**Lesson Plan - Communicate with a Truck Driver**

<table>
<thead>
<tr>
<th>Learning elements</th>
<th>Reading, Writing, Math, Thinking, Relationships</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contributes to these Educational Standards</td>
<td>New Tech, Reading, Writing, Math, Relationships, Safety</td>
</tr>
<tr>
<td>Supports these CRLs</td>
<td>Critical Thinking, Problem Solving, Digital Citizenship, Personal Management</td>
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</tbody>
</table>

**Learning Environment requirements:**
- Central focus space to set the stage.
- Individual access to electronic device to access web site(s), Twitter, and/or podcasts.
- Related URLs:
  - [www.TruckerBuddy.com](http://www.TruckerBuddy.com) (includes instructions for teachers to apply for a specific trucker buddy for their classroom)
  - (learners can read about truckers’ travels, truckers can visit the classroom)
  - [www.Twitter.com](http://www.Twitter.com) (become a pen pal with a truck driver)
  - [www.truckflix.com](http://www.truckflix.com) (view trucking industry video vault and podcasts)
  - [www.truckline.com](http://www.truckline.com) (American Trucking Association); [www.truckdriver.com](http://www.truckdriver.com) –tips on getting started in trucking
  - [www.womenintrucking.org](http://www.womenintrucking.org) (opportunities for women in the trucking industry)
  - [www.driverzonline.com](http://www.driverzonline.com) (optional)  [www.adventuremachine.com](http://www.adventuremachine.com) (optional)  [www.playtruckgames.com](http://www.playtruckgames.com) (optional)

**Introduction**
- Trucks carry many different products to many different places. Almost everything we buy has been delivered by truck to a store or to our homes.
- People who drive the trucks travel all over the United States. Many of these drivers are interested in sharing their experiences with us, and invite us to communicate with them too. We will learn three or more ways to learn more about their experiences. (Web site(s), Twitter, Podcasts) We can invite a driver to visit our classroom, and ask questions about their trucking and travel experiences.
<table>
<thead>
<tr>
<th><strong>Objective</strong></th>
<th><strong>Time (minutes)</strong></th>
<th><strong>Teaching Points</strong></th>
<th><strong>Supplies</strong></th>
<th><strong>Vocabulary Words</strong></th>
</tr>
</thead>
</table>
| #1 Explore websites that promote positive trucker images, and help the learner discover trucking contributions to our society. | 35 min per website | **www.TruckerBuddy.com** – access and read a truck driver’s blog  
**www.Twitter.com** – communicate with a truck driver  
**www.truckflix.com** – access to trucking industry videos  
**www.truckline.com** (American Trucking Association)  
**www.womenintrucking.org** (opportunities for women in trucking)  
(optional) **www.adventuremachine.com; www.truckdriver.com**  
**www.playtruckgames.com; www.driverzonline.com** | Computers or other electronic devices with access to the Internet. |  |
| #2 Communicate with truck drivers using Twitter. | 35 min plus tweets | **www.Twitter.com** – communicate with a truck driver during his travels. Trucker may pose questions and offer problem solving opportunities to the learners. | Speakers |  |
| #3 Listen to transportation-related podcasts. | 5-35 min per podcast | Trucking-related podcasts can be found at:  
**www.podcast.truckflix.com**  
**http://www.schneiderjobs.com/drivers/Experienced_Drivers.html** |  |  |
| #4 Invite a truck driver to visit the class | 60 min | Invite a truck driver to visit the classroom. Track the driver's travels on a map. See a commercial truck up close, and ask the driver questions. Discuss road safety. |  |  |
| Total: | Variable, depending on range of options explored 35-500+ min |  |  |  |

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