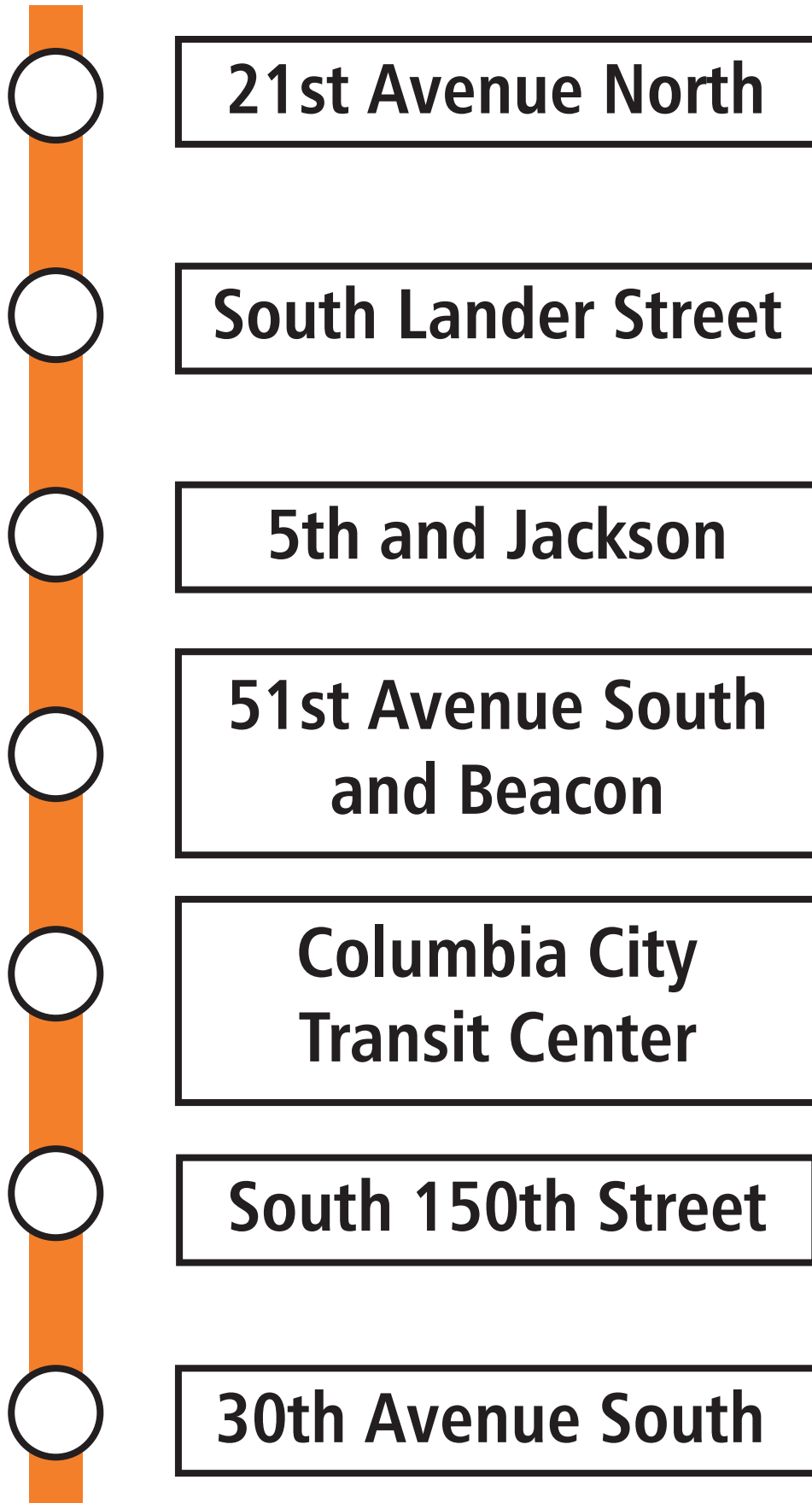


Ride a Mock Bus Material - ORCA cards









### Scenario 1

You are at the public library. At 4 p.m., you will travel to the stadium for a soccer game. The ride will take about 30 minutes. The closest bus stop to the library is 21st Avenue North. The closest bus stop to the soccer stadium is South Lander Street.

### Scenario 4

It's 7 p.m. and you just got done watching a soccer game. You're heading home and want to stop to get some groceries for dinner. The bus ride should take about an hour. The closest bus stop to the soccer stadium is South Lander Street, and the closest stop to the store is 51st Avenue South and Beacon.

### Scenario 2

You just got out of school. It's 2:30 p.m. and you're hungry, so you decide to go to a taco truck. The closest bus stop to your school is 30th Avenue South, and the closest bus stop to the taco truck is 5th and Jackson. The ride will take about 15 minutes.

### Scenario 5

You have been bored during the summer, so you decided to go to the library to get a book to read. Now it's 11 a.m., and you'd like to go to the park to read your new book. The nearest bus stop to the library is 21st Avenue North and the nearest bus stop to the park is the Columbia City Transit Center. The trip is about 45 minutes.

### Scenario 3

It's 10 a.m. in the summer and you're out enjoying the sun at the park. You decide to go to the beach for the rest of the day. Traveling from the park to the beach will take about 45 minutes. The closest bus stop to the park is the Columbia City Transit Center, and the closest stop to the beach is South 150th Street.

### Scenario 6

After getting churros from a local taco truck, you want to relax at the beach. It's 1 p.m. and the closest stop to the taco truck is 5th and Jackson. The closest stop to the beach is South 150th Street. The ride will take 30 minutes.

## EXTENSION ACTIVITY

# What Makes Transit Work?

*(Grades 2–3, 15–30 minutes)*

The following pages feature images for students to label using a word bank. This activity will help young students better familiarize themselves with the different parts of public transit.

