

**NEW JERSEY**

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**SCHOOL BUS SAFETY  
CURRICULUM GUIDE**

**GRADES K-3**

The New Jersey Department of Education, Bureau of Pupil Transportation gratefully acknowledges the committee participation of the following people in the development of this guide.

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## FOREWORD

Children are a wonderfully idealistic group of people who don't ordinarily think of the dangers associated with vehicular travel. This factor emphasizes the need for educating children about the potential dangers in and around the school bus and how to avoid them.

This guide has been designed as a resource for all persons who wish to educate children about school bus safety and proper behavior on the school bus. Teaching children the concepts in this guide will make them more aware of their role in their own safety around the school bus.

The guide has been adapted from the "Student Transportation Safety: A Curriculum and Resource Guide for Classroom Teachers" manual prepared at Cayuga-Onondaga BOCES, Auburn, New York. Additional materials have been added and prepared by a committee that included Bureau of Pupil Transportation staff, transportation supervisors and bus drivers from New Jersey.

This project has been funded through a Federal Safety Education Grant.

## How To Use This Guide

The "School Bus Safety Curriculum Guide, Grades K-3" has been broken down into six units dealing with different aspects of school bus safety. Each unit contains at least one lesson plan and activity sheets relating to that lesson.

Each lesson may be used as it stands, or adapted to suit the needs and level of the students. The lesson plans may also be used as a springboard from which the teacher may develop new lessons.

Additional activities are located in the rear of the manual and may be used to supplement or replace the activities already found in the lesson plans. There is also a film guide which will provide a listing and brief description of school bus safety films.

The pages of the text are numbered sequentially. The pages of illustrated handouts have not been numbered to provide for a cleaner reproduction; the identification number by lesson and activity sheet is found on the reverse side.

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## K-3 SCHOOL BUS SAFETY UNIT I

### LESSON 1 - WHO IS MY DRIVER

CURRICULUM GOAL: STUDENTS WILL LEARN THE ROLE OF THE SCHOOL BUS DRIVER IN THEIR DAILY EDUCATION; THEY WILL REALIZE THAT AS A MEMBER OF THE SAFETY TEAM, THE SCHOOL BUS DRIVER IS RESPONSIBLE FOR SAFELY TRANSPORTING THE STUDENTS TO AND FROM SCHOOL.

CONCEPTS:

1. WHO IS THE SCHOOL BUS DRIVER
2. WHAT QUALIFICATIONS ARE NECESSARY FOR THIS JOB (BRIEFLY)
3. WHAT RESPONSIBILITIES DOES THE DRIVER HAVE

ATTITUDES:

1. THE SCHOOL BUS DRIVER IS IN CHARGE OF THE BUS AND ITS PASSENGERS IN THE SAME WAY THAT THE TEACHER IS IN CHARGE OF THE CLASSROOM AND THE STUDENTS.
2. WE LISTEN TO INSTRUCTIONS FROM THE SCHOOL BUS DRIVER AS WE WOULD FROM OUR TEACHER.
3. WE OBSERVE THE SAME BEHAVIOR AS WE WOULD IN THE CLASSROOM.

4. SCHOOL BUS DRIVERS ARE SKILLED PROFESSIONALS AND CARE ABOUT THEIR PASSENGERS.

SKILLS:

1. STUDENTS WILL EXPLAIN THE DUTIES OF A SCHOOL BUS DRIVER.
2. STUDENTS WILL EXPLAIN WHY IT IS IMPORTANT TO LISTEN TO THE SCHOOL BUS DRIVER.

MATERIALS:

1. SCHOOL BUS AND DRIVER
2. ACTIVITY SHEET 1:1-1 (SAFETY TEAM)
3. CRAYONS

PROCEDURE:

1. INVITE THE SCHOOL BUS DRIVER TO VISIT YOUR SCHOOL –
  - A. HAVE SCHOOL BUS DRIVER BRIEFLY EXPLAIN HOW SCHOOL BUS DRIVERS ARE TRAINED AND WHAT THEY DO.
  - B. STUDENTS CAN ASK QUESTIONS OF THE DRIVER
2. HAVE THE DRIVER BRING A SCHOOL BUS TO SCHOOL
  - A. STUDENTS CAN BOARD BUS
  - B. STUDENTS CAN ASK QUESTIONS AND SEE THE DRIVER IN A NORMAL SETTING AS THE SCHOOL BUS DRIVER.



3. PASS OUT ACTIVITY SHEET I:1-1 (SAFETY TEAM MEMBERS)

A. BRIEFLY DISCUSS MEMBERS OF THE SAFETY TEAM AND THEIR ROLES IN SAFETY.

1. DRIVER - CAPTAIN
2. CROSSING GUARD
3. POLICE
4. STUDENTS

B. EXPAND DISCUSSION OF THE SCHOOL BUS DRIVER.

1. EXPLAIN WHY IT IS IMPORTANT TO LISTEN TO THE SCHOOL BUS DRIVER - DRIVER KNOWS WHAT BEHAVIOR IS SAFE.
2. THE SCHOOL BUS DRIVER IS FRIENDLY (NOT A FRIEND)
3. THE SCHOOL BUS DRIVER IS HELPFUL
4. THE SCHOOL BUS DRIVER IS RESPONSIBLE FOR THE SAFETY OF EVERYONE ON THE BUS.

4. HAVE STUDENTS MAKE UP A LIST OF WAYS THEY CAN HELP THE DRIVER.

5. STUDENT CAN DRAW AND COLOR A PICTURE OF THEIR SCHOOL BUS AND DRIVER. FILL IN THE DRIVERS NAME. (MR. \_\_\_\_\_ OR MRS. \_\_\_\_\_) (MAY NEED ASSISTANCE)
6. HAND OUT ACTIVITY SHEET I:1-2 AND HELP STUDENTS COMPLETE.

ADDITIONAL ACTIVITIES:

1. IMPLEMENT PRE-KINDERGARTEN BUS SAFETY PROGRAMS TO INTRODUCE STUDENTS AND PARENTS TO THE BUS DRIVER AND BEGIN INSTRUCTION IN BUS SAFETY SKILLS (COULD INCLUDE SHORT BUS RIDE).
2. ARRANGE FOR DRIVERS TO MEET STUDENTS IN AN INFORMAL SETTING. RULES AND PROCEDURES CAN BE DISCUSSED AT THAT TIME.
3. PLAN SAFETY ASSEMBLY PROGRAMS PRESENTED BY DRIVERS AND STUDENTS.
4. ARRANGE FOR BUS DRIVERS TO MEET WITH PARENTS AT P.T.A. (P.T.O.)
5. DESIGNATE A YEARLY "BUS DRIVER RECOGNITION DAY" TO BE OBSERVED THROUGHOUT THE DISTRICT.
6. DISCUSS THE BUS DRIVER'S DUTIES AND RESPONSIBILITIES. HAVE STUDENTS WRITE A JOB DESCRIPTION FOR A BUS DRIVER.

RESOURCES: FILMSTRIP: "SCHOOL BUS SAFETY" (K-3) 1974

FILM: BUSTER AND THE BOOSTERS - 1989 AMC

ILLUSTRATES POOR BEHAVIOR, THEN SHOWS PROPER BEHAVIOR.  
STRESSES DRIVER'S "JOBS" AND PASSENGER RESPONSIBILITIES.  
INCLUDES WAITING, RIDING, CROSSING. HAS BUILT-IN ASSESSMENT  
AT THE END: LOOK AT PICTURE, DECIDE IF SAFE OR UNSAFE.

