

# Get to Know Metro

## SECONDARY MODULE 1

Grades 6–12



## Overview

Everything you need to introduce students in grades 6–12 to the basics of public transit ridership. Includes a differentiated lesson plan, example activities, and a supporting PowerPoint and video.



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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. More transit ridership leads to:

- ◆ Cleaner air and water
- ◆ Reduced traffic on local roadways
- ◆ Deeper community connections and increased economic, academic, and social 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

Secondary students are beginning to have independence to travel to school, jobs, internships, and social events. The focus of the modules is to give them the tools to successfully navigate different forms of public transit and help students feel safer using public transit, leading to long-term increases in ridership.

**Secondary Module 1: Get to Know Metro** is an introduction to public transit for grades 6–12 students. In this module, they will learn the logistics needed to ride the bus or Link light rail, learn how to read bus and light rail schedules, and practice planning a trip using different tools.

**Secondary Module 2: Safety and Riding Right** focuses on safety considerations for students traveling alone and in groups. Module 2 will have students identify elements of transit that may make them feel uncomfortable, think about ways to alleviate these feelings, and discuss tools King County Metro has available to encourage respectful riding and report concerns.

**Secondary 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. This module will connect students to ideas and goals around environmental sustainability, climate change, and access to transit.

# Student Outcomes

By the end of Module 1, students in grades 6–12 will:

- ◆ Know how to obtain and use an ORCA card.
- ◆ Understand how to read bus and light rail schedules.
- ◆ Be able to find resources to help answer future questions about public transit.
- ◆ Know how to plan a trip using different scheduling tools including digital apps.



## PLANNING GUIDE

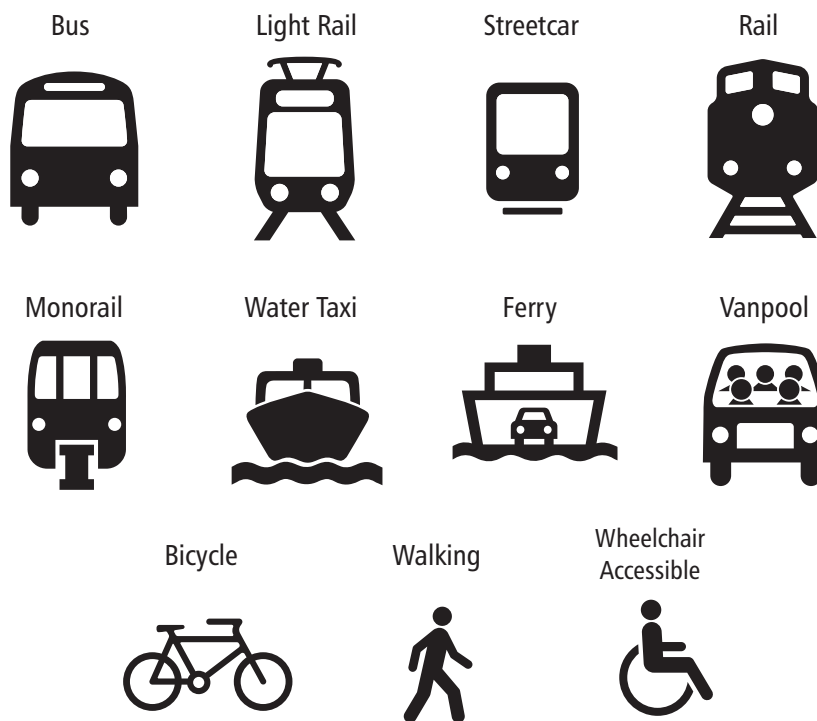
# How to Use this Module

This module is designed for two 45-minute classes or one 75-minute class with a focus on flexibility for the needs of your classroom.

In the primary activity for this module, students will use bus and light rail schedules to answer questions on the after on worksheet, then use this knowledge to plan their own trip. To help students prepare for this activity, 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? Do they know how to get an ORCA card? Do they know how to use the ORCA card?
- ◆ Do my students live near public transportation options?
- ◆ How often, if at all, do my students already ride transit by themselves, with friends, with family?
- ◆ Do my students know what resources are available that help you use public transportation?
- ◆ Do my students know how to trip plan?
- ◆ Do my students have access to technology?







## PRIMARY ACTIVITY

# Plan Your Trip

(Grades 6–12, 15–20 minutes)

### Practice Using Transit Tools

In this activity, students use route guides and schedules to help them answer questions about public transit. They will practice reading and understanding bus routes and schedules.