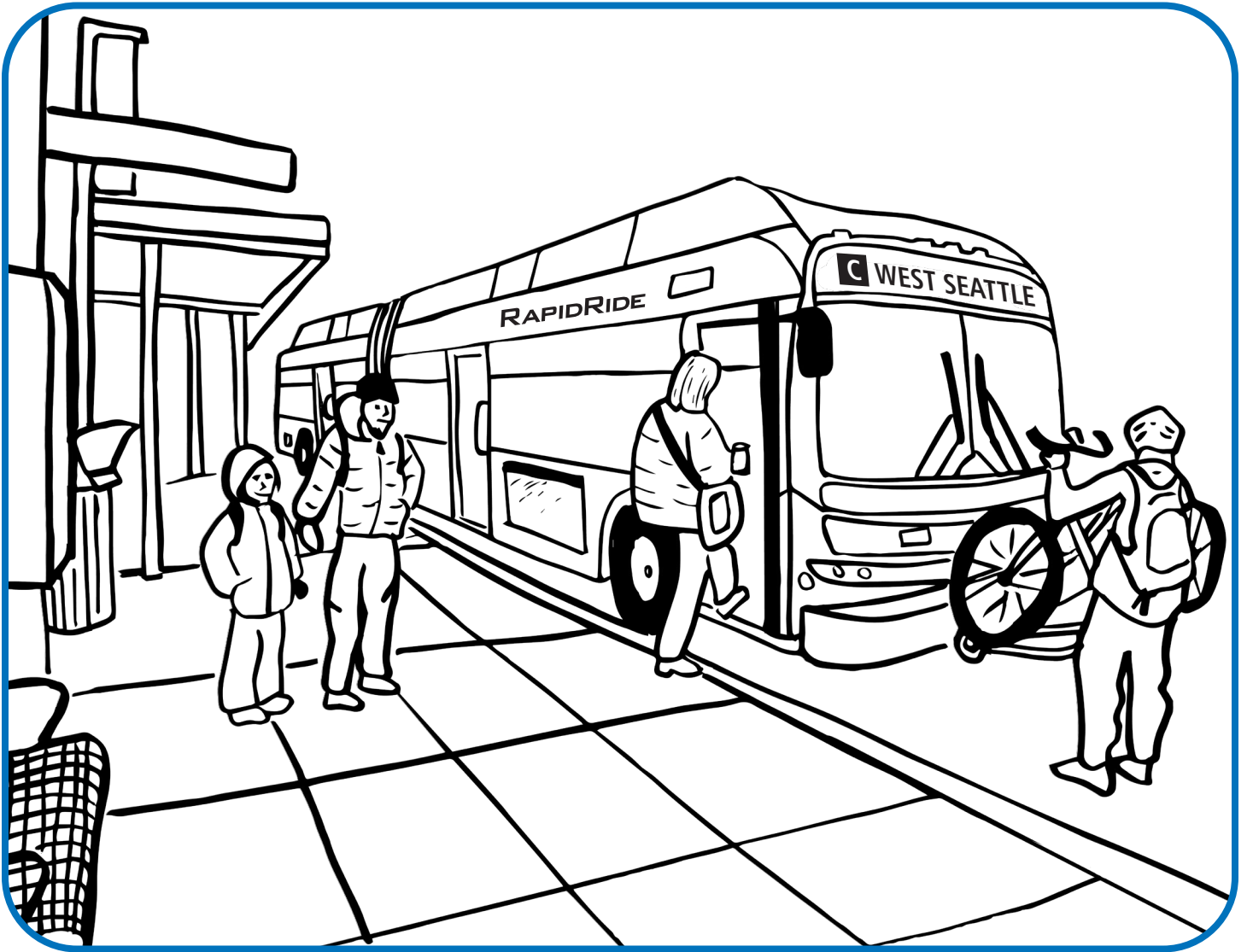


Name: \_\_\_\_\_

## WORKSHEET

# What Makes Transit Work

Label parts of the picture using words from the word bank at the bottom of the page.



bike rack  
bus stop  
bus route number

bus  
passenger  
windshield wipers

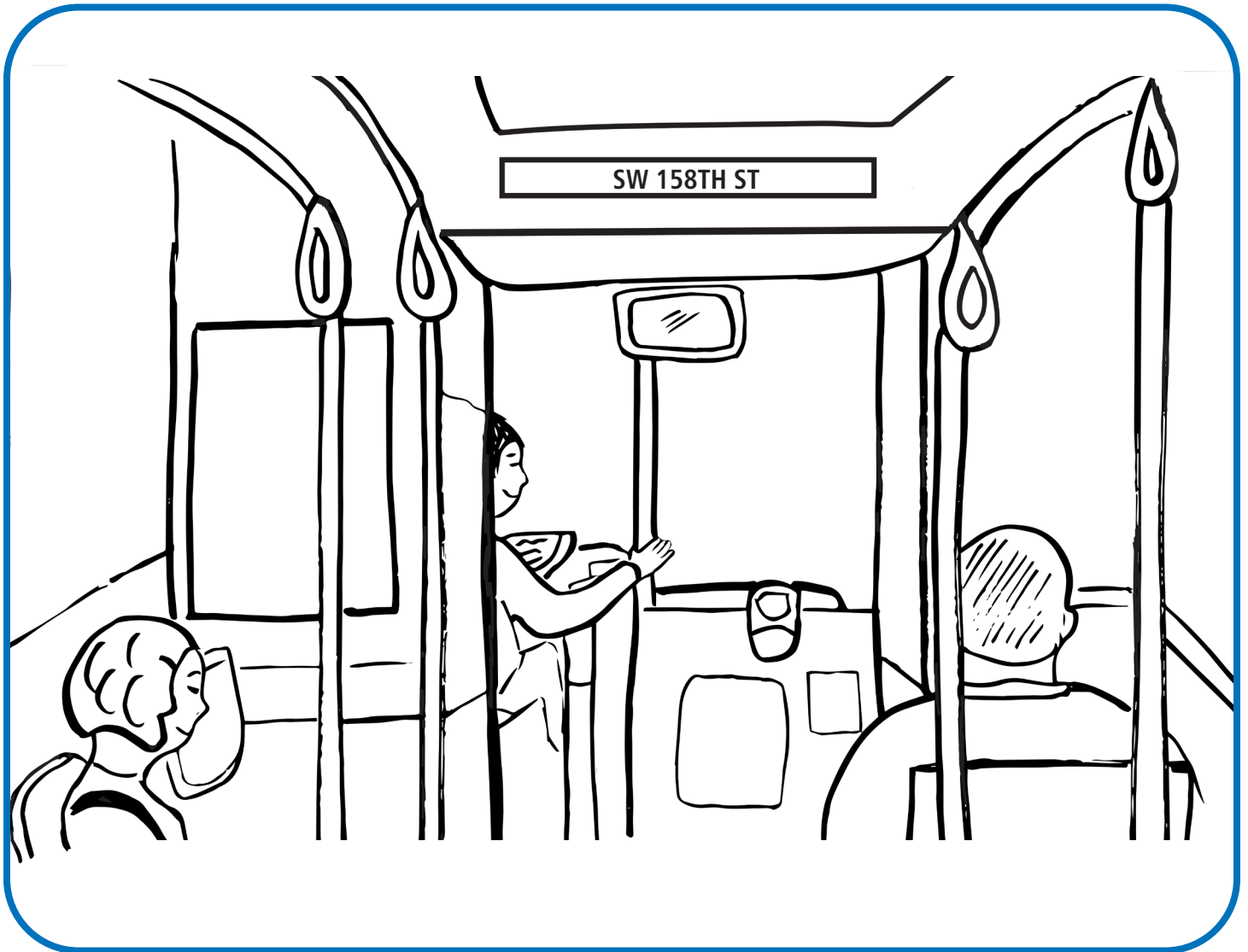


Name: \_\_\_\_\_

## WORKSHEET

# What Makes Transit Work

Label parts of the picture using words from the word bank at the bottom of the page.