BIBLIOGRAPHY: STUDENT TRANSPORTATION SAFETY

A CURRICULUM AND RESOURCE GUIDE FOR CLASSROOM TEACHERS

CAYUGA-ONONDAGA BOCES

234 SOUTH STREET ROAD

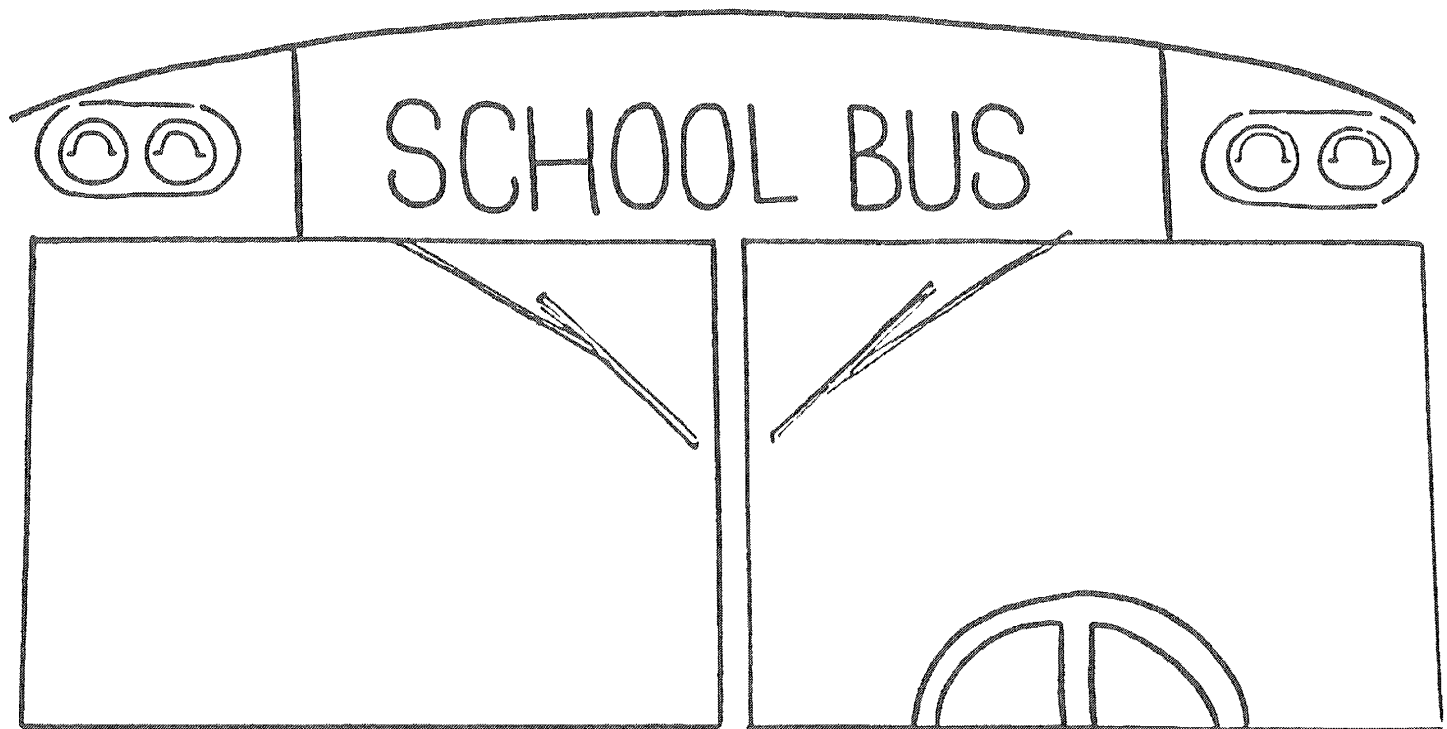
AUBURN, NEW YORK 13021 1987





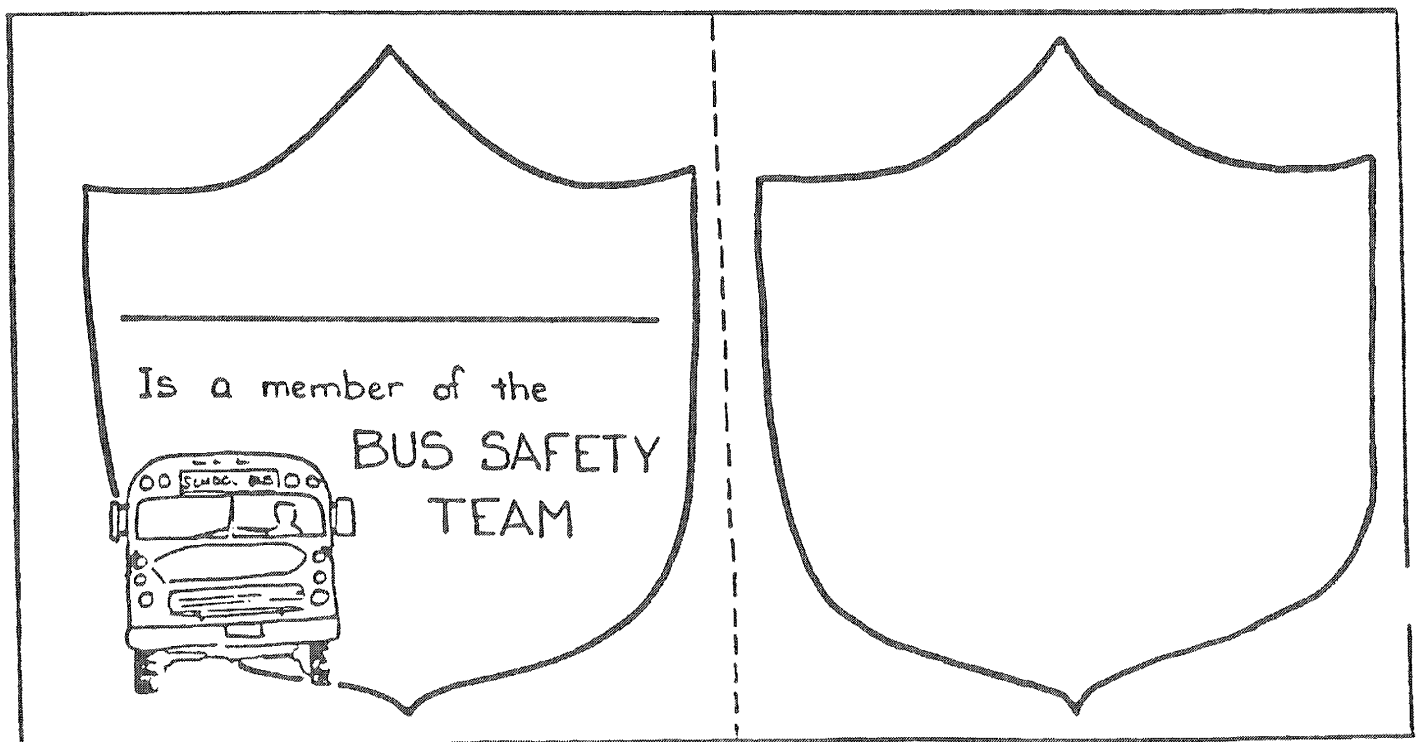
**ACTIVITY SHEET I: 1-1**

Draw a picture of your bus driver.



### MAKE A BADGE

1. Write your name in the left shield.
2. Draw your picture in the right shield.
3. Cut out, fold on the dotted line and tape together.



**ACTIVITY SHEET 1: 1-2**



# K-3 SCHOOL BUS SAFETY UNIT II

## LESSON 1 - DANGER ZONES/CROSSING PROCEDURES

CURRICULUM GOAL: STUDENTS WILL AVOID BUS DANGER ZONES AND USE SAFE CROSSING PROCEDURES WHEN APPROACHING/LEAVING THE BUS.

- CONCEPTS:
1. DANGER
  2. BUS DANGER ZONES:
    - a. IN FRONT OF THE BUS
    - b. IN BACK OF THE BUS
    - c. ON BOTH SIDES OF THE BUS
    - d. ANYWHERE NEAR THE WHEELS

- ATTITUDES:
1. SAFETY IS EVERYONE'S RESPONSIBILITY:
    - a. STUDENT'S RESPONSIBILITY
    - b. SCHOOL BUS DRIVER'S RESPONSIBILITY
    - c. SCHOOL'S RESPONSIBILITY
  2. STUDENTS CAN INCREASE PERSONAL SAFETY AND THE SAFETY OF OTHERS BY OBEYING THE RULES.

- SKILLS:
1. LOCATE ALL DANGER ZONES AROUND THE BUS
  2. MODEL SAFE PROCEDURES FOR AVOIDING DANGER ZONES WHEN APPROACHING AND LEAVING THE BUS: CROSSING THE STREET/ROAD.

MATERIALS:

SIGNS: "FRONT ; "BACK"

HORN OR OTHER WARNING SOUND

CHALK OR TAPE

ACTIVITY SHEETS II:1-1 TO 1-7

BUS SIMULATION DIAGRAM

SCISSORS, CRAYONS/PAINT

PROCEDURE:

1. DESCRIBE A DANGER THAT IS FAMILIAR TO CHILDREN (E.G., PLAYING WITH MATCHES, IN THE STREET, ETC.). LABEL THESE AS "DANGERS". ASK CHILDREN TO GIVE EXAMPLES OF DANGERS THEY HAVE EXPERIENCED (ANYTHING CHILDREN PERCEIVE AS POTENTIALLY HARMFUL CAN APPROPRIATELY BE LABELLED A DANGER). DISCUSS WHY THESE ARE DANGERS.
2. ASK CHILDREN TO THINK OF THINGS THEY SEE OR HEAR THAT WARN OF DANGER: HORNS, SIRENS, FLASHING LIGHTS, AND BARRICADES ARE THINGS THAT SHOULD BE EMPHASIZED.
3. ARRANGE CHAIRS AND DESKS TO SIMULATE A BUS. INTRODUCE THE CONCEPT OF **DANGER ZONE** BY MARKING OFF AN AREA AROUND THE BUS, APPROXIMATELY 10' IN FRONT AND ON THE SIDES, WITH CHALK OR TAPE. MARK THE LOCATION OF THE BUS WHEELS IN THE DANGER ZONES AND EMPHASIZE THEIR DANGER. PRACTICE

BOARDING AND EXITING PROCEDURES MOVING QUICKLY THROUGH AND AWAY FROM THE DANGER ZONES.

4. DISTRIBUTE ACTIVITY SHEETS II:1-1, 1-2, 1-3 (SELECT FROM I.2B (1) URBAN, OR (2) RURAL SETTINGS). HELP CHILDREN TO ASSEMBLE AS FOLLOWS:

- A. CUT ALONG SOLID LINES ON ACTIVITY SHEET II:1-1.
- B. FOLD ON THE DOTTED LINES
- C. OVERLAP FOLDS ON BOTTOM TO FORM A TRIANGLE
- D. PASTE BUS IN PLACE ON ACTIVITY SHEET II:1-2 OR 1-3
- E. ARRANGE FIGURES OF CHILDREN EXITING AND/OR CROSSING

WHEN ASSEMBLY IS COMPLETED, HELP CHILDREN LOCATE THE DANGER ZONES AROUND THE BUS. POINT OUT THAT ALL FOUR WHEELS ARE ALWAYS IN THE DANGER ZONES WHERE WE DO NOT WALK. CHILDREN CAN COMPLETE THE ACTIVITY BY COLORING THE BUS YELLOW, THE DANGER ZONES RED, THE GIANT STEPS YELLOW, AND THE PATH ACROSS THE DANGER ZONE TO THE BUS DOOR GREEN.

NOTE: IT MAY BE ADVISABLE WITH SOME CLASSES TO STOP AND ASSESS LEARNING AT THIS POINT. THE LESSON COULD BE CONTINUED AT A LATER TIME IF DESIRED.

5. ARRANGE DESKS AND CHAIRS TO SIMULATE A BUS. REMIND STUDENTS THAT THE SCHOOL BUS CAN BE A SAFETY HAZARD (I.E. DANGEROUS). ASK IF ANYONE HAS TO CROSS THE ROAD OR STREET AFTER GETTING OFF THE BUS. EXPLAIN THAT

EVERYONE IS GOING TO PRACTICE THE SAFE WAY TO CROSS THE STREET. EMPHASIZE THAT THEY SHOULD NEVER CROSS BEHIND ANY VEHICLE; YELLOW SCHOOL BUS RIDERS CROSS IN FRONT OF THE BUS. (MASS TRANSIT RIDERS CROSS AFTER THE BUS HAS PULLED AWAY.

6. EXPLAIN TO THE CHILDREN THAT THE DRIVER IS SKILLED IN BUS SAFETY AND THAT HE/SHE ALWAYS HELPS TO KEEP THEM SAFE. SOMETIMES PARENTS, BABYSITTERS OR OTHERS WAITING AT THE BUS STOP, MAY ENCOURAGE THEM TO CROSS IMPROPERLY. ASK THE CHILDREN TO "TEACH" THOSE AT HOME THAT HE/SHE MUST LISTEN ONLY TO THE DRIVER'S INSTRUCTIONS. THE DRIVER CAN SEE THE TRAFFIC IN ALL DIRECTIONS MUCH BETTER THAN ANYONE STANDING AT THE CURB, OR ACROSS THE STREET.
7. TELL THE CHILDREN THAT BUSES AT THE SCHOOL IN THE MORNING OR AFTERNOON CAN BE DANGEROUS AS WELL. THE SAME RULES APPLY. NEVER CROSS THE PARKING LOT BETWEEN BUSES TO ENTER SCHOOL. NEVER CROSS BETWEEN OR BEHIND BUSES TO GET TO THE CAR PARKING LOT. DO NOT WALK ANYWHERE NEAR THE DANGER ZONES.
8. PRACTICE THE PROCEDURE FOR CROSSING IN FRONT OF THE YELLOW SCHOOL BUS:
  - a. WITH A CHILD TO HELP, TAKE TEN GIANT STEPS IN FRONT OF THE "BUS" TO MARK OFF THE TEN FOOT RULE. MARK THE SPOT WITH MASKING TAPE OR AN OBJECT.
  - b. DESIGNATE SOMEONE AS "BUS DRIVER" WHO WILL SIGNAL WHEN IT'S SAFE TO CROSS. POSITION HIM/HER IN THE "DRIVER'S SEAT".

