

77. Transportation, Distribution, and Logistics Cluster - Public Transportation Careers (4 hours)

Purpose/Abstract: To introduce students to public transportation careers.			
NCCCS Adult Education Standards: R.3.1.1, W.5.1.4 , M.2.2.3			
<p>Learning Objective: <i>By the end of the session, students will be able to:</i></p> <ul style="list-style-type: none"> Identify and describe three public transportation career opportunities within the Transportation, Distribution, and Logistics Cluster using visual aids and simple language. Demonstrate an understanding of essential soft skills such as communication, teamwork, and problem solving required for public transportation careers through active participation in group activities. Apply knowledge of public transportation careers and soft skills to plan a transit route in McDowell County using either Google Maps or pencil and paper. 			
Soft Skills	communication, teamwork and professionalism	Resources	Bus Drivers, Transit & Intercity at My Next Move Passenger Attendants at My Next Move Railroad Brake, Signal, & Switch Operators & Locomotive Firers at My Next Move How School Bus Drivers Use Math Every Day in Their Jobs Time Flies - Workbook
<p>Additional Materials</p> <ul style="list-style-type: none"> Maps of McDowell County - one copy for each group with a few extras for back-up. Art supplies (glue, glitter, markers, paint, etc.) Pencils, paper, and scissors Computers for student use 			
Icons	 Activity	 Check-In	 Review

PREPARATION

- Print out maps of McDowell County.
- Review [How School Bus Drivers Use Math Every Day in Their Jobs](#) to explain the importance of Math skills in public transportation careers.
- Review [Time Flies - Workbook](#) and estimate the rigor of the problems and estimate how long it might take the students to complete the entire workbook. Give directions during the math section based on your estimation. Print out the workbook for each student.
- Review the [Instructional Support Guide](#) and print/prepare referenced scaffolds.
- Print handouts.
- Familiarize yourself with [O*NET](#)
- Familiarize yourself with [Skills to Pay the Bills](#), though it won't be used directly in this lesson.



INTRODUCTION (30 min)

Welcome students to the class!

Begin the lesson by posing a series of questions to the students to get them thinking about the lesson topic:

"Have you ever taken a bus, train, or other form of public transportation?"

"Why do you think public transportation is important in our communities?"

"What are some benefits of using public transportation?"

"How do you think public transportation helps people in our community?"

Write down their responses on the board or a flipchart.

Transition into the main lesson by explaining that the lesson will explore public transportation, which includes buses, trains, and other modes of transit. Explain that students will learn about a few different jobs that help make public transportation possible and how it plays a vital role in our communities.

Share the objectives of the lesson.

VOCABULARY, READING & WRITING (60 min)

Inform students that in this section they will learn about three different careers in public transportation by reading through links. After reading, students will gather information from these links and write a short essay on the three roles they read about.

Provide these easy-read links to students.

- [Bus Drivers, Transit & Intercity at My Next Move](#)
- [Passenger Attendants at My Next Move](#)
- [Railroad Brake, Signal, & Switch Operators & Locomotive Firers at My Next Move](#)

As they read about the roles, encourage students to look for information to answer the following questions in their essays.

- *What do people in this role do?*
- *Is the knowledge required for the three roles similar or different? List out the key knowledge areas.*
- *What is common in the skills required for these roles? What is different?*
- *What do you know about the personality of people who will excel in these roles?*

Allow 20 minutes for students to write their essays after reading.

REFLECTION (10 minutes)

✓ Have a few volunteers read their essays summarizing the information they gathered on these roles.

Lower Level

Support students to start with the guiding questions and find information on the links for each role and write down the key points before

Higher Level

Encourage students to find information about the wages across these roles and compare them.

they form sentences. Encourage them to watch videos on the link, if available to help them understand the role better.

MATHEMATICS (45 min)

Begin with a discussion about the importance of telling time in public transportation careers. Use [How School Bus Drivers Use Math Every Day in Their Jobs](#) as a reference. Provide clocks or digital timers and ask students to estimate time intervals.