"next stop" display  
ORCA card reader  
safety handle

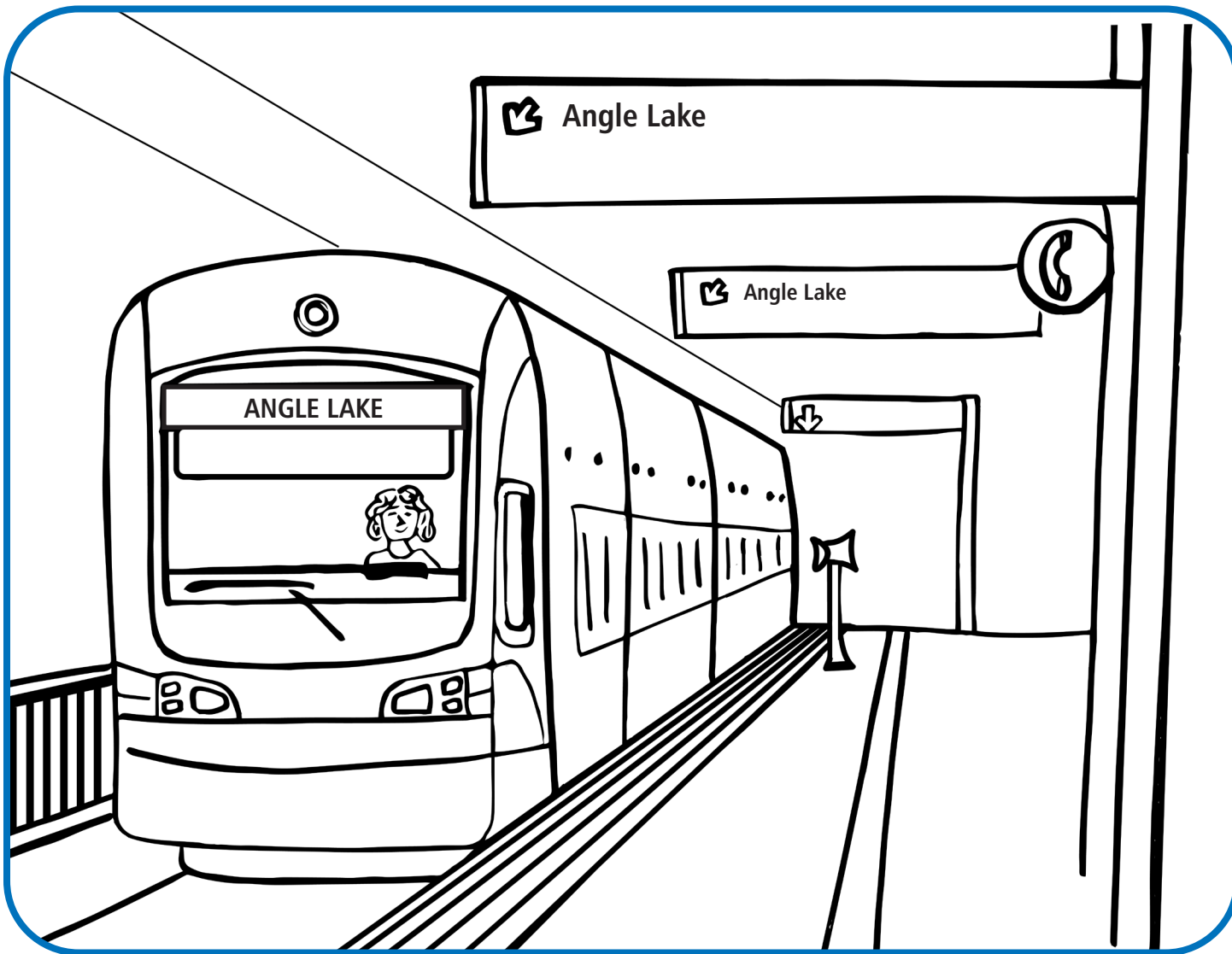
driver  
passenger  
seat

Name: \_\_\_\_\_

## WORKSHEET

# What Makes Transit Work

Label parts of the picture using words from the word bank at the bottom of the page.



destination sign  
driver  
passenger waiting zone

Link light rail train  
ORCA card reader  
train station



10000001

## EXTENSION ACTIVITY

# Create Your Own Bus Pass

In this extension activity, students will design their own alternative to an ORCA card to help them engage with and get excited to use public transit.

### Materials Required

- ◆ Printed blank ORCA cards
- ◆ Art materials

### Activity Outline

1. Students are encouraged to reimagine the ORCA card. Their goal is to design a new card that helps kids feel excited to ride the bus.
2. Students will design the ORCA cards using art materials of their choice.
3. Hold a brief group discussion asking students about their design choices.

Create Your Own Bus Pass Material - blank cards



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## EXTENSION ACTIVITY

# What Type of Transportation Should I Take?

(Grades 4–5)

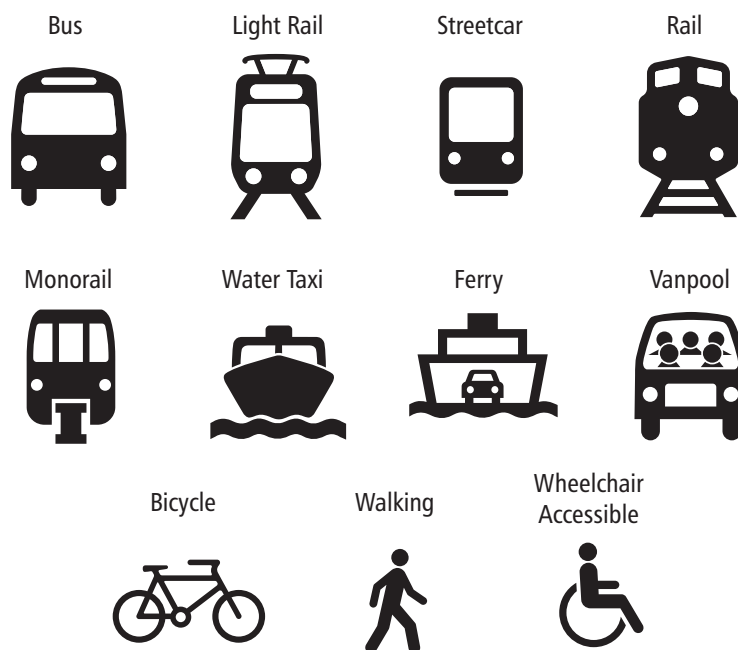
In this extension activity, students will compare multiple modes of transit and evaluate which is the best option for a given scenario.