### Materials

- ◆ Plan Your Trip worksheets
- ◆ Route maps
- ◆ Route schedules

### Learning Prerequisites

- ◆ Students should be familiar with basic map features and reading maps.
- ◆ Students should know basic transit vocabulary and transit options.
- ◆ Students should be familiar with the How To Ride sequence (see [Teacher Tools](#))

### Activity Outline

1. After reviewing the introductory PowerPoint and/or video, give students the Plan Your Trip worksheet and resources. The middle school worksheet utilizes the route 8 and 56 maps, and the Link light rail schedules. The high school worksheet requires the routes 1, 8, and 36 maps and the schedules for routes 56, 578, and the Link light rail.
2. Give students around 10 minutes to complete their activity either individually or in pairs.
  - a. The first set of questions focus on identifying different parts of the map and the schedules that help them to better understand these resources.
  - b. The advanced questions focus on practical applications of these skills by asking students to read and apply their knowledge.

Instructor note - some students might have difficulty tracking the train/bus between stops. This is a skill that might take practice.

3. Follow the activity with a class discussion, or have students discuss in small groups. Possible discussion questions are listed below.
  - ◆ What is challenging about reading the route guides?
  - ◆ What information do you need to feel more confident in understanding this resource?
  - ◆ How did it feel to plan a trip with just a schedule and no technology?
  - ◆ Do you feel more comfortable using these trip planning tools?

### Additional Follow-up Questions

- ◆ How would planning your trip be different if you were on a computer or phone?
- ◆ Where can you find this information if you do not have access to technology?
- ◆ Do you feel more confident in planning a trip and understanding bus routes?



## Plan Your Trip

To plan a trip effectively you should know all of the tools available. This activity will highlight how you can use route maps and schedules to plan a trip.

### Part 1: Understanding a Bus Route (Route 8)

1. What does the T on the bus route mean?
  - a. How many Ts do you see on the map?
  - b. How many different routes can you access from Route 8?
  
2. Name two landmarks on this map.
  - a. What is one thing on this map that will help you navigate?



## Plan Your Trip (continued)

### Part 2: Understanding the Bus and Link Light Rail Schedules

1. Looking at Route 56 bus schedule, how many times does the bus stop at Downtown Seattle between 3 p.m. and 6 p.m.
  - a. What is the stop number of Alki?
  - b. Approximately how long does it take for the bus to go from Downtown Seattle to Alki?
  
2. Looking at the southbound light rail schedule. How many stops are between Capitol Hill Station and Stadium Station?
  - a. You are going to a Mariners' game at 2 p.m. If you get on the Link light rail at Westlake Station at 1:25 p.m. going to Stadium Station, will you make it to the Mariners' game before it starts at 2 p.m.?

