Create the Presentation (2-3 meetings)

(The first meeting can be combined with the last meeting of the Air & Energy Audit)

1. **Introduce the project.**
   - Play the **game** on this page. Use this activity as a means to discuss the link between driving, greenhouse gas emissions, and climate change.
   - **Introduce the goal of this project:** to educate your classmates, teachers, school staff, and/or community members about alternative transportation, and to inspire them to adopt more sustainable means of getting from place to place.
   - Distribute the attached **Student Fact Sheet (p.7)** and explain that students will be creating and presenting a presentation on alternatives to driving.
   - Use the **Opportunities for Research Worksheet** (p.9-10) to help students begin to research this topic.
2. **Start to plan your presentation.**
   - **Discuss who your audience will be** and what type of presentation will suit your audience.
   - Obtain **permission** to give your presentations (from administration, teachers, etc.).
   - **Work with the instructor of your school's Driver's Ed class** to find a time when the Club can present to his or her class. If Driver's Ed does not exist at your school, brainstorm ideas for the best groups to target (e.g., different classes, after-school groups, groups of elementary or middle school students, or parent or community groups).
   - **Decide what form your presentation will take**. The format you choose for your presentation will depend on your audience, but here are some ideas:
     - Use visuals such as posters or bulletin boards.
     - Put on a skit.
     - Host a quiz show.
     - Have an interactive question and answer session with your audience.
     - Use a PowerPoint presentation to share your ideas more formally.
     - Be creative as you design your presentation, but make sure that you'll be able to include persuasive facts and useful tips on alternative transportation.

Project Guide continued on p.5

"Getting Around Town"

By participating in this activity, Club members will be able to explain the pros and cons of multiple types of transportation in Chicago, considering issues such as access, time, cost, and environmental impact.

Set up:

Club members will plan a trip to environmental landmarks in Chicago. They may choose their mode of transportation: walking, biking, taking a bus, driving a hybrid car, or driving a luxury SUV. Students will find out the impact of their transportation choices on greenhouse gas emissions, as well as the costs associated with different modes of transportation.

In advance, make one copy of each of the five transportation option information sheets found on p. 13-18 of this guide and on your CD. Cut each card out along the solid line, and stack them together by mode of transportation, face down (to hide the time, cost, and emissions).

As you "travel" around Chicago, refer to the map on page 4 (or use a classroom map) to give students a sense of how far they would be traveling in the city.

Activity:

1. Tell club members that they will be planning a trip to some of Chicago's environmental landmarks, and that they can choose whatever mode of transportation they want. Briefly review the options, and allow club members to choose. Multiple Club members can choose the same option (for example, you can form a "Walking Team," a "Bus Team," etc.). It is important that every transportation option be represented.

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"Getting Around Town" *continued*

2. Tell students that they are starting at the Rainbow Beach Dune in Rainbow Park, located at 3111 E 77th St on Lake Michigan. At this site nearly twenty years ago, dunes began to naturally form along the beach, and native species of plants began to colonize the area. The Rainbow Beach Dune natural area is now a protected restoration site where dune plants and animals have found a home.

First Leg

3. For the first part of the journey, club members will travel approximately 10 miles from Rainbow Beach Dune to Northerly Island, located at 1400 S Lynn White Drive, on the lake near downtown Chicago. Northerly Island is a nature area that includes spaces to walk, play, and fish.

4. Have students unfold their cards to reveal the time, cost, and greenhouse gas emissions that resulted from their mode of transportation on the first leg of the journey. Discuss what each category means, and what differences there were between modes of transportation.

Second Leg

5. For the second part of the trip, club members will travel just over 2 miles from Northerly Island to Millennium Park in downtown Chicago (201 E Randolph Street). Millennium Park is a 25-acre space with gardens, pathways, fountains, streams, and outdoor music venues.

6. Have students turn over their cards to reveal the time, cost, and greenhouse gas emissions for the second portion of their trip. Ask which students paid the most for the trip, and which paid the least. Were there any surprises?

Third Leg

7. For the third leg of the trip, club members will travel almost 9 miles from Millennium Park to the Columbus Park Lagoon and Woodland at 500 S Central Avenue. The lagoon at Columbus Park was designed to look like a natural river running through a prairie, and has waterfalls and many native fish and other aquatic species.