### Materials

- ◆ Printed reference maps (one per group)
- ◆ Printed worksheets (one per student)

### Activity Outline

1. Split students into groups of 3–4. Pass out reference maps and worksheets to each group.
2. Ask students to evaluate the different modes of transit, identifying the potential advantages of each.
3. Students will then discuss the scenarios identified on their worksheets, using the reference map to help them identify the best mode of transit for each scenario.



Name: \_\_\_\_\_

## WORKSHEET

# What Type of Transportation Should I Take?

List some possible advantages of each type of transportation below:



Walking



Biking



Bus



Light Rail



Water Taxi

## What Type of Transportation Should I Take? (continued)

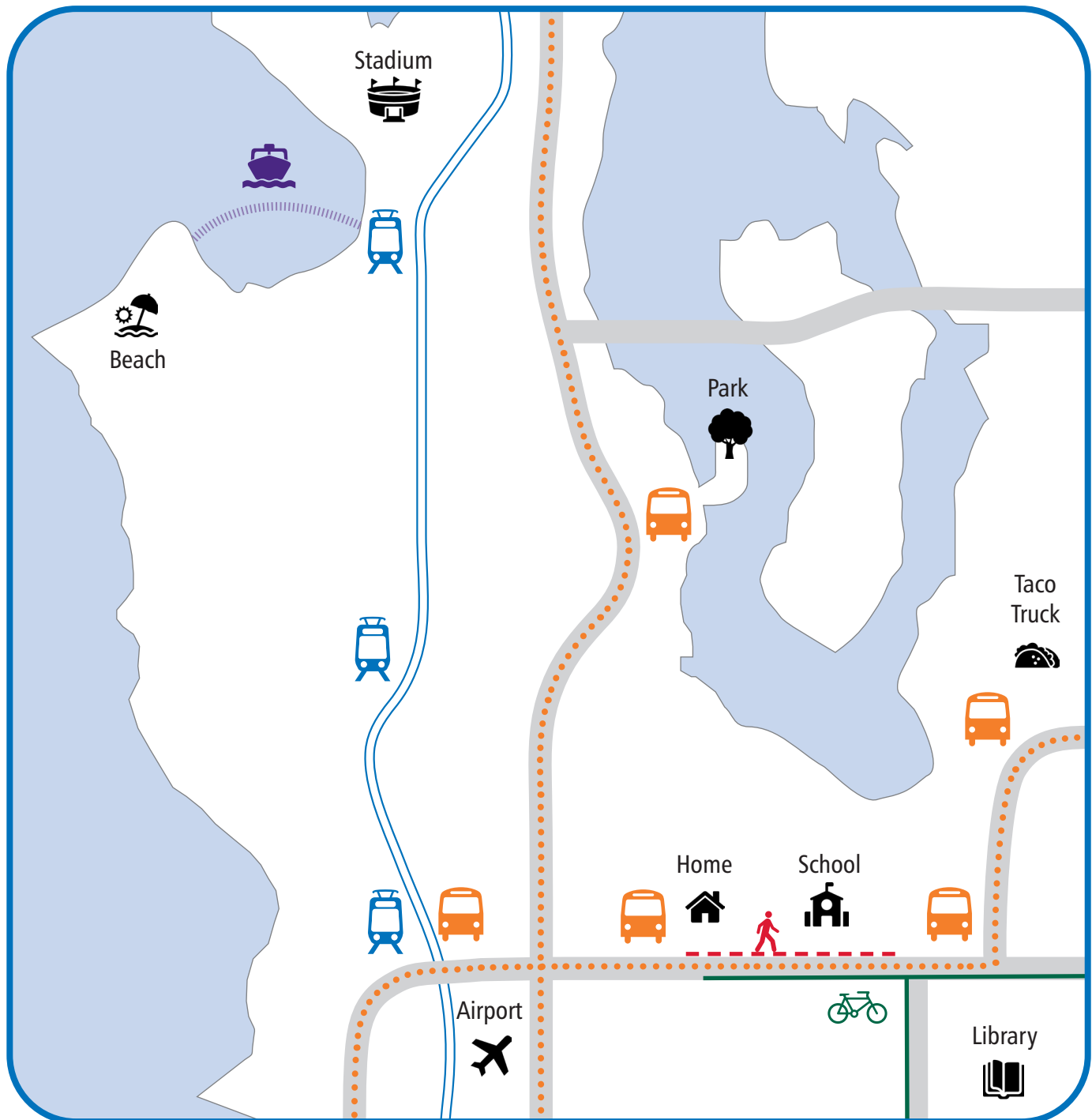
### Scenarios

For each of the following scenarios, look at the map provided and name the type of transportation you would use to get to your destination and briefly explain why you think it's the best choice.

1. You are at home and need to go to school.
2. You are at home and need to go to the store.
3. After school, you want to travel to the library.
4. Your family would like to go to a soccer game at the stadium. After, you will go get tacos from your local taco truck.
5. It's sunny out! You're at your local park, but you'd like to go to the beach.
6. Pick your own starting and ending location. Which modes will you use to get between them?

## ACTIVITY REFERENCE MAP

# What Type of Transportation Should I Take?



### KEY



Bus stop



Bus line



Link light rail stop



Link rail line



Water Taxi route



## EXTENSION ACTIVITY

# Design a New Type of Transit

*(Grades 4–5, 60 minutes)*

In this extension activity, students think critically about the role of transit in their communities. They contrast their new mode of transit with already existing modes, including buses, light rail, and water taxis.

### Materials Required

- ◆ Printed worksheets (one per student)

### Activity Outline

1. Encourage students imagine a new type of transportation for the transit system. Their role is to design something that performs a different role than buses, light rail, or water taxis.
2. Split students into design groups of 2–4.
3. Pass out worksheets; support students as they work through the design process.
4. End with a group discussion about their choices. Each group can informally present its design, explaining how it meets the needs they identified.

## WORKSHEET

# Design a New Type of Transit

Imagine King County Metro is adding a new type of transit to our transit system. As their engineer, you will need to design something that can help people move around the community. Remember, our transit system already has buses, light rail, and water taxis! Your design will need to do something different!