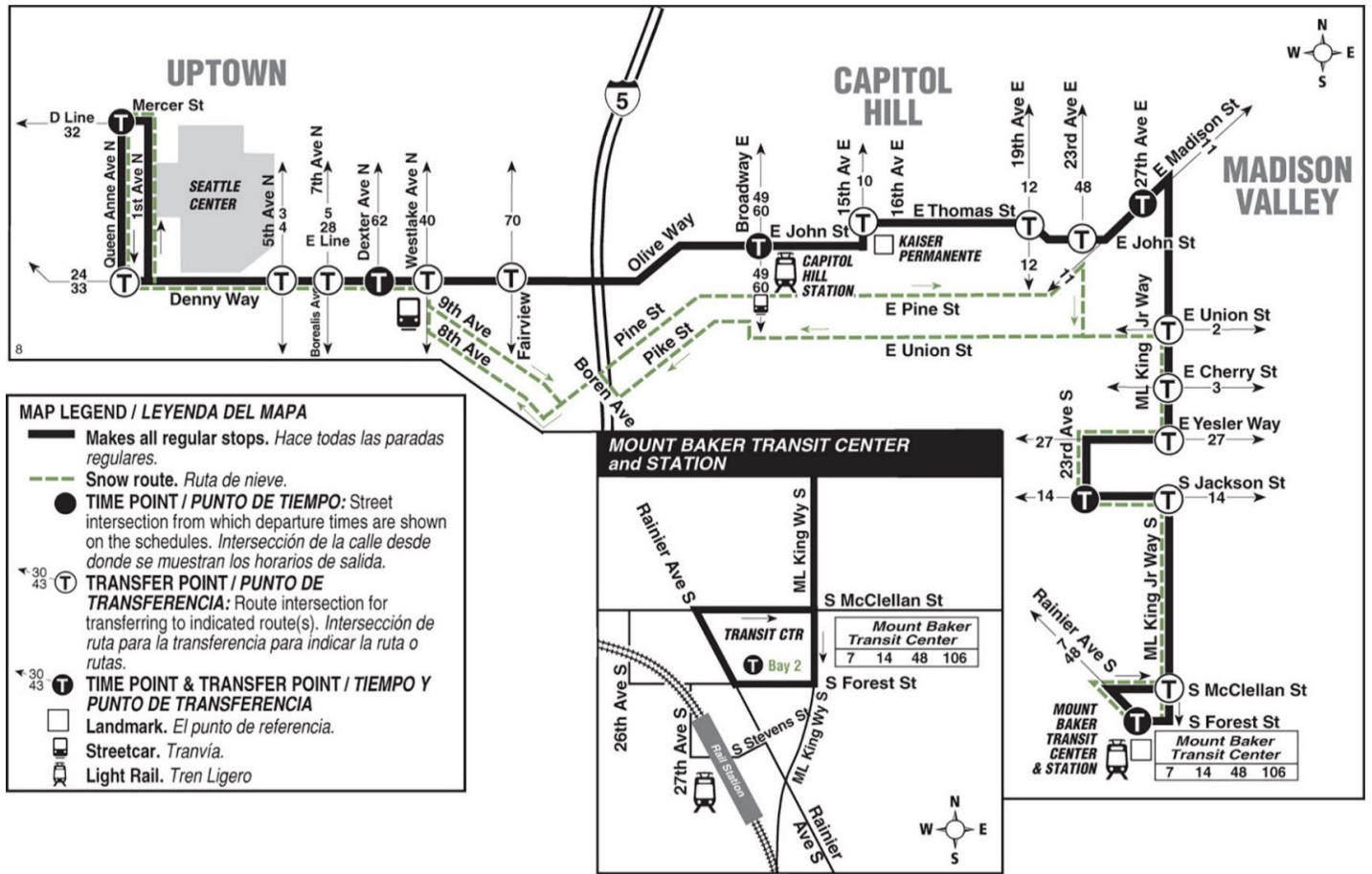
# Plan Your Trip Material - Route Maps

All routes can be found at the King County Metro website:  
[kingcounty.gov/en/dept/metro](http://kingcounty.gov/en/dept/metro)



## Part 1: Choosing a Bus Route

### Route 8 Map



## Plan Your Trip Material - Route Schedules

### Part 2: Understanding Bus and Link Light Rail Schedules

#### Route 56 Schedule

##### Monday – Friday: To Alki, Alaska Junction

 Change Direction



Route	Downtown Seattle 3rd Ave & Pike St STOP #431	Admiral District SW Admiral & California Ave SW STOP #15540	Alki Alki Ave SW & 61st Ave SW STOP #14960	Genesee Hill 55th Ave SW & SW Dakota St STOP #39530	Alaska Junction Bay 2 STOP #31811
56	3:00 b	3:22 †	3:29 †	---	---
57	3:30 b	3:55 †	---	4:04 †	4:10 †
56	4:00 b	4:22 †	4:30 †	---	---
57	4:10 b	4:38 †	---	4:47 †	4:53 †
56	4:20 b	4:44 †	4:52 †	---	---
57	4:45 b	5:13 †	---	5:22 †	5:28 †
56	5:00 b	5:24 †	5:32 †	---	---
57	5:10 b	5:38 †	---	5:47 †	5:53 †
56	5:25 b	5:49 †	5:57 †	---	---
57	5:45 b	6:13 †	---	6:22 †	6:28 †

† Estimated time

#### Link Light Rail Southbound Schedule (via Sound Transit)

Capitol Hill Station	1:12 p.m.	1:22 p.m.	1:32 p.m.	1:42 p.m.	1:52 p.m.	2:02 p.m.	2:12 p.m.
Westlake Station	1:15 p.m.	1:25 p.m.	1:35 p.m.	1:45 p.m.	1:55 p.m.	2:05 p.m.	2:15 p.m.
University St Station	1:17 p.m.	1:27 p.m.	1:37 p.m.	1:47 p.m.	1:57 p.m.	2:07 p.m.	2:17 p.m.
Pioneer Square Station	1:18 p.m.	1:28 p.m.	1:38 p.m.	1:48 p.m.	1:58 p.m.	2:08 p.m.	2:18 p.m.
Int'l Dist/Chinatown Station	1:20 p.m.	1:30 p.m.	1:40 p.m.	1:50 p.m.	2:00 p.m.	2:10 p.m.	2:20 p.m.
Stadium Station	1:22 p.m.	1:32 p.m.	1:42 p.m.	1:52 p.m.	2:02 p.m.	2:12 p.m.	2:22 p.m.

## Plan Your Trip

*(Advanced)*

To plan a trip effectively you should know all of the tools available. This activity will familiarize you with different methods of planning a trip for you, your friends, or your family. Please refer to each section's resources to answer the following questions.