Assign [Time Flies - Workbook](#) and encourage them to complete as many pages as they can. The problems are simple and act as revision for skills they learned in earlier lessons and prior knowledge. Inform students that they need not complete the entire workbook in this section but they should try to do a few problems of each type.

Walk around and provide support as required. Check for student work and strategies they use as they work.

Lower Level

Consider grouping students at similar skill levels to work together. Provide small group support by modeling how to solve one problem of each type.

Higher Level

Challenge students to time themselves for each exercise.

GROUP WORK (60 min)

Explain that a transit route refers to the path or journey that a public transportation vehicle, like a bus or train, takes to transport passengers from one location to another. It includes the specific stops along the way, the order in which these stops are made, and the estimated time it takes to travel between them. Transit routes are carefully planned to ensure efficient and convenient transportation for passengers within a community or region.

Inform students that they will work in small groups to create a transit route within their county.

Divide students into small groups of 4 each. Provide each group with a copy of the county map and ask them to plan a transit route in McDowell County.

Ask each group to choose a starting location (e.g., a school or community center) and an ending location (e.g., a shopping mall or library) within McDowell County. This decision will form the basis of their transit route. Instruct students to identify key stops or landmarks along the route between the starting and ending points. These could include bus stops, important buildings, or places of interest.

Encourage students to estimate the time it would take for a public transportation vehicle to travel between each stop. They can use Google Maps or their knowledge of the local area for this estimation. Have students mark the starting point, ending point, and all the stops on the map. They should draw lines connecting these points to indicate the route.

 REFLECTION (20 minutes)

✓ Ask each group to briefly describe each of the selected stops. What is located there? Why might people want to visit or get off at that stop? This helps students consider the needs of potential passengers. If possible, discuss the accessibility of the chosen stops for individuals with disabilities. Students can note if there are wheelchair ramps, accessible paths, or other accommodations at each stop.

INDEPENDENT WORK TIME (30 min)

Explain that communication, teamwork and professionalism are important soft skills for those in public transportation careers. Have a few students recall where these skills will help in these roles based on what they read earlier.

Divide the students into pairs. Explain to the pairs that they will study three real-life scenarios related to public transportation. Each pair should choose to act out any two of these scenarios. In other words, each partner within the pair will role-play a different scenario from the two selected by the pair.

Emphasize that in each scenario students should demonstrate effective communication, professionalism and teamwork.

Project the following scenarios.

Scenario	Details
Scenario 1: Bus Driver and Passenger Interaction	A student plays the role of a bus driver, and another student acts as a passenger with a specific request or situation, such as a lost item or a question about the route. The bus driver must communicate effectively and assist the passenger.
Scenario 2: Railroad Track Inspection Team	Students form teams representing railroad maintenance crews responsible for inspecting a section of railway track. They follow a checklist of maintenance tasks, emphasizing teamwork and clear communication to report issues.
Scenario 3: Passenger Emergency Response on a Transit Vehicle	Students take on roles as passenger attendants on a public transportation vehicle. They respond to a simulated passenger emergency, focusing on clear communication and teamwork to ensure passenger safety and well-being.

Walk around and observe the role plays. Provide feedback as required.

WRAP-UP & REFLECTION (15 min)

Ask three volunteers to summarize what they learned in this lesson. Have them highlight what was new for them.

Distribute exit slips to students.

Ask for a few volunteers to share their reflections.

Collect and review the answers.

Reflection Exit Slip

In one sentence, describe what you learned in this lesson.

Today, I learned _____.

Is one of the careers discussed today of interest to you? Why or why not?

I liked / did not like _____ career because _____

Is there anything you still need help understanding?

What's one question you have?

Circle the emoji that shows how you feel about your mastery of content in this lesson.



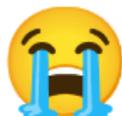
Happy



Smart



Confused



Sad



Angry