- C. DEMONSTRATE THE SAFE PROCEDURE FOR EXITING A SCHOOL BUS; THEN WALK ALONG THE SIDE OF THE "ROAD" TO THE MARKER AND STOP. EMPHASIZE THAT YOU ARE WAITING AND WATCHING FOR THE BUS DRIVER'S SIGNAL THAT IT'S SAFE TO CROSS BEFORE ENTERING THE ROAD. (PROMPT "DRIVER" FOR SIGNAL IF NECESSARY)
- D. WHEN DRIVER GIVES SIGNAL, (THIS IS USUALLY A NOD OF THE HEAD SO AS NOT TO CONFUSE MOTORISTS) WALK UNTIL EVEN WITH THE OTHER OUTER EDGE OF THE BUS AND STOP. REMIND STUDENTS THAT ALL CARS, TRUCKS, BICYCLES, ETC., CAN BE SAFETY HAZARDS. DRAMATIZE LOOKING BOTH WAYS AND LISTENING FOR ANY MOVING CARS OR TRUCKS. IF THERE ARE NONE, CROSS QUICKLY, BUT DO NOT RUN.

HAVE CHILDREN PRACTICE THE ABOVE CROSSING PROCEDURE, WITH SOME PLAYING THE ROLE OF THE BUS DRIVER.

- E. TELL STUDENTS THAT YOU ARE GOING TO DEMONSTRATE THE CROSSING PROCEDURE AGAIN. GIVE SOMEONE THE HORN OR OTHER WARNING SOUND AND INSTRUCT THAT IT BE SOUNDED WHEN YOU START TO CONTINUE CROSSING THE ROAD AFTER STOPPING AT THE OUTER EDGE OF THE BUS. WHEN THE HORN SOUNDS, GO QUICKLY BACK TO THE SAFE CURB AND WAIT FOR THE DRIVER'S SIGNAL BEFORE CROSSING AGAIN.

HAVE CHILDREN PRACTICE THE CROSSING PROCEDURE WITH THE HORN SIGNALING THEM TO RETURN TO THE SAFE CURB. THEY CAN ALSO PRETEND TO DROP SOMETHING AND ASK THE DRIVER TO HELP THEM GET IT.

NOTE: IF THERE ARE MASS TRANSIT RIDERS, DEMONSTRATE THE CROSSING PROCEDURE FOR THEM:

- A. STAND BACK AWAY FROM THE CURB AND WAIT FOR THE BUS TO PULL AWAY.
- B. APPROACH THE CURB AND LOOK BOTH WAYS FOR CARS BEFORE STEPPING OFF INTO THE STREET.
- C. CROSS WHEN SAFE: WAIT FOR GREEN LIGHT, CARS HAVE STOPPED AND DRIVERS SEE YOU ; NO CARS IN SIGHT.

HAVE MASS TRANSIT RIDERS PRACTICE ABOVE PROCEDURE.

- ASSESSMENT: 1) STUDENTS SHOULD BE ABLE TO DESCRIBE OR GIVE EXAMPLES OF DANGER.
- 2) STUDENTS SHOULD BE ABLE TO POINT OUT THE DANGER ZONES IN RELATION TO THE BUS.
- 3) ASK CHILDREN TO WATCH CAREFULLY WHILE YOU DEMONSTRATE CROSSING PROCEDURES TO SEE IF THEY CAN "CATCH" YOU IN ANY UNSAFE BEHAVIOR.

BACKGROUND:

SEE "CROSSING RULES"

ADDITIONAL ACTIVITIES:

1. IT WOULD ENHANCE THE CHILDREN'S UNDERSTANDING OF THE BUS DRIVER'S ROLE IN THE CROSSING PROCEDURE IF A DRIVER COULD ASSIST WITH THE LESSON. CONTACT YOUR TRANSPORTATION DIRECTOR REGARDING THE AVAILABILITY OF A BUS AND/OR DRIVER TO ASSIST WITH THE PRACTICE PART OF THIS LESSON. ALLOW EACH STUDENT A CHANCE TO SIT IN THE "DRIVER'S SEAT" (USE BOOKS TO RAISE TO WINDOW LEVEL). HAVE SOME CHILDREN BEGIN TO WALK FORWARD ON THE SIDEWALK UNTIL THE "SCHOOL BUS DRIVER" SEES THEM. THIS WILL DEMONSTRATE "BLIND SPOTS."
2. RECORD THE "SOUNDS OF DANGER" AND LISTEN TO THEM WHILE LOOKING AT PICTURES THAT ILLUSTRATE EACH. SOME TO INCLUDE ARE SIRENS, BELLS, SCREECHING BRAKES, CAR HORNS, AND ENGINES. (CHILDREN CAN LOOK THROUGH MAGAZINES FOR APPROPRIATE PICTURES SUCH AS POLICE CARS, FIRE TRUCKS HEAVY EQUIPMENT, ETC.).
3. MAKE A MODEL OF A SCHOOL BUS. SMALL MODELS CAN BE MADE FROM MILK CARTONS; LARGE MODELS CAN BE MADE WITH LARGE APPLIANCE BOXES (SEE "DIRECTIONS FOR MAKING A SCHOOL BUS".) LOCATE AND MARK OFF DANGER ZONES AROUND THE MODEL OR USE THE DANGER ZONE DIAGRAM, TO PRACTICE SAFE BOARDING AND EXITING PROCEDURES USING THE MODEL.
4. MAKE A LARGE MURAL OR CUT-OUT OF A SCHOOL BUS. LET CHILDREN PAINT THEMSELVES IN THE WINDOWS. SHOW BUS DANGER ZONES ON THE MURAL.

5. TEACH THE SONG "STOP! LOOK! LISTEN!"
6. INVITE OLDER CHILDREN TO VISIT THE CLASSROOM TO DEMONSTRATE SAFE CROSSING PROCEDURES.
7. SELECT FROM ACTIVITY SHEETS II:1-4, 1-5, 1-6 & 1-7. READ, DISCUSS, AND COLOR.
8. HAVE CHILDREN DRAW A PICTURE OF A SCHOOL BUS SHOWING THE DANGER ZONES. HELP THEM LABEL THE DANGER ZONES.

RESOURCES:

BOOKS:

LEAF, MUNRO. SAFETY CAN BE FUN. LIPPINCOTT, 1961. HUMOROUS PICTURE BOOK ILLUSTRATING "NIT-WIT" BEHAVIORS THAT IGNORE SAFETY RULES. INCLUDES CROSSING STREETS, AVOIDING CONSTRUCTION SITES, WALKING IN THE ROAD, RIDING BEHAVIORS, AND BIKE SAFETY.

NICHOLS, PAUL. BIG PAUL'S SCHOOL BUS. PRENTICE-HALL, 1981. PICTURE BOOK WRITTEN BY A SCHOOL BUS DRIVER ABOUT SCHOOL BUS DRIVERS.

ILLUSTRATIONS ARE BLACK AND WHITE EXCEPT FOR YELLOW BUS.

SMARIDGE, NORAH. WATCH OUT!. ABINGDON PRESS, 1965. STRESSES IMPORTANCE OF PAYING ATTENTION TO SIGNS; INCLUDES "DANGER", "QUIET", "EXIT", "PRIVATE".



SPIER, PETER, CRASH! BANG! BOOM!, DOUBLEDAY, 1972, PICTURE BOOK LABELING  
ALL KINDS OF SOUNDS

FILMS: (SEE "FILM GUIDE").

DEATH ZONES, PART 1 (9 MIN)

OUTSIDE THE SCHOOL BUS (4 MIN)

FILMSTRIPS: (SEE "FILM GUIDE")

## TEACHER QUESTIONS

### CROSSING IN FRONT OF THE YELLOW SCHOOL BUS

1. WHAT ARE THE FOUR STEPS TO CROSSING SAFETY? (1. WALK FORWARD UNTIL YOU CAN SEE THE DRIVER'S FACE; 2. WAIT FOR THE DRIVER'S SIGNAL; 3. WALK ONLY AS FAR AS THE OUTER EDGE OF THE BUS AND LOOK BOTH WAYS; 4. CROSS ONLY IF THERE ARE NO CARS IN SIGHT)
2. HOW FAR IN FRONT OF THE BUS SHOULD YOU WALK BEFORE LOOKING FOR THE DRIVER'S SIGNAL? (TEN GIANT STEPS; UNTIL YOU CAN SEE THE DRIVER 'S FACE)
3. WHY COULDN'T THE BUS DRIVER SEE YOU IF YOU CROSSED CLOSE TO THE FRONT OF THE BUS? (YOU ARE HIDDEN BY THE BUS)
4. WHAT IS A BLIND SPOT? (A PLACE WHERE DRIVERS CAN'T SEE YOU)
5. WHERE ARE THE BLIND SPOTS AROUND A SCHOOL BUS? (EVERYPLACE WITHIN THE DANGER ZONE)
6. WHAT CAN YOU DO TO AVOID BEING HIDDEN FROM THE DRIVER'S VISION? (WALK FAR ENOUGH IN FRONT OF THE BUS; STAY OUT OF DANGER ZONES)
7. DO CARS ALWAYS STOP WHEN THEY SEE THE FLASHING RED LIGHTS? (NO. SOMETIMES DRIVERS DISOBEY THE LAWS, ARE CARELESS, OR DON'T SEE THE BUS'S FLASHING LIGHTS)