### Part 1: Choosing a Bus Route

1. You want to go from Pike Place Market to Rainier Beach. What route would you take?
  
  
  
  
  
  
  
  
  
  
2. You were shopping on Capitol Hill, but need to meet back up with friends at Seattle Center. What route would you take?

### Part 2: Understanding the Bus and Link Light Rail Schedules

1. It is 4 p.m. on a Tuesday and you just finished going to the Seattle Art Museum and now want to have a relaxing evening on Alki Beach. You know that you need to take Route 56 and that you need to get the bus on the corner of 3rd Ave and Pike Street.
  - a. When does the next bus come?
  
  
  
  
  
  
  
  
  
  
  - b. Approximately what time will you arrive at Alki beach?





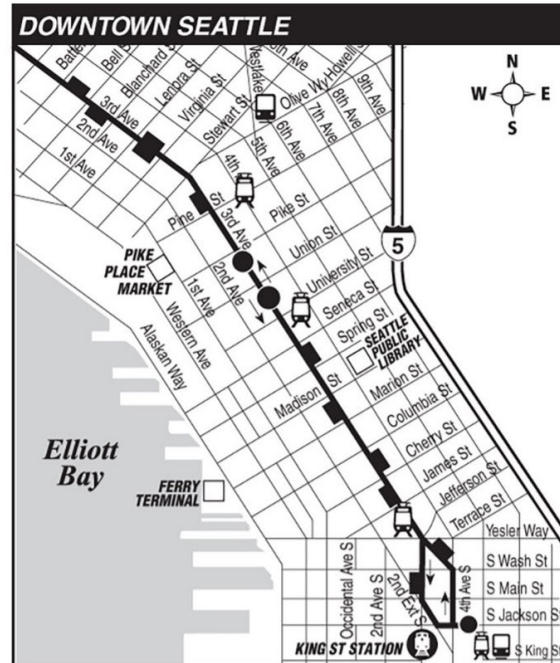
## Plan Your Trip Material - Route Maps

All routes can be found at the King County Metro website:  
[kingcounty.gov/en/dept/metro](http://kingcounty.gov/en/dept/metro)



### Part 1: Choosing a Bus Route

#### Route 1



#### MAP LEGEND / LEYENDA DEL MAPA

- Makes all regular stops. *Hace todas las paradas regulares.*
- Snow route. *Ruta de nieve.*
- TIME POINT / PUNTO DE TIEMPO:**  
Street intersection from which departure times are shown on the schedules. *Intersección de la calle desde donde se muestran los horarios de salida.*
- TIME POINT & TRANSFER POINT / TIEMPO Y PUNTO DE TRANSFERENCIA**
- Landmark. *El punto de referencia.*
- Downtown bus stops. *Paradas de autobús del centro.*
- Light Rail. *Tren Ligero.*
- Streetcar. *Tranvía*





Part 2: Understanding Bus and Link Light Rail Schedules

Route 56 Schedule

Monday – Friday: To Alki, Alaska Junction

 Change Direction




Route	Downtown Seattle 3rd Ave & Pike St STOP #431	Admiral District SW Admiral & California Ave SW STOP #15540	Alki Alki Ave SW & 61st Ave SW STOP #14960	Genesee Hill 55th Ave SW & SW Dakota St STOP #39530	Alaska Junction Bay 2 STOP #31811
56	3:00 b	3:22 ‡	3:29 ‡	---	---
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57	4:10 b	4:38 ‡	---	4:47 ‡	4:53 ‡
56	4:20 b	4:44 ‡	4:52 ‡	---	---
57	4:45 b	5:13 ‡	---	5:22 ‡	5:28 ‡
56	5:00 b	5:24 ‡	5:32 ‡	---	---
57	5:10 b	5:38 ‡	---	5:47 ‡	5:53 ‡
56	5:25 b	5:49 ‡	5:57 ‡	---	---
57	5:45 b	6:13 ‡	---	6:22 ‡	6:28 ‡

‡ Estimated time



## Plan Your Trip Material - Route Schedules (continued)

### Route 578 Schedule (via Sound Transit)

							
<b>Puyallup Station - Bay 3</b>	10:33 a.m.	11:05 a.m.	11:35 a.m.	12:05 p.m.	12:34 p.m.	1:02 p.m.	1:32 p.m.
<b>Sumner Station - Bay 1</b>	10:43 a.m.	11:15 a.m.	11:46 a.m.	12:16 p.m.	12:45 p.m.	1:13 p.m.	1:43 p.m.
<b>Auburn Transit Center - Bay 3</b>	11:03 a.m.	11:33 a.m.	12:03 p.m.	12:33 p.m.	1:03 p.m.	1:32 p.m.	2:02 p.m.
<b>Federal Way TC - Bay 7</b>	11:15 a.m.	11:45 a.m.	12:15 p.m.	12:45 p.m.	1:15 p.m.	1:45 p.m.	2:15 p.m.
<b>Seneca St &amp; 5th Ave</b>	:	:	:	:	:	:	:
<b>4th Ave &amp; Pike St</b>	11:49 a.m.	12:19 p.m.	12:49 p.m.	1:19 p.m.	1:49 p.m.	2:23 p.m.	2:55 p.m.
<b>Olive Way &amp; 6th Ave</b>	11:51 a.m.	12:21 p.m.	12:51 p.m.	1:21 p.m.	1:51 p.m.	2:25 p.m.	2:57 p.m.