8. Have students unfold their cards to reveal the time, cost, and greenhouse gas emissions for the third portion of their trip. Ask which students had the highest CO_2 emissions. Ask whether any students had no CO_2 emissions.

Fourth (Final) Leg

9. For the final leg of the trip, club members will travel about 6 miles to the Kilbourn Park Organic Greenhouse at 3501 N Kilbourn Avenue. The Kilbourn Park Organic Greenhouse has environmental classes and workshops for youth, families, and adults.

10. Have students unfold their cards to reveal the time, cost, and greenhouse gas emissions for the final portion of their trip. How long did it take for each student to get from Columbus Lagoon to Kilbourn Park?

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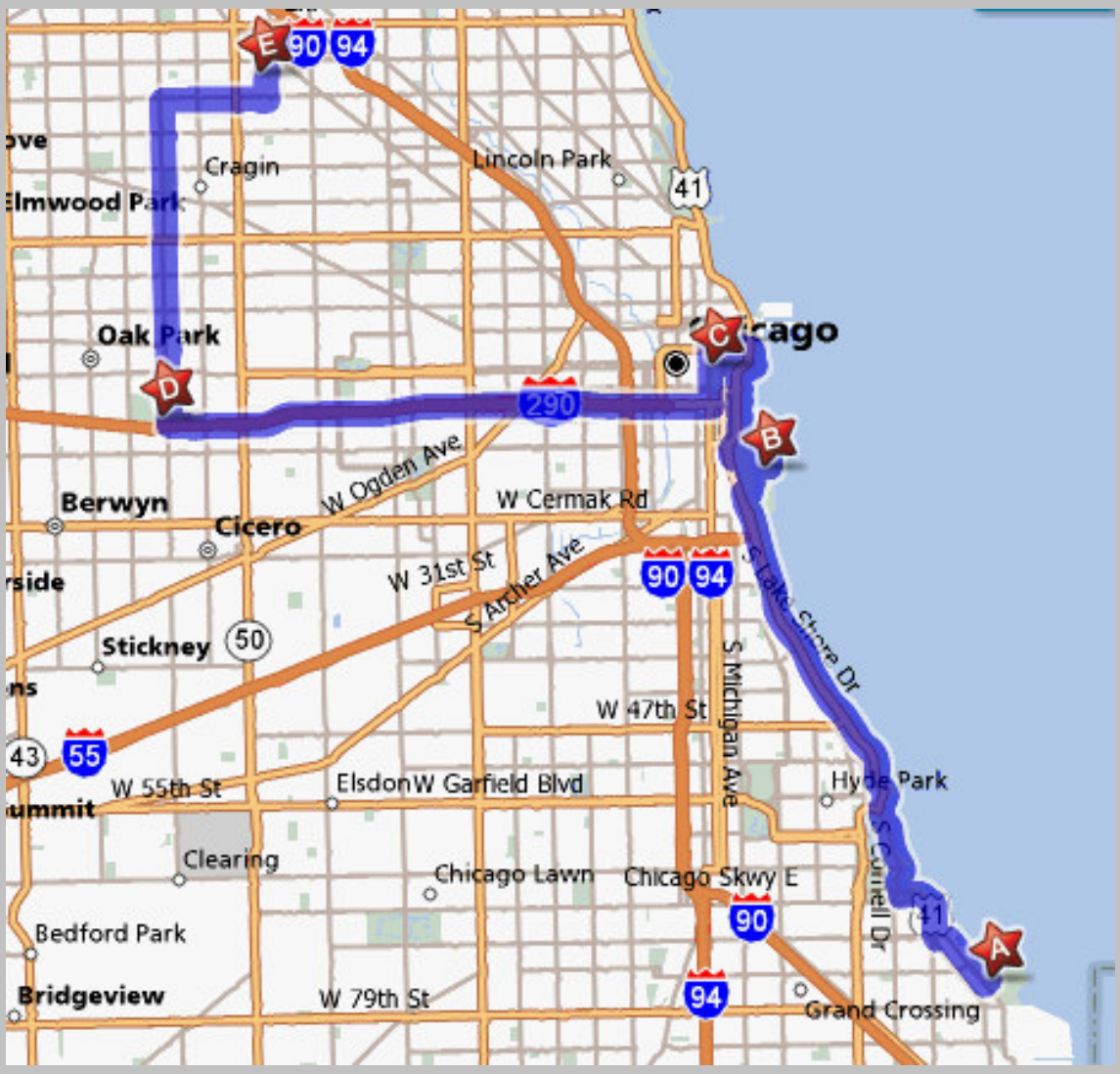
"Getting Around Town" *continued*