RULES FOR CROSSING -  
TO THE YELLOW SCHOOL BUS

1. NEVER CROSS BETWEEN PARKED CARS;  
ALWAYS CROSS IN FRONT OF THE BUS.
  
2. LOOK AT THE DRIVER AND WAIT FOR  
THE SIGNAL BEFORE CROSSING THE  
ROAD.
  
3. LISTEN AND LOOK BOTH WAYS FOR ANY  
MOVING TRAFFIC. KEEP LOOKING AND  
LISTENING.
  
4. WALK QUICKLY IN A STRAIGHT LINE.  
SEE THE BUS DRIVER'S FACE AT ALL  
TIMES.
  
5. IF YOU DROP SOMETHING NEAR THE  
BUS, ASK THE BUS DRIVER TO HELP  
YOU GET IT.

## RULES FOR CROSSING

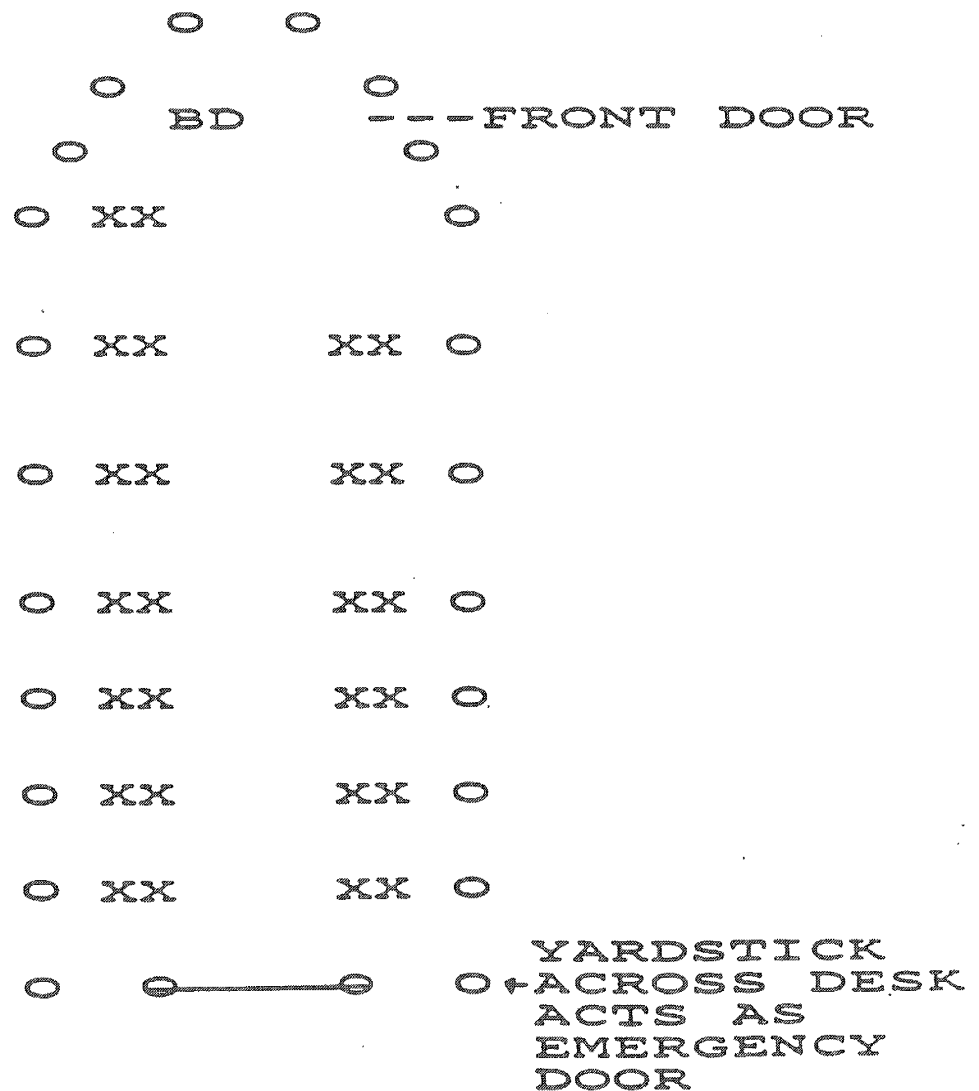
### \*\*LEAVING THE YELLOW SCHOOL BUS ONLY

1. ALWAYS CROSS IN FRONT OF THE BUS,  
NEVER BEHIND.
2. WALK FORWARD ALONG THE SIDE OF  
THE ROAD UNTIL YOU CAN SEE THE  
DRIVER'S FACE.
3. LOOK AT THE DRIVER AND WAIT FOR  
THE SIGNAL TO BEGIN CROSSING.  
WALK STRAIGHT UNTIL YOU ARE EVEN  
WITH THE OUTER EDGE OF THE BUS  
AND STOP.
4. LISTEN, AND LOOK BOTH WAYS FOR  
ANY MOVING TRAFFIC. WHEN YOU  
DECIDE THE ROAD IS CLEAR, CROSS  
QUICKLY - DO NOT RUN.
5. IF THE DRIVER BLOWS THE HORN, GO  
BACK TO THE SIDE OF THE ROAD AND  
WAIT FOR THE DRIVER TO SIGNAL  
AGAIN.
6. IF YOU DROP SOMETHING NEAR THE  
BUS, ASK THE DRIVER TO HELP YOU  
GET IT.

**\*\*FOR MASS TRANSIT RIDERS SEE:  
"RULES FOR CROSSING -  
LEAVING THE MASS TRANSIT BUS"**

# DIAGRAM BUS SIMULATION FOR CLASSROOM PRESENTATIONS

KEY:    XX - CHAIRS  
           O - DESKS  
           BD - BUS DRIVER



## DIRECTIONS FOR MAKING A SCHOOL BUS

### MATERIALS NEEDED

Cardboard

or

Tagboard

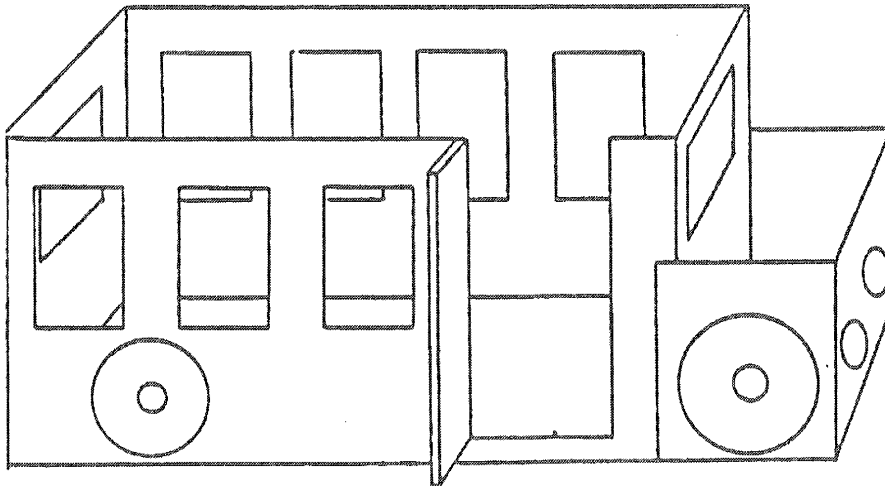
Masking Tape

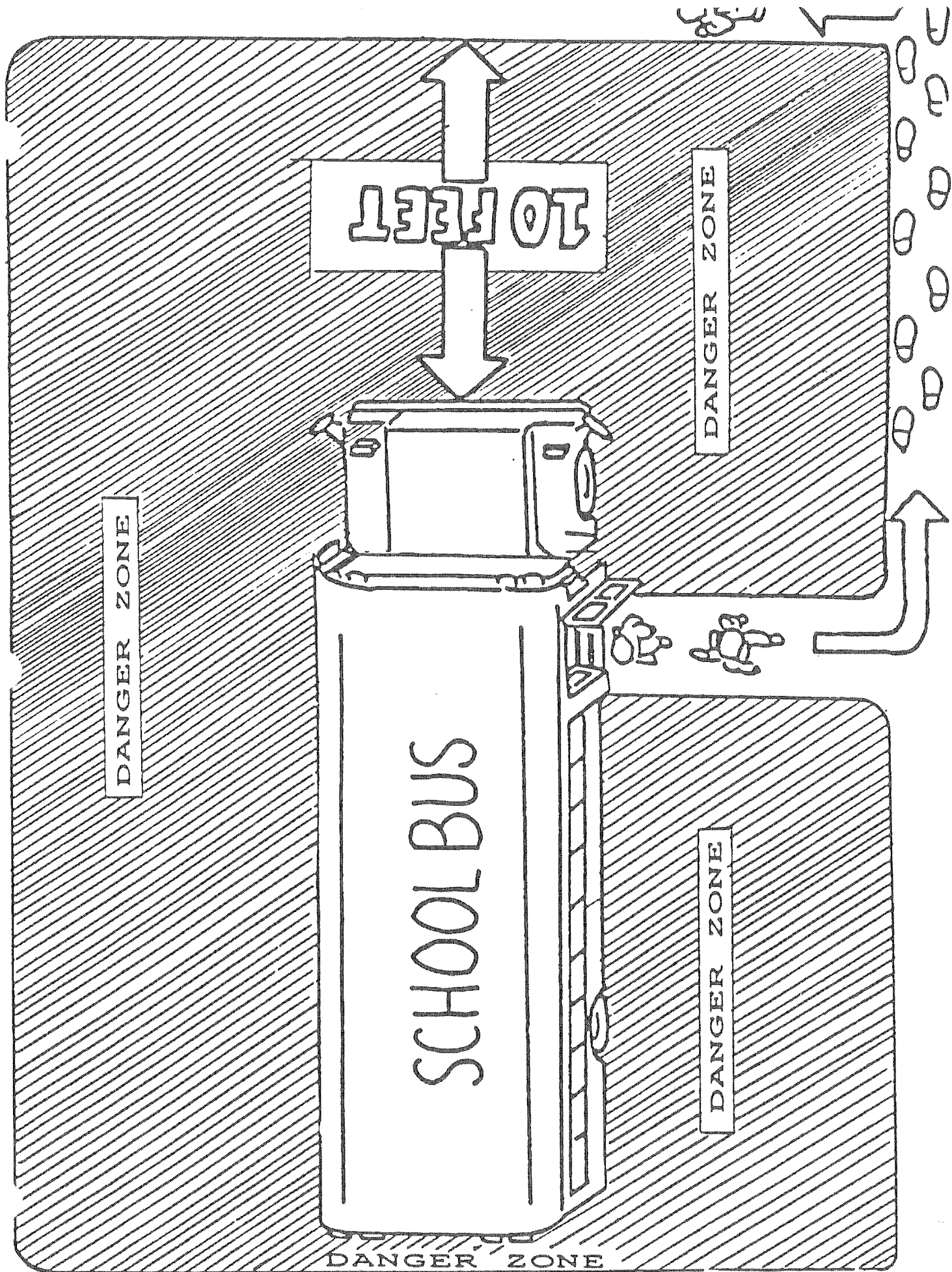
Yellow paint

Black, white, red paint

Chairs

Build a bus. (Using a picture of a real bus, make a classroom bus large enough for a group of your students to use.) The teacher should gather the materials in advance. The students with teacher's guidance, begin by taping the cardboard or tagboard together to form the front, sides, and back of the bus. Continue by making a separate form for the nose of the bus and tape it to the bus in the proper position. Cut and fold back the door area in which the students enter the bus. Mark and cut out areas for the windows. Paint the bus yellow and black adding details, such as taillights, headlights, etc., as desired. (Large sheets of colored butcher paper or construction paper may be stapled on instead of using paint.) Optional: Interior parts such as steering wheel, fire extinguisher, gas pedal, handrails may be drawn in. Use the student's school chairs for passenger and driver seats.









# STOP! LOOK! LISTEN!

Traditional words  
Melody by John S. Murray  
Arranged by Elsie Plant

C G C F G7

Stop! Look! Lis - ten! Be - fore you cross the street.

The first system of music is written in 4/4 time. The treble staff contains the melody, and the bass staff contains the accompaniment. The melody starts on a half note C4, followed by a quarter note G4, a half note C5, a quarter note F4, and a half note G4. The accompaniment consists of a steady eighth-note bass line in the left hand and a half-note bass line in the right hand.