### Link Light Rail Southbound Schedule (via Sound Transit)

<b>Capitol Hill Station</b>	1:12 p.m.	1:22 p.m.	1:32 p.m.	1:42 p.m.	1:52 p.m.	2:02 p.m.	2:12 p.m.
<b>Westlake Station</b>	1:15 p.m.	1:25 p.m.	1:35 p.m.	1:45 p.m.	1:55 p.m.	2:05 p.m.	2:15 p.m.
<b>University St Station</b>	1:17 p.m.	1:27 p.m.	1:37 p.m.	1:47 p.m.	1:57 p.m.	2:07 p.m.	2:17 p.m.
<b>Pioneer Square Station</b>	1:18 p.m.	1:28 p.m.	1:38 p.m.	1:48 p.m.	1:58 p.m.	2:08 p.m.	2:18 p.m.
<b>Int'l Dist/Chinatown Station</b>	1:20 p.m.	1:30 p.m.	1:40 p.m.	1:50 p.m.	2:00 p.m.	2:10 p.m.	2:20 p.m.
<b>Stadium Station</b>	1:22 p.m.	1:32 p.m.	1:42 p.m.	1:52 p.m.	2:02 p.m.	2:12 p.m.	2:22 p.m.





## EXTENSION ACTIVITY

# Plan Your Trip Digital Extension

(Grades 9–12, 15–20 minutes)

In this extension activity, students will use their computers to plan a trip using digital mapping tools, like Google Maps. This extension activity can be used in conjunction with or in lieu of the prior Plan Your Trip activity exploring printed maps and schedules.

### Materials

- ◆ Computer or device with internet access
- ◆ Plan Your Trip Digital Extension worksheet

### Learning Prerequisites

- ◆ Students should be familiar basic map features and reading maps.
- ◆ Students should be familiar with common digital mapping tools or applications.
- ◆ Students should know basic transit vocabulary.
- ◆ Students should be familiar with the How To Ride sequence (see [Teacher Tools](#))

### Activity Outline

1. After the introduction PowerPoint and/or video, give students the Plan Your Trip Digital Extension worksheet. If necessary, use your computer and a projection screen to briefly introduce Google Maps, highlighting the “leave by” and “arrive by” options.
2. Give students around 15 minutes to complete the activity.
3. Follow the activity with a class discussion, or have students discuss in small groups. Possible discussion questions are listed below.
  - ◆ Why is it important to know how to use trip planning apps, route guides, and schedules?
  - ◆ What is the most helpful thing these trip planning apps allow you to do?

### Additional Follow-up Discussion Questions

- ◆ Why do people use both Google Maps and apps such as One Bus Away? What are they used for?
- ◆ Do you feel confident to plan a trip for other people using these apps?

# Plan Your Trip

## Digital Extension

When planning a trip, you will likely do it digitally. This activity gives you experience using Google Maps. Try different trip planning tools and apps to see which ones work best for you.

Using Google Maps ([google.com/maps](https://www.google.com/maps)), answer the following questions.

1. You just spent the day at the Woodland Park Zoo and are now going to meet friends at Northgate Mall to see a movie.
  - a. Which bus or light rail routes will you need to get to Northgate Mall?
  
  
  
  
  
  
  
  
  
  
  - b. Approximately how long will this trip take?
  
2. You are planning to spend your Saturday afternoon at the Seattle Pinball Museum, which opens at noon, 12 p.m. You also have plans to meet your friends at Seward Park by 5:15 p.m. Use the “Arrive by” option to make sure you get to the park on time.
  - a. Which bus or light rail routes will you need to get to Seward Park?
  
  
  
  
  
  
  
  
  
  
  - b. What time do you need to leave pinball to reach the park on time?
  
  
  
  
  
  
  
  
  
  
  - c. How long do you get to play pinball if you arrive at noon?

## Plan Your Trip, digital (continued)

3. It is a weekday and you live near Highline Community College and need to go to the Highline Seatac Botanical Garden for a school project. You want to leave at 8:30 a.m.
  - a. Which bus or light rail routes will you need to get to Highline Seatac Botanical Garden?
  