This map shows all 5 of the sites your Club "visited."

A = Rainbow Beach Dune in Rainbow Park located at 3111 E 77th Street
B = Northerly Island located at 1400 S. Lynn White Dr.
C = Millennium Park at 201 E Randolph
D = Columbus Park Lagoon at 500 S Central
E = Kilbourn Park Organic Greenhouse at 3501 N Kilbourn



End of the Journey

Discuss with students the total time, cost, and greenhouse gas emissions for each mode of transportation. See some possible questions for discussion on p.5.

Continued on p. 5

"Getting Around Town" *cont'd*

Whose trip took the most time? Just to travel to each of the sites (without stopping and enjoying any of them) would have taken over 8.5 hours if walking, over 2.5 hours by bus, a little over 2 hours by bike, and about an hour by car. Was walking impractical for any parts of the trip? The time estimates didn't include the time it would take to find a parking space. Might this have added time to the car trips?

Whose trip cost the most (total costs were: walking and biking = $0, bus = $9, driving a hybrid car = $15.03, driving an SUV = $16.59)? If they had all started the day with $20, who would have the most money left over? If they had started the day with $10, would anyone have been unable to complete the trip? Many other costs were not included in this trip. For example, which modes of transportation would have to be purchased, and which wouldn't? Which modes of transportation have other associated costs (e.g., insurance, upkeep, etc.)?

Who emitted the most greenhouse gasses? Compare the total trip greenhouse gas emissions (walking and biking = none, bus = 4 pounds, hybrid car = 14.3 pounds, and SUV = 36.1 pounds). Which modes of transportation have the least impact on the environment? If you don't have time to walk to a destination, what are other good alternatives that would have low greenhouse gas emissions?

If the students could choose again, would they pick a different mode of transportation for the trip? What would they do if they could travel together in the same vehicles or in a group? How much could they reduce CO_2 emissions per person by carpooling?

Want to go on a trip across the country? Compare the environmental impact of different modes of transit at http://www.nativeenergy.com/pages/travel_calculator/465.php
You can also compare driving prices at http://www.fuelcostcalculator.com/TripGasPrice.aspx

3. **Create an outline for your presentation.** Listed below are some suggestions for topics to include in your presentation. For more information, see the **Student Fact Sheet**. Make concrete, manageable suggestions whenever possible!

- The benefits and costs of using cars. Benefits include convenience and privacy. Costs include air pollution, climate change, health concerns, and monetary costs.
- The benefits of taking public transportation.
- The benefits of bicycling and walking, as well as safety and bike repair tips.
- Ways to drive and maintain your car for maximum fuel efficiency.
- How to plan a trip using public transportation. Possible handouts could be Bike Trail Maps or CTA maps (see the first page for information on obtaining these).
- An additional interactive component. Perhaps you can have the audience brainstorm ideas, have the audience use the internet to plan a trip using CTA (www.transitchicago.com), or (if working with a specific class) have the students help you make additional campaign materials to share with other audiences.
- Pledges or another way to encourage the audience to commit to making changes in their lifestyles. For example, at the end of the presentation, you might ask each person to write down one way they plan to reduce the amount they drive. Ideas include biking or carpooling to work or school once a week, walking to the grocery store for small purchases, or combining errands in one car trip whenever possible.
    - Research shows that people are far more likely to make real changes if they are provided with concrete suggestions and asked to make a pledge, rather than if they are simply presented with information.
- Ways to follow-up with your audience. For example, you could ask audience members for their email addresses or home addresses, and send them more information about energy conservation after the presentation.