1. How do you think our transit system could be improved?

*Hints: Are there places that our transit system doesn't take us to? Think about other ways people can travel. Is something missing in our system?*

2. What kind of transit do you think could be a solution?

3. Where will your transit design take people?

4. How many people will it carry?

5. How is it different from a bus, light rail train, or water taxi?

## Design a New Type of Transit (continued)

6. Why should Metro consider adding your new transit design?

7. Add a drawing of your new transportation design below:



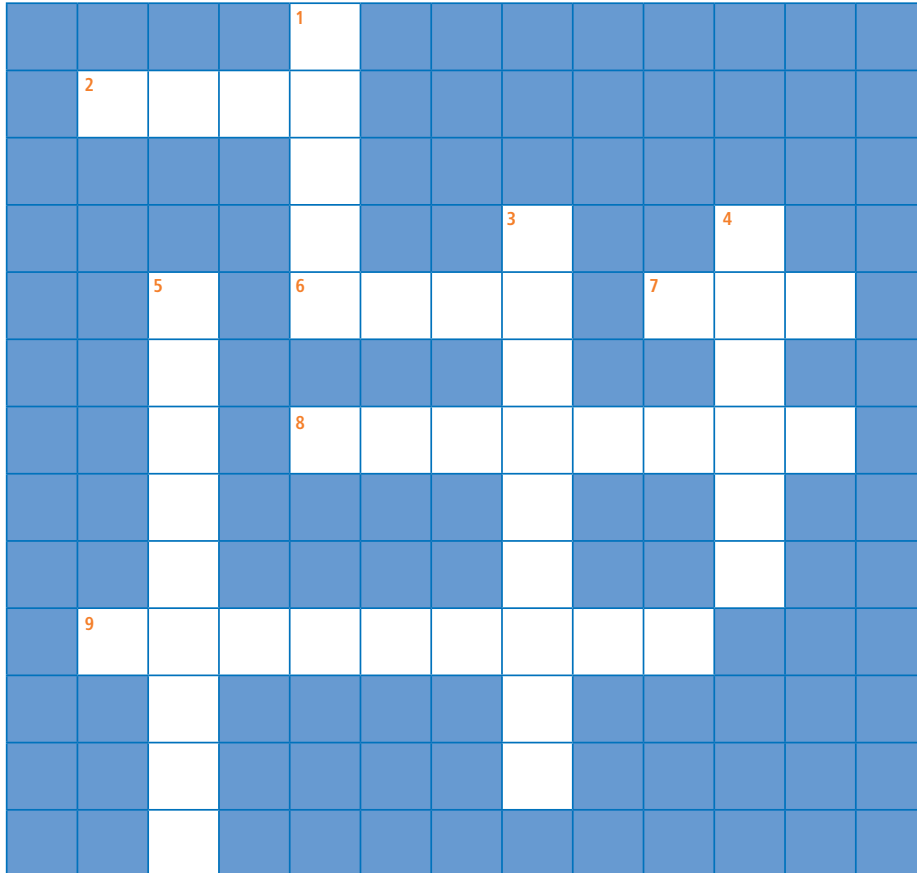
## EXTENSION ACTIVITY

# Transit Vocab Crossword Vocabulary List

- ◆ **Bus** – a large motor vehicle carrying passengers by road, typically on a fixed route.
- ◆ **Bus schedule** – A timetable showing when buses will arrive and depart.
- ◆ **Bus stop** – a place where a bus regularly stops, usually marked by a sign.
- ◆ **Crosswalk/walk signals** – an intersection or area of road where pedestrians are encouraged to cross/ a signal letting pedestrians know it is their turn to cross the road or intersection.
- ◆ **Depot** – a place where buses or trains are kept and maintained and from which they leave for service.
- ◆ **Fare** – the money a passenger on public transportation has to pay.
- ◆ **Ferry** – a boat for conveying passengers, bicycles, and sometimes cars across waterways.
- ◆ **King County Metro** – Metro is the leading public transit agency of King County.
- ◆ **Light rail** – a specialized railroad constructed for moving people within a community.
- ◆ **Operator/driver** – a person who operates the bus, train, or other public transportation.
- ◆ **ORCA** – a card that can be used to pay fare on many different transit systems, including King County Metro.
- ◆ **Passenger** – a traveler on public transportation other than the driver, pilot, or crew.
- ◆ **Pedestrian** – a person walking along a road.
- ◆ **Public transit** – buses, trains, subways, and other forms of transportation that move people, usually run on fixed routes, and are available to the public.
- ◆ **Water taxi** – a boat used to transport paying passengers across waterways.

## WORKSHEET

# Transit Vocab Crossword



### Down

- \_\_\_\_\_ is the leading public transit agency of King County.
- The \_\_\_\_\_ boats stop in Seacrest Park in West Seattle and take passengers across the water to downtown Seattle.
- \_\_\_\_\_ transit services can be found in many major cities and towns around the world.
- \_\_\_\_\_ is a specialized train that moves passengers quickly to their next destination.

### Across

- Riders 18 and younger can take transit for free. Adult transit passengers pay a \_\_\_\_\_ to travel.
- This fare payment card shares its named with an animal.
- Tap your ORCA card when you board the \_\_\_\_\_.
- When you plan a trip on public transportation be sure to check the bus or train \_\_\_\_\_.
- When crossing the street, always cross at a \_\_\_\_\_.

## EXTENSION ACTIVITY

Name: \_\_\_\_\_

# Transit Near You

Time to look around where you live! With your family, friends, or a trusted adult, go for a walk around your community. Then, answer the following questions:

1. What kinds of transit do you see around your community? Don't forget to look for people on sidewalks and in bike lanes.
2. Are there bus stops or light rail stations near you? If so, how many?
3. If there are bus stops near you, can you find which bus routes go to each stop?
4. Where are some places you could walk or bike to?
5. Where are some places you could take the bus? *You can ask an adult or friend if you are not sure.*

# Transit Near You

Time to look around where you live! King County Metro has a system map that shows the different kinds of transit in our community.

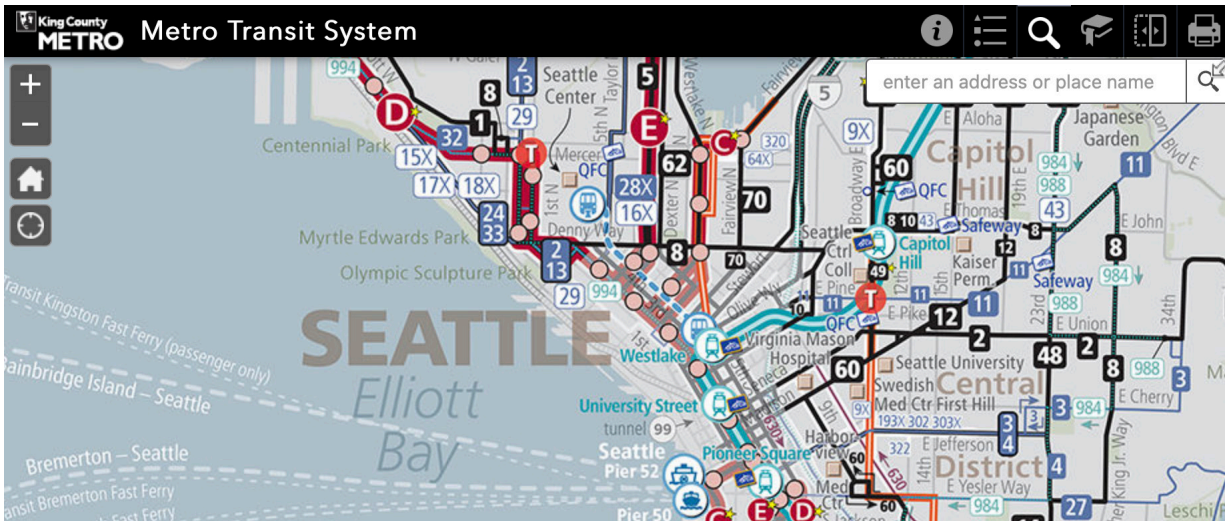
With a friend or family member, go to [kingcounty.gov/depts/transportation/metro/schedules-maps/maps/system.aspx](http://kingcounty.gov/depts/transportation/metro/schedules-maps/maps/system.aspx) and click on the blue button that says "Open map viewer."