  - b. What time will you arrive at the garden?
  
4. You have family that are visiting Seattle and they want to take pictures of many different views of Seattle. You just went to the Space Needle, but they want to take pictures of the sunset at Hamilton Viewpoint Park. It is 5 p.m. on a weekday and sunset is at 6:30 p.m.
  - a. Which bus or light rail routes will you need to get to Hamilton Viewpoint Park?
  
  - b. If you leave immediately at 5 p.m., will you make it to Hamilton Viewpoint Park before sunset at 6:30 p.m.?
  
5. It is Saturday and you are spending time at Seahurst Park in the morning. You have a soccer game at Starfire Sports fields in Tukwila.
  - a. Which bus or light rail routes will you need to get to Starfire Sports?
  
  - b. Approximately how long will this trip take?
  
6. You live near the University of Washington and need to get to the Seattle-Tacoma Airport for your flight at 10:30 a.m. It is a weekday and you want to arrive 2 hours early. Use the "Arrive by" option to make sure you get to the airport on time.
  - a. Which bus or light rail routes will you need to get to Seattle-Tacoma Airport?
  
  - b. What time do you need to leave to arrive at the airport by 8:30 a.m.?

## EXTENSION ACTIVITY

# Plan Your Own Adventure

*(Grades 6–12, 15–20 minutes)*

In this activity, students will use the skills that they have learned from previous activities to plan a trip from where they live to a place they want to visit. This activity is best used as a closing activity to the module, by giving students the freedom to apply their new skills to a trip they want to take.

### Materials

- ◆ Computer or device with internet access
- ◆ Plan Your Own Adventure worksheet

### Activity Outline

1. Split students into groups of three to four. Pass out worksheets and allow students access to digital devices.
2. Ask students to evaluate the different modes of transit, identifying potential advantages of each.
3. Students will evaluate route and transit options using their selected destinations. They will fill in the worksheets using the information they find.



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

## WORKSHEET

# Plan Your Own Adventure

Answer the following questions as you plan your trip.

1. What is a place that you really want to visit?
  
  
  
  
  
  
  
  
  
  
2. What tools do you need to plan your trip?
  
  
  
  
  
  
  
  
  
  
3. What type of public transit is close to where you live?
  
  
  
  
  
  
  
  
  
  
4. What is the route(s) you need to get from the place that you live to the place you want to visit?
  - a. Approximately how long does this commute take?
  
  
  
  
  
  
  
  
  
  
5. What time do you have to leave on a weekday to get to your destination by 11 a.m.?
  - a. Does that change during a weekend? If so, how?



## Plan Your Own Adventure (continued)

6. Some apps like "One Bus Away" show near-future arrivals, but cannot be used to plan days in advance. How would that change how you plan your trip?
  
7. Why do you think learning how transit works is important for the future?

## ART EXTENSION

# Redesign the Map

*(Grades 6–12, 45–60 minutes)*

In this activity students will take an existing route map and redesign it so it is both aesthetically pleasing and useful.

### Materials

- ◆ Computer or device with access to the internet
- ◆ Art materials of preference (digital, colored pencils, paint)

### Learning Prerequisites

- ◆ Students should be familiar basic map features and reading maps.
- ◆ Students should be familiar with common digital trip planning tools and route maps.
- ◆ Students should be familiar with basic transit vocabulary.

### Activity Outline

1. This activity is designed to be given to students who have already done the “Plan Your Trip” activity.
2. Give students time to choose a bus route near them and either upload the map to a digital illustrator or print it out. Alternatively, you can give students printed or downloaded bus routes.
3. Let students know that these maps often do not get used because they do not grab attention and may be hard to read. Their challenge is to take the existing map and create their own version that is both functional for their peers and looks appealing.
4. Give students 30–40 minutes to create their maps.
5. Once students have created their map they can see how clear their route is by having another peer, or group, review it. Students can work individually or in small groups.
  - a. **Grades 6–12:** Partner up the students and switch maps. Have the students answer the following questions about the other person’s map.
    - ◆ Where does the route start and where does it end?
    - ◆ Can you find transfer points and major landmarks? Why?
    - ◆ What about this map makes you want to use it?
  - b. **Grades 9–12:** Have the students create at least three questions that will help them determine if their map was successful. You can use the previous questions as examples. Once the questions are done, partner up the students and have them each answer the other’s questions using the maps.

### Additional Follow-up Discussion Questions

- ◆ What makes a map easy to use? What makes it pleasing to look at?
- ◆ Why do you think King County Metro chose to use more basic maps?
- ◆ What are the benefits of using these basic maps?



## EXTENSION ACTIVITY

# Salad Bowl Game

In this activity students can reflect on words or short phrases related to public transit and use them in a fun game.