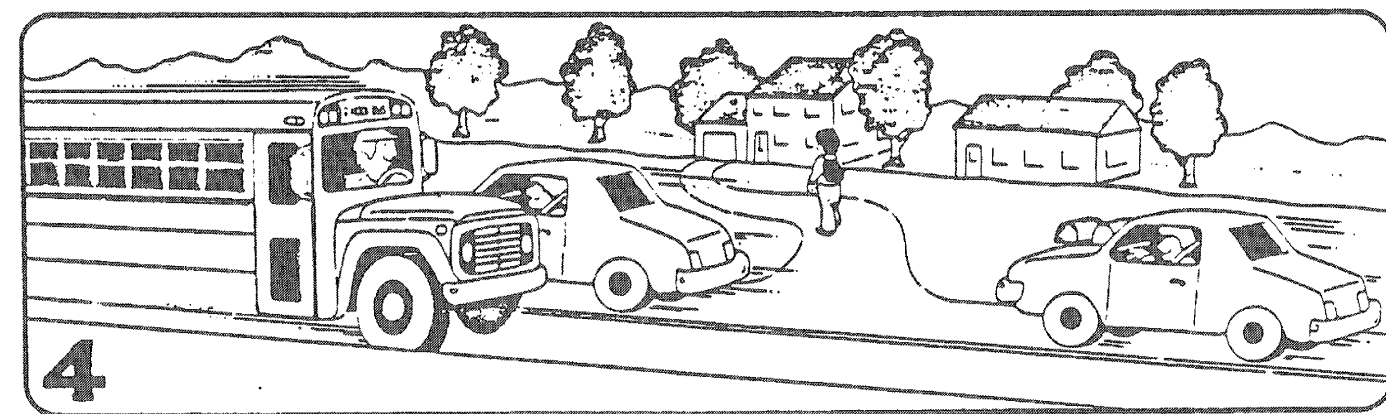
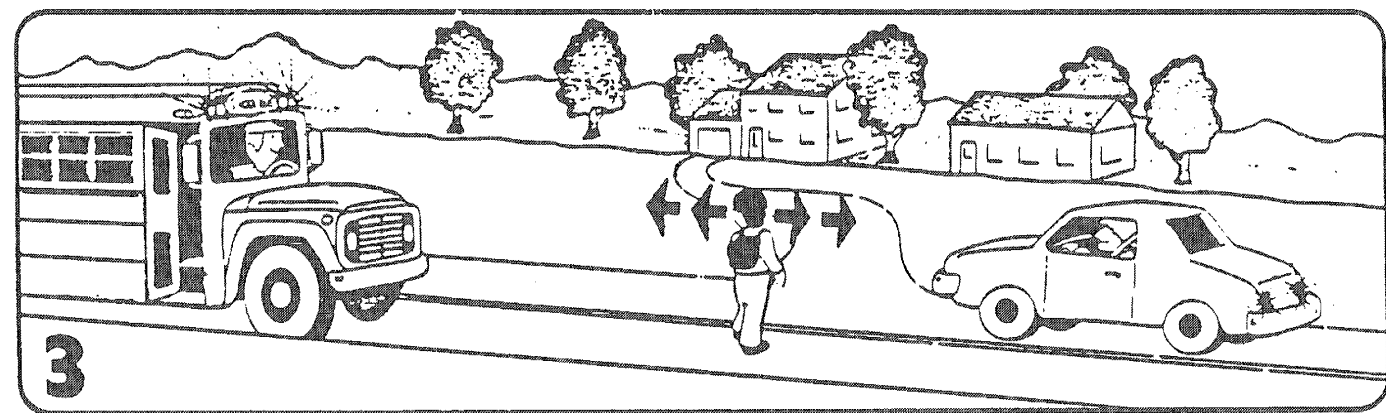
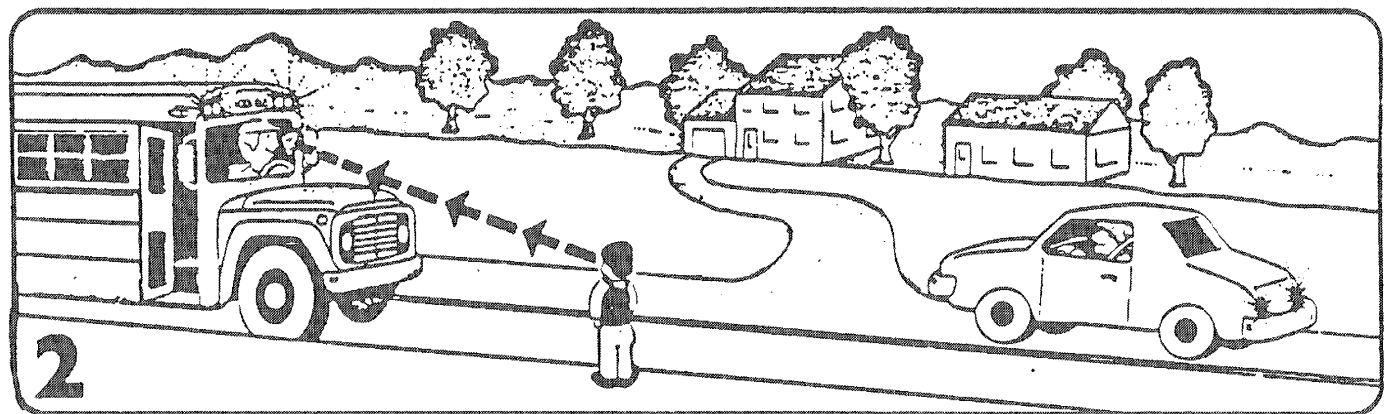
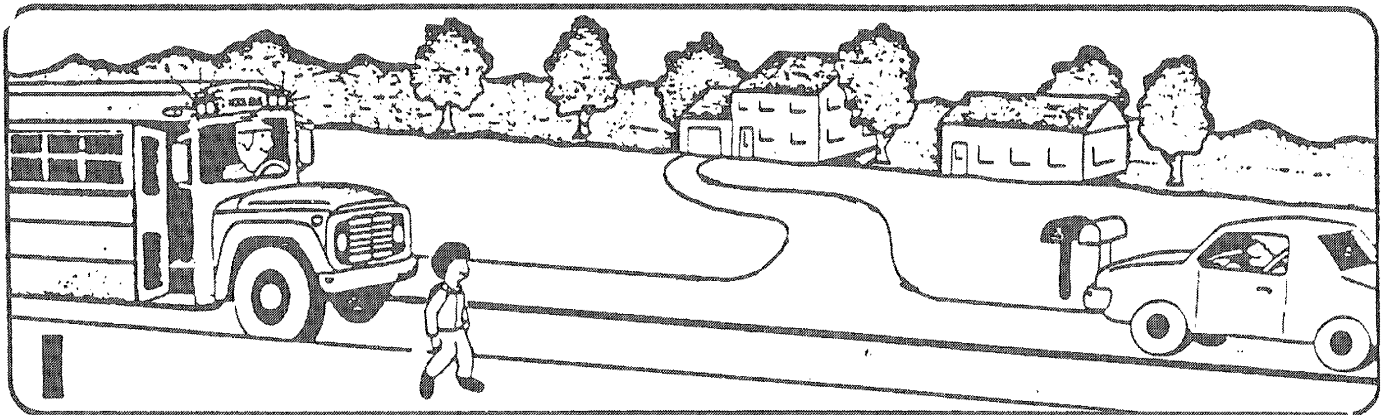
C F G7 C

Use your eyes, use your ears, And then use your feet.

The second system of music continues the melody and accompaniment. The melody starts on a half note C4, followed by a quarter note F4, a half note G4, a quarter note C5, and a half note C4. The accompaniment continues with the same eighth-note bass line in the left hand and half-note bass line in the right hand.



# HOW TO CROSS SAFELY





Directions:

- 1) Cut on **solid** lines.
- 2) Fold on **dotted** line

Cut

Fold

Fold

Fold

Cut

Cut

Cut

Fold

Fold

Fold

Fold

Fold

Fold

Cut

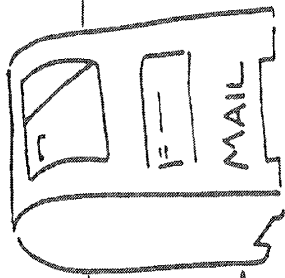
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ACTIVITY SHEET II: 1-1

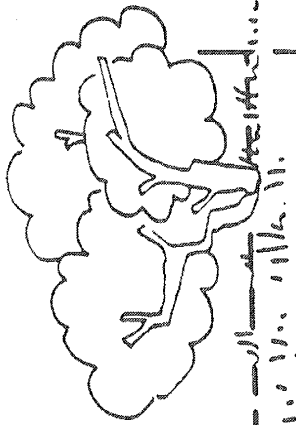


Paste Bus Here



**ACTIVITY SHEET II: 1-2**



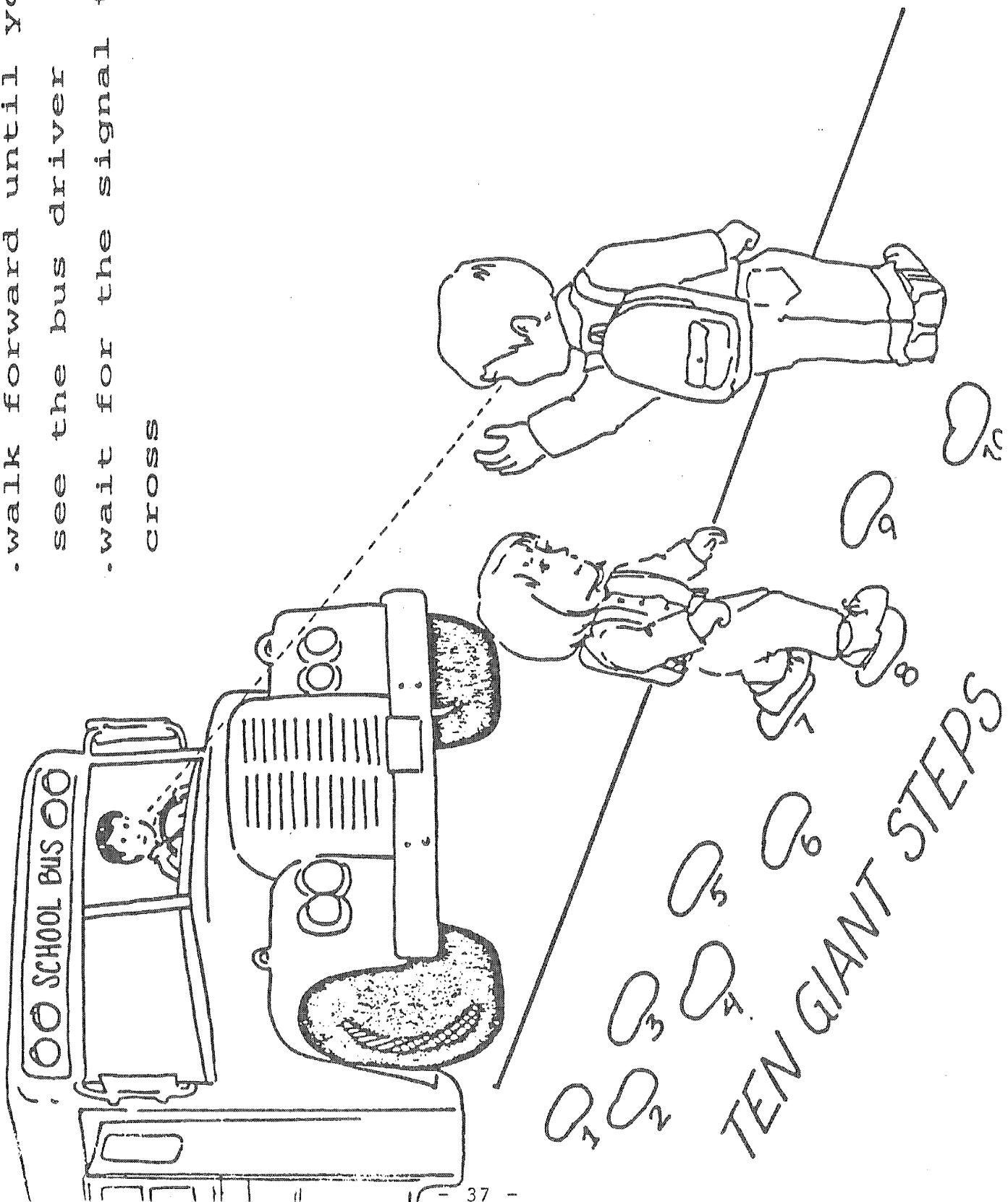


Paste Bus Here

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

**ACTIVITY SHEET II: 1-3**

Remember when crossing...  
walk forward until you can  
see the bus driver  
wait for the signal to  
cross