Scan to go to King County System Maps



Enter your address, or your school's address, into the search bar at the top right of the page to explore an area near you.



## Transit Near You (digital activity continued)

Zoom in and look at the map near your community. You will see bus routes as numbers or letters and the Link light rail as a big blue line. If it seems confusing, don't worry! We have a lot of transit options in our area, and they sometimes share the same space. Try your best to answer the following questions:

1. What kinds of transit are close to where you live? Are there other kinds of transportation that you don't see on this map?
2. What bus routes are closest to you?
3. Try following one of the bus routes around the map by looking for the same number or letter connected by a line. Which bus route did you pick? Where does it go?
4. Where is someplace you could go by taking a bus or light rail near you?



## SUPPORTING RESOURCES

# Plan Your Ride Resource Guide



### 1. Get an ORCA Card

Youth 18 and younger can sign up online for a Free Youth Transit Pass (Youth ORCA card). Visit [FreeYouthTransitPass.com](https://www.kingcounty.gov/transportation/metro/free-youth-transit-pass).



If you don't qualify for the Free Youth Transit Pass there are many ways you can purchase an ORCA card:

- ◆ **Online:** for adult, youth and senior ORCA cards visit [myORCA.com](https://www.myORCA.com)



*Scan to order ORCA card.*

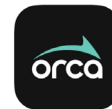
- ◆ **In person:** outlets, vending machines and customer service offices visit [myORCA.com/where-to-buy](https://www.myORCA.com/where-to-buy)



*Scan to find locations to purchase ORCA card.*

**Phone:** 888-988-6722

- ◆ **Get the myORCA app:** Manage your account from anywhere 24/7. The app is available on Apple iOS and Google Play Store.



### 2. Plan Your Trip Tools

- ◆ To look up specific routes, go to [King County Metro schedules and maps](https://www.kingcounty.gov/transportation/metro/schedules-and-maps)



*Scan to look up transit routes.*

- ◆ To plan a trip, go to [tripplanner.kingcounty.gov](https://www.kingcounty.gov/transportation/metro/tripplanner)



*Scan to plan a trip.*

- ◆ You can also use other apps to plan your trip:



Google Maps



One Bus Away



Transit app

### 3. Riding the bus

#### Boarding:

- ◆ If you have an ORCA card, have it ready. If you are 18 years old or younger you can also use a student or government ID, or just get on board.
- ◆ Make sure you are at the correct bus stop going in the correct direction.
- ◆ When the bus arrives, it will have its route number or letter and destination displayed on the front and side. Many different routes can come to one bus stop, so be sure to board the correct one!
- ◆ When you enter, there will be an ORCA card reader machine next to the bus driver. Tap your card and board the bus! If you are 18 or younger and don't have your ORCA card, you can show your ID or if you do not have an ID you may just board the bus.
- ◆ If you need to secure your bike to the front of the bus, make sure the driver sees you before using the rack.
- ◆ If you need to access priority seating, it is found near the front doors. If you need assistance with accessible seating, notify the driver.



#### Exiting:

- ◆ When you want to let the bus driver know your stop is next, pull the yellow stop cable that runs along both sides of the bus by the window, or press a red stop button on a pole.



- ◆ Once the bus comes to a complete stop, you may exit.
- ◆ Exit from the back of the bus when possible. If you need to use the doors by the front of the bus, that is okay too.
- ◆ If you are going to unload a bike from the bike rack at the front of the bus, make sure the driver sees you and knows you are unloading your bike.

## 4. Riding Link light rail

### Boarding:

- ◆ If you have an ORCA card, have it ready. If you are 18 years old or younger you can also board with your student or government ID, or just get on the train.
- ◆ If you are using an ORCA card, find a yellow machine and tap on before entering the station. If you do not have an ORCA card, you may just board the train. If you have one, you may be asked to present an ID to transit employees while on board.



- ◆ Know which direction you need to travel so you can go to the correct platform. (Northgate travels North and Angle Lake travels South).
- ◆ Look for signs or listen for overhead announcements that tell you when the next train is arriving.
- ◆ If you have a bike or large luggage, identify the appropriate place in the train car for your items so that they are not in the way of other passengers.
- ◆ If you need to access priority or accessible seating, it is found near the doors.

### Exiting:

- ◆ As your stop approaches, make your way towards the doors. The speakers will announce which side of the train the doors will open on.
- ◆ After the train comes to a full stop and the doors open, you may exit.
- ◆ Get off at your station and follow signs for which cross streets the exit leads to.
- ◆ Tap your ORCA card once you exit the station.

## SUPPORTING RESOURCES

# Frequently Asked Questions

For more FAQs, visit [FreeYouthTransitPass.com](http://FreeYouthTransitPass.com).

### Can I bring a bike on the bus or Link light rail?

Yes, you can bring a bike on the bus or the light rail. The bus has spots on the front of the bus for you to secure your bike. Make sure the driver sees you before using the rack. The light rail has spaces inside the train cars to hang your bike so that they are out of the way. To learn more, visit King County Metro [Bikes & Transit](#) or [Sound Transit Bring your bike](#).



### Can I eat on the bus or light rail?

No, please refrain from eating on public transit. You may drink from a covered beverage. Drinking alcohol is not permitted. You are permitted to eat outside of light rail stations and while waiting for buses. If you want more information, please read Metro's Code of Conduct at [metro.kingcounty.gov/safety](http://metro.kingcounty.gov/safety).



### What do I do if I witness something unsafe on public transit? Who do I tell if I am being harassed?

#### Bus:

- ◆ If you see or experience a problem, please **tell the driver**. The role of the bus driver is that of a peacekeeper and not an enforcer. However, they can help determine what actions to take.
- ◆ You can also call **transit police** at 206-296-3311 or call 911.
- ◆ In every case make sure you know your **route number, bus number, where your bus is currently, and where on the bus the problem is located**.