### Materials

- ◆ Large bowl
- ◆ Small pieces of paper
- ◆ Writing utensils
- ◆ Large sheet

### Learning Prerequisites

- ◆ Students should be familiar with basic transit concepts.

### Activity Outline

1. Give each student two or three small pieces of paper and have them write a word or a short phrase that reminds them of public transit. Examples could include: ORCA card; tap on, tap off; One Bus Away; light rail; and schedule.
2. Have students fold papers and put them into the large bowl. These will become the answer words or phrases.
3. Split the group into teams depending on the size, you want no more than 10 students per team ideally. Smaller teams offer more participation. For each round, one person will give clues to the rest of their team. The person giving clues switches every time it is their team's turn.
4. **Round one:** One person draws a piece of paper from the bowl and reads it to themselves. They then give clues to their team in an attempt to get their team to guess the word or phrase on the piece of paper. Students give clues for one minute. The person giving clues can use any words or phrases except for words on the paper. If they say a word on the paper, they should put it back into the bowl. If their team is not guessing a clue, they can throw it back in the bowl and select another. When a team guesses the clue correctly, they keep the piece of paper. When the one minute is up, another team will come up and guess. Keep going around until all of the clues have been guessed correctly. Each team adds up the number of papers they have and that is their score for the first round. All pieces of paper go back into the large bowl to start round two.
5. **Optional round two:** In this round, the students will act out the same clues for one minute. The person who is acting can use no words or sounds, just movement to convey the words or phrases to their team to guess. When a team guesses the clue correctly, they keep the piece of paper. When the one minute is up, another team will come up to act. Repeat until all clues have been guessed correctly. Have each team add up their pieces of paper, and get their round two totals. All pieces of paper go back into the large bowl to start round three.

- Optional round three:** Students will act out the same clues for one minute under the large sheet. The person who is acting can use no words or sounds and cannot come out from under the sheet. When a team guesses the clue correctly, they keep the piece of paper. When the one minute is up, another team will come up to act. Repeat until all clues have been guessed correctly. Add up all of the totals to determine the winning team.





## 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.freeyouthtransitpass.com).



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.*

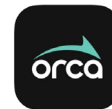
- ◆ **In person:** outlets, vending machines and customer service offices visit [myORCA.com/where-to-buy](https://www.myORCA.com/where-to-buy)



*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.tripplanner.kingcounty.gov)



*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.

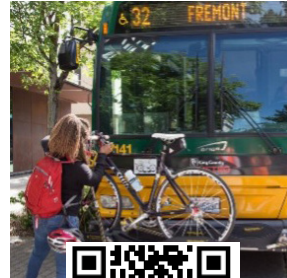
## SUPPORTING RESOURCES

# 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.



## TEACHER TOOLS | WORKSHEET ANSWER KEY

# Plan Your Trip

To plan a trip effectively you should know all of the tools available. This activity will highlight how you can use route maps and schedules to plan a trip.

### Part 1: Choosing a Bus Route (Route 8)

1. What does the T on the bus route mean?

***Transfer point: a place to transfer to a different route***

- a. How many Ts do you see on the map?

***19***

- b. How many different routes can you access from Route 8?

***26***

2. Name two landmarks on this map.

***Kaiser Permanente, Mount Baker Transit Center, Seattle Center***

- a. What is one thing on this map that will help you navigate?

***Compass, light rail stations, landmarks***

### Part 2: Understanding the Bus and Link Light Rail Schedules

1. Looking at Route 56 bus schedule, how many times does the bus stop at Downtown Seattle between 3 p.m. and 6 p.m.

***5 times***

- a. What is the stop number of Alki?

***Stop #14960***

- b. Approximately how long does it take for the bus to go from Downtown Seattle to Alki?

***Approximately 30 minutes***

2. Looking at the southbound light rail schedule. How many stops are between Capitol Hill Station and Stadium Station?

***4 stops between***

- a. You are going to a Mariners' game at 2 p.m. If you get on the Link light rail at Westlake Station at 1:25 p.m. going to Stadium Station, will you make it to the Mariners' game before it starts at 2 p.m.?

***No, you will arrive at 2:12 p.m.***

## TEACHER TOOLS | WORKSHEET ANSWER KEY

# Plan Your Trip

(Advanced)

To plan a trip effectively you should know all of the tools available. This activity will familiarize you with different methods of planning a trip for you, your friends, or your family. Please refer to each section's resources to answer the following questions.