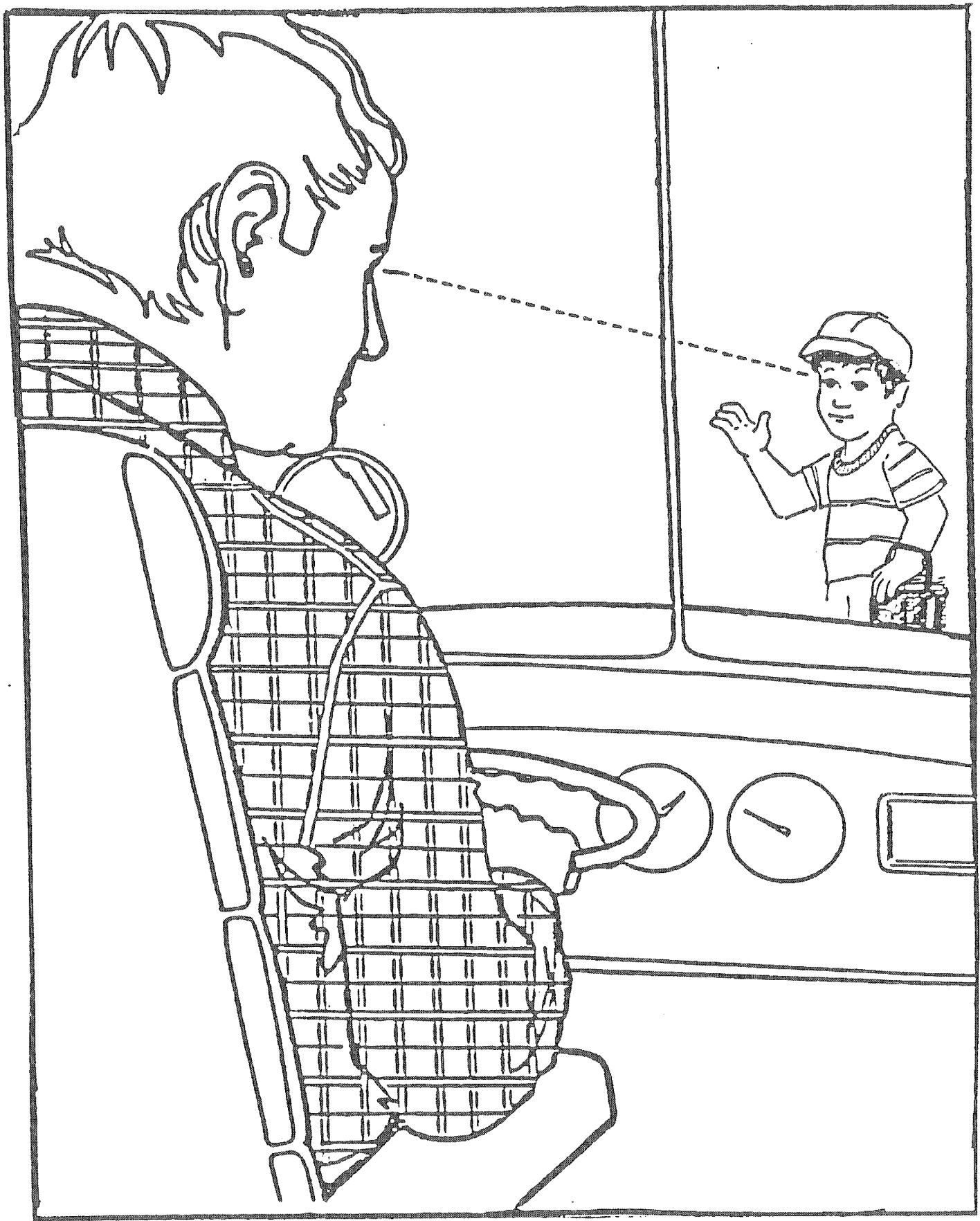
ACTIVITY SHEET II: 1-4



Can you see the bus driver?

Draw a dotted line to show that  
the boy sees the bus driver and  
the bus driver sees the boy.

**ACTIVITY SHEET II: 1-5**

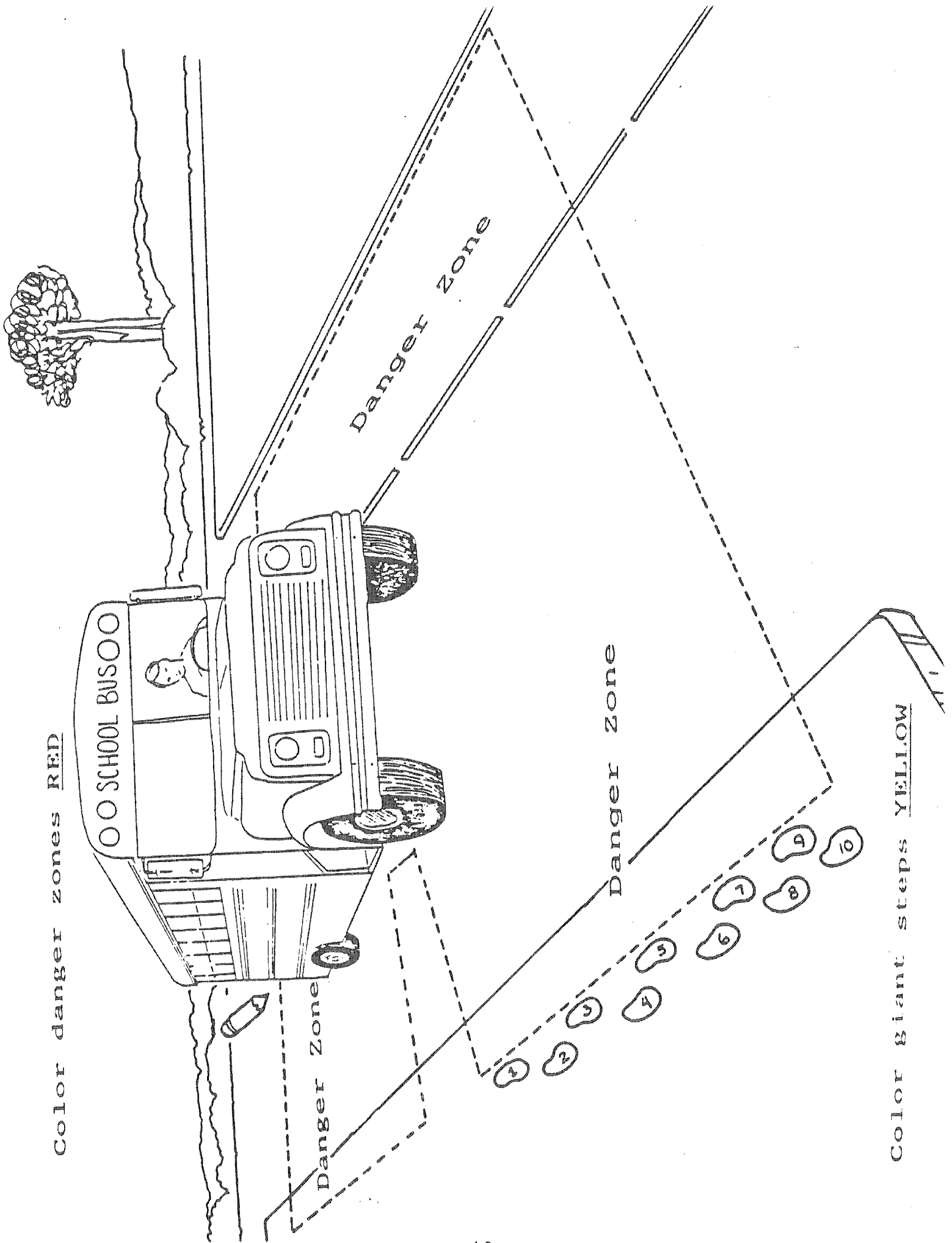


Can you see the bus driver?  
Can the bus driver see you?

**ACTIVITY SHEET II: 1-6**



Color danger zones RED



Color Giant steps YELLOW

**ACTIVITY SHEET II: 1-7**

# K-3 SCHOOL BUS SAFETY UNIT III

## LESSON 1 - ARRIVING AND WAITING AT THE BUS STOPS/ SAFETY IN INCLEMENT WEATHER

CURRICULUM GOAL: STUDENTS WILL DEMONSTRATE SAFE BEHAVIORS FOR ARRIVING AND WAITING AT THE BUS STOP.

CONCEPTS:

1. SAFE AND UNSAFE BEHAVIOR
2. WEATHER CAN BE A SAFETY HAZARD.
3. CLOTHING CAN BE A SAFETY HAZARD.

ATTITUDES:

1. STUDENTS CAN INCREASE PERSONAL SAFETY AND THE SAFETY OF OTHERS BY OBEYING THE RULES.
2. SAFETY IS EVERYONE'S RESPONSIBILITY.

SKILLS:

1. DISCRIMINATE BETWEEN SAFE AND UNSAFE BEHAVIORS FOR WALKING TO AND WAITING AT THE BUS STOP.
2. IDENTIFY WEATHER-RELATED SAFETY HAZARDS AND ADDITIONAL BUS SAFETY CAUTIONS.
3. DISCRIMINATE BETWEEN SAFE AND UNSAFE CLOTHING.

MATERIALS:

ACTIVITY SHEETS III:1-1 TO 1-8  
TEACHER QUESTIONS "AT THE BUS STOP"  
BUS SIMULATION DIAGRAM  
PAPER, CRAYONS, MAGIC MARKERS

PROCEDURE:

1. ASK STUDENTS TO NAME SOMEPLACE THEY KNOW THAT IS "SAFE". (ANSWERS WILL PROBABLY INCLUDE HOME AND SCHOOL). EXPLAIN THE CONCEPT OF "SAFETY" AS FREEDOM FROM DANGER.
2. RELATE SAFETY TO BEHAVIOR. HAVE CHILDREN INDICATE WHETHER THE FOLLOWING BEHAVIORS ARE "SAFE" OR "UNSAFE":
  - a. CHASING A BALL INTO THE STREET
  - b. CROSSING WITH TRAFFIC LIGHTS
  - c. PLAYING TAG AT THE BUS STOP
  - d. TOUCHING A HOT STOVE
  - e. WALKING ON THE SIDEWALK
  - f. STANDING WAY BACK FROM THE ROAD TO WAIT FOR THE BUS (GIVE MORE EXAMPLES IF NECESSARY)
3. ALLOW CHILDREN TO DESCRIBE SOME SAFE AND UNSAFE SITUATIONS THEY HAVE EXPERIENCED. BE SURE THEY PROPERLY LABEL WHICH KIND THEY ARE DESCRIBING.