#### Link light rail:

- ◆ If you see or experience a problem on the Link light rail you can **alert security** if you see them on the train or on the platform. Transit security officers wear uniforms with dark green tops labeled "Transit Security".
- ◆ Platforms and trains have emergency intercom buttons that you can use to contact someone. See picture.
- ◆ You can also call or text **Sound Transit Security** at 206-398-5268.
- ◆ When you are reporting a problem, include the car number of the train you are riding in. It is located high on the wall at either end of the car. Include the direction that you are traveling in and your last stop. The text messages and phone line are monitored 24 hours a day.



## If I have a disability, what are my additional transit options?

Whether it is taking a bus, planning a trip, or trying out one of our many Rideshare programs, Metro is committed to providing equal access to all its services.

To learn more about your transit options, contact [Accessible Services](#). Please call 206-553-3000 to be connected to a customer representative who can best support your transportation needs.

Transit Instruction is available to individuals with disabilities and seniors. To learn more about this free training service call 206-749-4242 or visit [Transit Instruction](#).

## How do I get an ORCA card?

If you are 18 years or younger you qualify for the Free Youth Transit Pass. As of September 1, 2022 all youth can take public transit for free thanks to Move Ahead Washington. For more information, visit [FreeYouthTransitPass.com](#). If you do not have an ORCA card, you can show your current school ID, or any other ID that can verify age. If you do not have an ORCA card or ID and are under 19 years of age you can still ride for free.



If you are older than 18, you can go to [myORCA.com](#) to get more information or use the resource guide to help you get an ORCA card.

## Can I use my ORCA card and then pass it to someone else who does not have one?

No. To ride for free, each rider 18 and younger must either use their own ORCA card, show their student ID, or just get on board. Adults 19 and older must pay their own fare.

## What should I do if I lose my ORCA card?

If you do not have a myORCA.com account, order a new Youth ORCA card for free at [myORCA.com/buy-online](#).

If you have a myORCA.com account, log into your account. In the “My Cards” menu, click “Replace Card”, then select the card you wish to replace.

While you are waiting for your new card in the mail, you can still ride for free by showing your student ID or just getting on board.

## Can I use my ORCA card on the ferries?

You can use an ORCA card to ride the King County Water Taxi. Please visit the website for more information regarding schedules and routes: [kingcounty.gov/depts/transportation/water-taxi.aspx](#).

Youth 18 and younger also ride for free on Kitsap Transit Fast Ferries and Washington State Ferries as a walk-on passenger. You can use your ORCA card or get a free ticket at a ticket booth. Teenagers driving a vehicle need to pay the fare.



## Where can I use my ORCA card to ride for free?

You can use your ORCA card to ride for free on participating ORCA agencies. This includes, but is not limited to, King County Metro, Sound Transit, Community Transit, Everett Transit, Kitsap Transit, Pierce Transit, Seattle Streetcar, the King County Water Taxi, Washington State Ferries, and the Seattle Monorail. To learn more, visit [FreeYouthTransitPass.com](#).



Once you turn 19 years old you can load money or passes onto your ORCA card to pay your transit fares on any of these services.

## SUPPORTING RESOURCES

# Glossary

**Accessible:** when a place, type of transportation, or event is easy to get to, especially for people who have a disability.

**Arrival:** when you get to the place you are traveling to.

**Atmosphere:** the layer of air and gases that surround Earth and extend into space.

**Board:** to get onto a bus, train, or other form of transportation.

**Bus:** a large motor vehicle carrying passengers by road, typically on a fixed route.

**Bus schedule:** a list of times showing when buses will arrive and depart.

**Bus stop:** a place where a bus regularly stops, usually marked by a sign.

**Climate:** the weather conditions in a certain area over a long period of time; can include regular seasonal changes.

**Climate change:** the change in regional and global weather patterns over time.

**Code of conduct:** a set of rules that members of a business, school, organization, or service follow to make sure everyone is upholding the values of that community.

**Crosswalk:** an intersection or area of road where pedestrians are encouraged to cross/a signal letting pedestrians know it is their turn to cross the road or intersection.

**Departure:** leaving a place to go on a trip.

**Depot:** a place where buses or trains are kept and maintained and from which they leave for service.

**Destination:** the place to which people travel or send goods.

**Electrification:** the conversion of a machine or system to the use of electrical power.

**Emissions:** substances released into the air due to burning or making something.

**Fare:** the money a passenger on public transportation pays to ride.

**Ferry:** a boat for carrying passengers, bicycles, and sometimes cars across waterways.

**Fossil fuels:** energy-rich substances formed from the remains of organisms that lived millions of years ago and have been buried underground; examples include oil, natural gas, and coal.

**Global warming:** the increase in average global temperatures over time due to burning fossil fuels and releasing buried carbon into the atmosphere.

**Greenhouse effect:** the increase in air temperature due to the sun's energy getting trapped in the atmosphere.

**Greenhouse gas:** a gas, such as carbon dioxide or methane, that reflects some of the sun's energy back to earth and causes earth's temperatures to rise.

**King County Metro:** Metro is the Puget Sound region's largest public transit agency.

**Link light rail:** a specialized railroad and train cars for moving people within the community.

**Operator:** a person who operates, or drives, the bus, train, or other public transportation.

**ORCA card:** a card that can be used to pay fare on many different transit systems, including King County Metro.

**Paratransit:** specialized vehicles used to transport people with disabilities.

**Passenger:** a traveler on public transportation other than the driver, or crew.

**Pedestrian:** a person walking along a road.

**Public transit:** buses, trains, subways, and other forms of transportation that move people, usually run on fixed routes, and are available to the public.

**Route:** the path that a bus, train, or other form of transportation follows from one point to another.

**Safety:** the rules, procedures, and behaviors used to help everyone feel secure and welcome.

**Timetable:** a list of the times that buses, trains, and other forms of transportation are predicted to arrive at stops along their route.

**Transfer:** when passengers switch from one transit vehicle or route to another.

**Water taxi:** a boat used to transport passengers across waterways.

**Weather:** the day-to-day conditions of the atmosphere that affect a specific place; especially temperature, cloudiness, and rainfall.