### Part 1: Choosing a Bus Route

1. You want to go from Pike Place Market to Rainier Beach. What route would you take?  
**Route 36**
2. You were shopping on Capitol Hill, but need to meet back up with friends at Seattle Center, what route would you take?  
**Route 8**

### Part 2: Understanding the Bus and Link Light Rail Schedules

1. It is 4 p.m. on a Tuesday and you just finished going to the Seattle Art Museum and now want to have a relaxing evening on Alki Beach. You know that you need to take Route 56 and that you need to get the bus on the corner of 3rd Ave and Pike Street.
  - a. When does the next bus come?  
**4:20 p.m.**
  - b. Approximately what time will you arrive at Alki beach?  
**4:52 p.m.**
2. It is Saturday at 12:30 p.m. and you are near SeaTac Village Shopping Center and The Commons at Federal Way where you had lunch. You want to go to the 2 p.m. Mariners' game at T-Mobile Park. You know that you need to take the Route 578 from Federal Way Transit Center Bay 7 through Sound Transit.
  - a. Based on the schedules when does the next bus come?  
**12:45 p.m.**
  - b. If you get off the bus at around 1:15 p.m. and the walk 5 minutes to catch the light rail at Westlake Station going to Stadium Station. What time will you catch the light rail?  
**1:25 p.m.**
  - c. Will you make it to the Mariners' game before it starts at 2 p.m.?  
**No, you will arrive at Stadium Station at 2:12 p.m.**

## TEACHER TOOLS | WORKSHEET ANSWER KEY

# Plan Your Trip

## Digital Extension

When planning a trip, you will likely do it digitally. This activity gives you experience using the King County Trip planner and Google Maps. Try different trip planning tools and apps to see which ones work best for you.

Using [Google Maps \(google.com/maps\)](https://www.google.com/maps), answer the following questions.

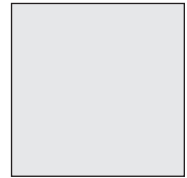
1. You just spent the day at the Woodland Park Zoo and are now going to meet friends at Northgate Mall to see a movie.
  - a. Which bus or light rail routes will you need to get to Northgate Mall?  
**Route 5 and Route 40 or Route 44 and Link light rail to Northgate**
  - b. Approximately how long will this trip take? **47–60 minutes**
2. You are planning to spend your Saturday afternoon at the Seattle Pinball Museum, which opens at noon, 12 p.m. You also have plans to meet your friends at Seward Park by 5:15 p.m. Use the “Arrive by” option to make sure you get to the park on time.
  - a. Which bus or light rail routes will you need to get to Seward Park?  
**Route 7 and Route 50 or light rail from International District to Columbia City Station and Route 50**
  - b. What time do you need to leave pinball to reach the park on time? **4:20–4:30 p.m.**
  - c. How long do you get to play pinball if you arrive at noon? **4 hours**
3. It is a weekday and you live near Highline Community College and need to go to the Highline Seatac Botanical Garden for a school project. You want to leave at 8:30 a.m.
  - a. Which bus or light rail routes will you need to get to Highline Seatac Botanical Garden?  
**A line and Route 128**
  - b. What time will you arrive at the garden? **9:35–9:40 a.m.**

4. You have family that are visiting Seattle and they want to take pictures of many different views of Seattle. You just went to the Space Needle, but they want to take pictures of the sunset at Hamilton Viewpoint Park. It is 5 p.m. on a weekday and sunset is at 6:30 p.m.
  - a. Which bus or light rail routes will you need to get to Hamilton Viewpoint Park.  
***Route 56 or Route 55 or Route 3 and Route 56***
  - b. If you leave immediately at 5 p.m., will you make it to Hamilton Viewpoint Park before sunset at 6:30 p.m.?  
***Yes, you would arrive between 6–6:15 p.m.***
  
5. It is Saturday and you are spending time at Seahurst Park in the morning. You have a soccer game at Starfire Sports fields in Tukwila.
  - a. Which bus or light rail routes will you need to get to Starfire Sports?  
***Route 120 and F line***
  - b. Approximately how long will this trip take?  
***1 hour and 8 minutes to 1 hour and 15 minutes***
  
6. You live near the University of Washington and need to get to the Seattle-Tacoma Airport for your flight at 10:30 a.m. It is a weekday and you want to arrive 2 hours early. Use the “Arrive by” option to make sure you get to the airport on time.
  - a. Which bus or light rail routes will you need to get to Seattle-Tacoma Airport?  
***Light rail from University of Washington to SeaTac***
  - b. What time do you need to leave to arrive at the airport by 8:30 a.m.?  
***7:25–7:36 a.m.***

## 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.

### 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?



**Class activity:** Students can use the QR code to visit [myORCA.com](http://myORCA.com). Instructors can guide them through the Get a Card > Youth ORCA Card option. These cards are free but do require proof of age.



**Class discussion:** What other information do you need to know to feel confident riding public transit?



**Class discussion:** Students can use their phones to try out the texting tool.

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