4. SELECT FROM ACTIVITY SHEETS III:1-1 TO 1-8 TO EXPLAIN AND DISCUSS SAFETY RULES FOR ARRIVING AND WAITING AT THE BUS STOP:

- LEAVE HOME ON TIME TO ARRIVE FIVE MINUTES EARLY.
- USE SAFEST ROUTE TAUGHT BY PARENT.
- WALK; DON'T RUN. WALK ON THE SIDEWALK OR WALKWAY (OR FACING TRAFFIC).
- CROSS ONLY AT INTERSECTIONS; WATCH FOR TURNING CARS, TRAFFIC SIGNALS OR CROSSING GUARDS.
- STAND AT A SAFE DISTANCE AWAY FROM THE ROAD.
- BE ALERT TO EMERGENCY VEHICLES - FLASHING LIGHTS AND SIRENS.
- DON'T TALK TO OR GO WITH STRANGERS.
- DON'T BRING PETS OR SMALL CHILDREN TO THE BUS STOP.
- DON'T PLAY RUNNING GAMES WHILE WAITING FOR THE BUS.
- DRESS FOR THE WEATHER.
- KNOW THE SHAPES OF SIGNS.

IN ADDITION TO COLORING, CHILDREN CAN TAKE ACTIVITY SHEET III:1-2 HOME TO COMPLETE WITH A PARENT BY DRAWING HANDS ON THE CLOCK.

NOTE: IT MAY BE ADVISABLE TO DISCUSS A FEW OF THESE RULES ON CONSECUTIVE DAYS RATHER THAN ALL AT ONE TIME.

5. EXPAND ON THE SECOND TO THE LAST STATEMENT ABOVE BY DISCUSSING TODAY'S WEATHER OR THE CURRENT SEASON. ASK STUDENTS TO NAME FUN THINGS TO DO WHEN:

IT SNOWS (e.g. PLAY ON SNOWBANKS)

LEAVES FALL (e.g. JUMP INTO PILES)

IT RAINS (e.g. WALK THROUGH PUDDLES)

IT'S WINDY (e.g. FLY KITES)

ATTEMPT TO ELICIT RESPONSES SIMILAR TO THE ABOVE.  
DISCUSS:

WHEN/WHERE IS IT SAFE TO DO THIS?

WHEN/WHERE ISN'T IT SAFE TO DO THIS?

WHY?

SHOULD YOU DO THIS WHILE WAITING FOR THE BUS?

WHY NOT?

6. ASK STUDENTS TO THINK ABOUT OTHER WAYS THEY SHOULD BE CAREFUL IN BAD WEATHER AND RELATE THEIR ANSWERS TO BUS SAFETY RULES EMPHASIZING THE FOLLOWING:

- a) DRIVERS CANNOT STOP FAST WHEN IT'S RAINING, SNOWING, SLEETING, ICY. TO BE SAFE YOU NEED TO:

- WATCH FOR SLIDING CARS, BUSES, TRUCKS, ETC.

- STAND WAY BACK FROM THE ROAD WHILE WAITING, AND DON'T WALK TOWARD THE ROAD UNTIL THE BUS HAS COMPLETELY STOPPED.
  - WHEN BOARDING, HOLD ONTO THE RAIL TIGHTLY IN CASE THE STEPS ARE SLIPPERY.
- b) DRIVERS CANNOT SEE AS WELL WHEN IT'S RAINING, SNOWING, FOGGY, DARK, OR THE SUN IS GLARING. TO BE SAFE YOU NEED TO:
- WEAR BRIGHT COLORED CLOTHING.
  - BE EXTRA CAREFUL WALKING TO THE BUS STOP AND CROSSING THE ROAD.
  - STAND WAY BACK FROM THE ROAD WHILE WAITING, AND DON'T WALK TOWARD THE ROAD UNTIL THE BUS HAS COMPLETELY STOPPED.
- c) DRIVERS CANNOT HEAR SOUNDS OUTSIDE THE BUS AS WELL (LIKE SIRENS, SHOUTS, AND TRAIN WHISTLES) WHEN WINDOWS ARE CLOSED AND HEATER FANS ARE ON. TO BE SAFE YOU NEED TO:
- BE AN EXTRA QUIET RIDER ON BAD WEATHER DAYS.

7. ARRANGE THE ROOM TO SIMULATE A SCHOOL BUS AND BUS STOP.

a. MARK OFF THE DANGER ZONES AROUND THE BUS AND REVIEW SAFE CROSSING PROCEDURES.

b. HAVE STUDENTS ROLE PLAY ARRIVING AND WAITING FOR THE BUS, BOARDING, EXITING, AND CROSSING IN SNOWY, RAINY, FOGGY, WEATHER, ETC.

8. HELP STUDENTS DESIGN POSTERS FOCUSING ON ADDITIONAL BUS SAFETY CAUTIONS TO USE WHEN WEATHER CONDITIONS ARE POOR.

EXAMPLES:       STAY OFF SNOWPILES  
                  BE CAREFUL ON STEPS  
                  DON'T THROW SNOWBALLS

ASSESSMENT:       PLACE A SMILE FACE AND A FROWN FACE WHERE ALL CAN SEE.  
                  DESCRIBE SEVERAL SAFE AND UNSAFE BEHAVIORS RELATED TO  
                  RULES FOR WAITING AND ARRIVING AT THE BUS STOP, AND  
                  INCLEMENT WEATHER SAFETY PRECAUTIONS. (SEE "AT THE BUS  
                  STOP" QUESTIONS FOR IDEAS), AFTER EACH, CHILDREN INDICATE  
                  WHETHER YOU DESCRIBED A SAFE (SMILE) OR UNSAFE (FROWN)  
                  BEHAVIOR.



BACKGROUND:

SEE "RULES FOR WAITING AND ARRIVING" AT THE BUS STOP,  
RULES FOR CROSSING.

ADDITIONAL ACTIVITIES:

1. MAKE CLOCKS FROM PAPER PLATES. EACH CHILD MAKES A  
CLOCK THAT SHOWS THE TIME THEY MUST LEAVE HOME TO  
ARRIVE AT THE BUS STOP ON TIME.
2. MAKE A LIST OF SAFETY WORDS TO RECOGNIZE.
3. HAVE CHILDREN DRAW A PICTURE TO ILLUSTRATE A SAFETY  
RULE RELATED TO EACH SEASON. SHARE AND DISCUSS  
EACH.
4. REVIEW GENERAL PEDESTRIAN SAFETY BEHAVIORS.
5. TRY AN EXPERIMENT TO ILLUSTRATE VISIBILITY AND THE  
EFFECTS OF CLOTHING ON SAFETY. YOU WILL NEED A VERY  
DARK ROOM. HAVE HALF THE CLASS GO TO THE DARKEST  
PART OF THE ROOM. THE OTHER HALF IDENTIFIES THE  
CHILDREN WHO ARE THE MOST VISIBLE. GIVE CHILDREN  
WITH DARK CLOTHING A LARGE, BRIGHT-COLORED CIRCLE TO  
HOLD TO DEMONSTRATE THE EFFECT OF ATTACHING  
SOMETHING BRIGHT TO INCREASE VISIBILITY.

6. CHOOSE A DARK, DREARY DAY TO HOLD A "FASHION SHOW" IN WHICH STUDENTS VOLUNTEER TO "MODEL" THE CLOTHING THEY WORE TO SCHOOL. DISCUSS HOW SAFE EACH IS IN RELATION TO THE FOLLOWING:

- a) VISIBILITY, DISCUSS WHAT MIGHT BE DONE TO INCREASE IT, IF NECESSARY (e.g. REFLECTIVE TAPE, BRIGHT-COLORED HAT/SCARF).
- b) HAZARDS. LONG SKIRTS, SCARVES, HOODS, MITTENS ATTACHED TO CLOTHING, UMBRELLAS, BACKPACKS CAN ALL BE DANGEROUS IF NOT KEPT FROM GETTING CAUGHT IN DOORS, TRIPPING, ETC.

RESOURCES:

BOOKS: BARBATA, JULI. FROM BED TO BUS. MACMILLAN (NY), 1985.

DESCRIBES THE TRIALS AND TRIBULATIONS OF GETTING TO THE BUS STOP ON TIME.

CHLAD, DOROTHY. STRANGERS. CHILDRENS' PRESS CHICAGO, 1982.

PICTURE BOOK THAT ATTEMPTS TO ESTABLISH THE CONCEPT OF A STRANGER AND HOW TO HANDLE APPROACHES BY A STRANGER.

JOYCE, IRMA. NEVER TALK TO STRANGERS. GOLDEN PRESS

PUBLICATIONS, 1968. TITLE IS THE MESSAGE. CONCEPT OF WHO IS A STRANGER PRESENTED THROUGH RHYMES.

LEAF, MUNRO. SAFETY CAN BE FUN. LIPPINCOTT, 1961. HUMOROUS  
PICTURE BOOK ILLUSTRATING "NIT-WIT" BEHAVIORS THAT IGNORE  
SAFETY RULES. INCLUDES CROSSING STREETS, AVOIDING  
CONSTRUCTION SITES, WALKING IN THE ROAD, RIDING  
BEHAVIORS, AND BIKE SAFETY.

SPIER, PETER. PETER SPIER'S RAIN. DOUBLEDAY, 1982. PICTURE  
BOOK THAT ILLUSTRATES DRESSING FOR AND WALKING IN THE  
RAIN.

FILMS: (SEE "FILM GUIDE")

SAFETY ON OUR SCHOOL BUS (13 MIN)

THE BIG YELLOW FELLOW (15 MIN)

THE YELLOW SCHOOL BUS (10 MIN)

PRIMARY SAFETY: ON THE WAY TO SCHOOL (11 MIN)

SAFELY WALK TO SCHOOL (12 MIN)

FILMSTRIPS: (SEE "FILM GUIDE")

WINNIE THE POOH ON THE WAY TO SCHOOL SERIES:

"POOH RIDES THE BUS" (14 MIN)

"EEYORE TAKES A WALK" (11 MIN)

"POOH MEETS A STRANGER" (12 MIN)

WALKING TO SCHOOL

POOH'S GREAT SCHOOL BUS ADVENTURE (14 MIN)

## TEACHER QUESTIONS

### AT THE BUS STOP

1. WHAT ARE SOME SAFETY RULES TO REMEMBER WHEN WAITING FOR THE SCHOOL BUS? (SEE RULES FOR WAITING AND ARRIVING)
2. WHERE SHOULD YOU WAIT FOR THE BUS? (WAY BACK FROM ROAD)
3. WHAT CAN YOU DO TO PASS THE TIME SAFELY WHILE WAITING?  
(TALK QUIETLY, PLAY QUIET GAMES SUCH AS WORD GAMES AND CATEGORIES)
4. HOW SHOULD YOU TREAT THE PROPERTY AROUND YOU WHILE WAITING? (WITH RESPECT)
5. WHERE SHOULD YOU PUT YOUR BOOKS, LUNCHES, PACKAGES, etc...? (ALL BELONGINGS SHOULD BE IN A BOOK BAG OR BACKPACK)
6. HOW SHOULD YOU TREAT OTHER STUDENTS' BELONGINGS AT THE BUS STOP?  
(AS IF THEY WERE YOUR OWN)
7. WHY IS IT IMPORTANT TO BE LINED UP SINGLE FILE WHEN THE BUS COMES?  
(SO YOU CAN BOARD ONE AT A TIME, WITHOUT PUSHING)
8. WHEN SHOULD YOU START TO MOVE TOWARDS THE BUS? (WHEN IT HAS COME TO A COMPLETE STOP AND THE DOOR IS OPENED)

## RULES FOR WAITING AND ARRIVING

1. BE ON TIME.
2. DRESS FOR THE WEATHER. WEAR CLOTHING THAT IS SAFE, VISIBLE, AND WARM.
3. CARRY YOUR BELONGINGS IN A BOOK BAG.
4. GO DIRECTLY TO YOUR OWN BUS STOP.
5. SHOW CARE FOR THE PROPERTY OF OTHERS.
6. WALK FACING TRAFFIC; STAY ON THE SIDEWALK WHEN AVAILABLE.
7. DON'T BRING PETS, SMALL CHILDREN, OR LARGE OBJECTS TO THE BUS STOP.
8. DON'T TALK OR GO WITH STRANGERS.
9. STAND BACK FROM THE ROAD AT YOUR BUS STOP (ON SIDEWALK OR OTHER SAFE PLACE - OFF SNOWBANKS).
10. DO NOT PLAY AT THE BUS STOP OR SCHOOL LOADING ZONE.