# What Type of Transportation Should I Take?

List some possible advantages of each type of transportation below:

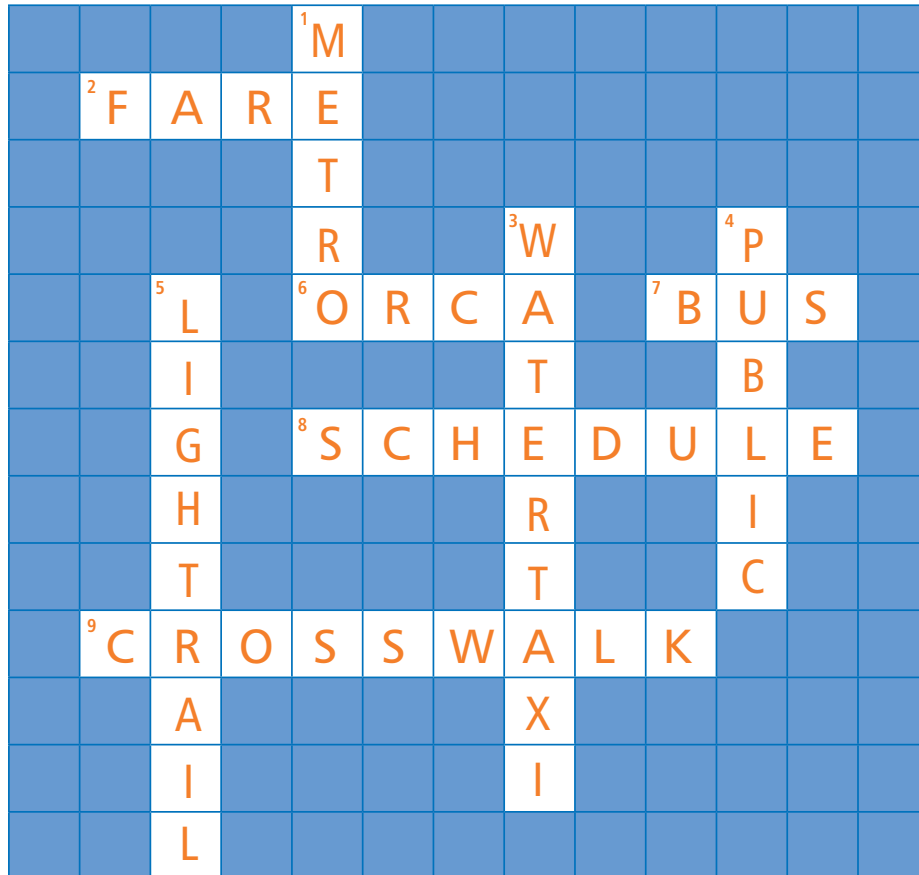
- ◆ Walking  
*Good for short distances, good exercise. The answers will vary.*
- ◆ Biking  
*Good exercise, faster than walking. The answers will vary.*
- ◆ Bus  
*Free for youth in King County, can cover longer distances, reduces traffic. The answers will vary.*
- ◆ Link light rail  
*Free for youth in King County, faster than buses or bikes, can cover long distances. The answers will vary.*
- ◆ Water Taxi  
*Great views, connects areas separated by water. The answers will vary.*

## Scenarios

1. You are at home and need to go to school.  
*Walk or bike if close by. Bus or maybe light rail if further. The answer for why will vary.*
2. You are at home and need to go to the store.  
*Bus or maybe light rail. The answer for why will vary.*
3. After school, you want to travel to the library.  
*Walk or bike if close by, Bus. The answer for why will vary.*
4. Your family would like to go to a soccer game at the stadium. After, you will go get tacos from your local taco truck.  
*Bus, maybe light rail. The answer for why will vary.*
5. It's sunny out! You're at your local park, but you'd like to go to the beach.  
*Bus. The answer for why will vary.*
6. Pick your own starting and ending location. Which modes will you use to get between them?  
*Combinations will vary. The answer for why will vary.*



# Transit Vocab Crossword



### Down

1. \_\_\_\_\_ is the leading public transit agency of King County.
3. The \_\_\_\_\_ boats stop in Seacrest Park in West Seattle and take passengers across the water to downtown Seattle.
4. \_\_\_\_\_ transit services can be found in many major cities and towns around the world.
5. \_\_\_\_\_ is a specialized train that moves passengers quickly to their next destination.

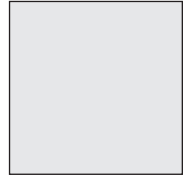
### Across

2. Riders 18 and younger can take transit for free. Adult transit passengers pay a \_\_\_\_\_ to travel.
6. This fare payment card shares its name with an animal.
7. Tap your ORCA card when you board the \_\_\_\_\_.
8. When you plan a trip on public transportation be sure to check the bus or train \_\_\_\_\_.
9. When crossing the street, always cross at a \_\_\_\_\_.

## TEACHER TOOLS

# Video and Presentation Slides: Module 1

The QR code to the right will connect you to an informational video and a deck of presentation slides. The information can also be found online at [\(HOLD FOR WEBSITE\)](#). Both sets of materials can be used to support the activities and discussions laid out in this module.



### Key messages

- ◆ King County Metro is the Puget Sound region's largest public transportation agency. Metro provides bus, paratransit, rideshare, Metro Flex, and water taxi services, and operates Seattle Streetcar, Sound Transit Link light rail, and some Sound Transit Express bus services.
- ◆ Riding public transit is an affordable and easy way to get around your community. There are many tools and apps available to help you plan transit trips.
- ◆ ORCA cards are used by community members in the Puget Sound region to access transit. The ORCA card is an efficient way for adults to pay fares and transfer seamlessly.
- ◆ In Washington State, youth 18 and younger can ride most transit for free! Riders age 13 and older are encouraged to use their Youth ORCA card or show the driver their current high school or middle school student ID. Youth who do not have one of these can still ride for free; just get on board.

### Vocabulary

- ◆ Arrival
- ◆ Departure
- ◆ Link light rail
- ◆ ORCA card
- ◆ Public transit
- ◆ Route

## Video

The educational video is approximately 6 minutes long and is designed as a supplemental tool to help facilitate class discussions and activities. The goal is to introduce students to King County Metro and other local transit services, such as Link light rail. This video can be used by itself or in conjunction with the presentation slides for further class discussions.

### Instructor notes

The video will offer opportunities to pause for class discussions or actions. Note, the following icons will appear in the order provided when there is an optional pause opportunity:



**Class discussion:** What types of public transit have you used or seen? Where were you going?



**Thought activity:** Give students a moment to imagine what it would be like to ride the bus. If there is time, they can share some of the things they thought about.

After watching the video, you may opt to facilitate further class discussions using the Presentation Slides.

## Presentation slides

The slides are designed as a supplemental tool to help facilitate class discussions and activities. The goal is to introduce students to the King County Metro Youth Mobility Program. These slides can be used on their own or in conjunction with the video.

### Instructor notes

After sharing the slides with your class, you may opt to facilitate further class discussions or use any of the activities included in this module.

After exploring the video, slides, and module activities with your classes you may want to check out the other module packets. There are three modules in total:

- ◆ Module One: Get to Know Metro
- ◆ Module Two: Safety and Riding Right
- ◆ Module Three: Sustainability and Community Connections