RULES FOR CROSSING -  
TO THE YELLOW SCHOOL BUS

1. NEVER CROSS BETWEEN PARKED CARS;  
ALWAYS CROSS IN FRONT OF THE BUS.
  
2. LOOK AT THE DRIVER AND WAIT FOR  
THE SIGNAL BEFORE CROSSING THE  
ROAD.
  
3. LISTEN AND LOOK BOTH WAYS FOR ANY  
MOVING TRAFFIC. KEEP LOOKING AND  
LISTENING.
  
4. WALK QUICKLY IN A STRAIGHT LINE.  
SEE THE BUS DRIVER'S FACE AT ALL  
TIMES.
  
5. IF YOU DROP SOMETHING NEAR THE  
BUS, ASK THE BUS DRIVER TO HELP  
YOU GET IT.

## RULES FOR CROSSING

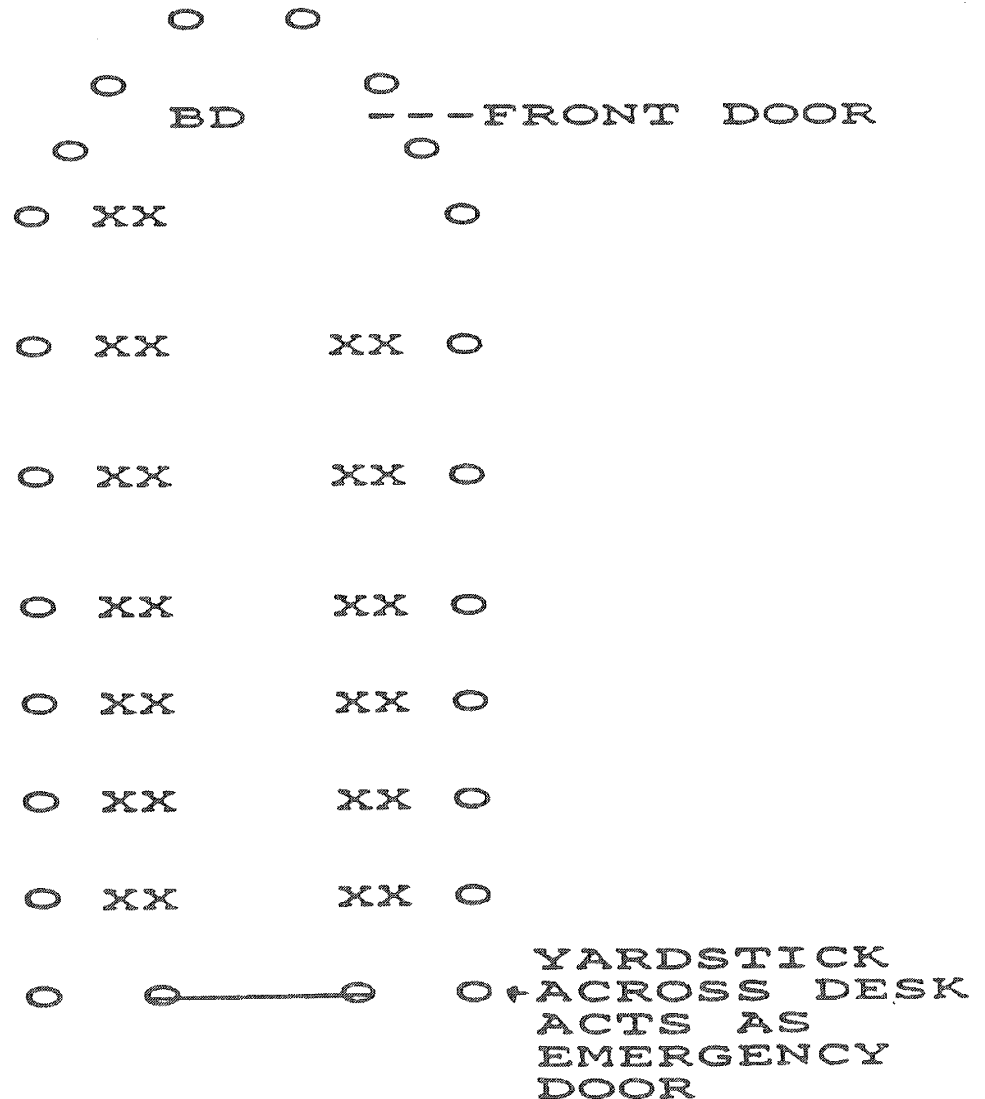
### \*\*LEAVING THE YELLOW SCHOOL BUS ONLY

1. ALWAYS CROSS IN FRONT OF THE BUS, NEVER BEHIND.
2. WALK FORWARD ALONG THE SIDE OF THE ROAD UNTIL YOU CAN SEE THE DRIVER'S FACE.
3. LOOK AT THE DRIVER AND WAIT FOR THE SIGNAL TO BEGIN CROSSING. WALK STRAIGHT UNTIL YOU ARE EVEN WITH THE OUTER EDGE OF THE BUS AND STOP.
4. LISTEN, AND LOOK BOTH WAYS FOR ANY MOVING TRAFFIC. WHEN YOU DECIDE THE ROAD IS CLEAR, CROSS QUICKLY - DO NOT RUN.
5. IF THE DRIVER BLOWS THE HORN, GO BACK TO THE SIDE OF THE ROAD AND WAIT FOR THE DRIVER TO SIGNAL AGAIN.
6. IF YOU DROP SOMETHING NEAR THE BUS, ASK THE DRIVER TO HELP YOU GET IT.

**\*\*FOR MASS TRANSIT RIDERS SEE:  
"RULES FOR CROSSING -  
LEAVING THE MASS TRANSIT BUS"**

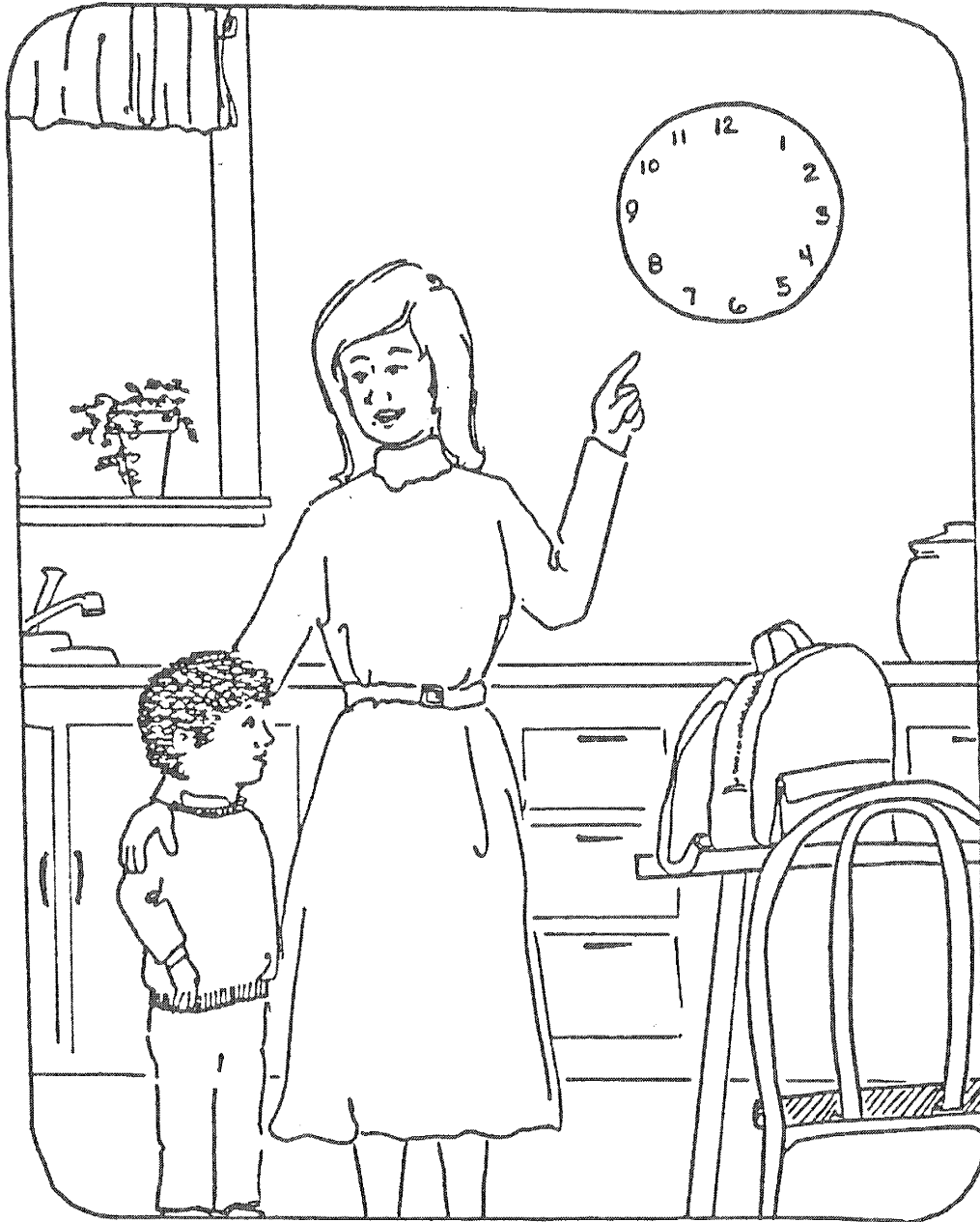
# DIAGRAM BUS SIMULATION FOR CLASSROOM PRESENTATIONS

KEY:    XX - CHAIRS  
           O - DESKS  
           BD - BUS DRIVER





## Getting Ready For School



### Dress for the weather

- Wear a raincoat and boots when it is raining.
- Wear warm clothes when it is cold outside.
- Wear bright-colored clothing when it is dark outside.

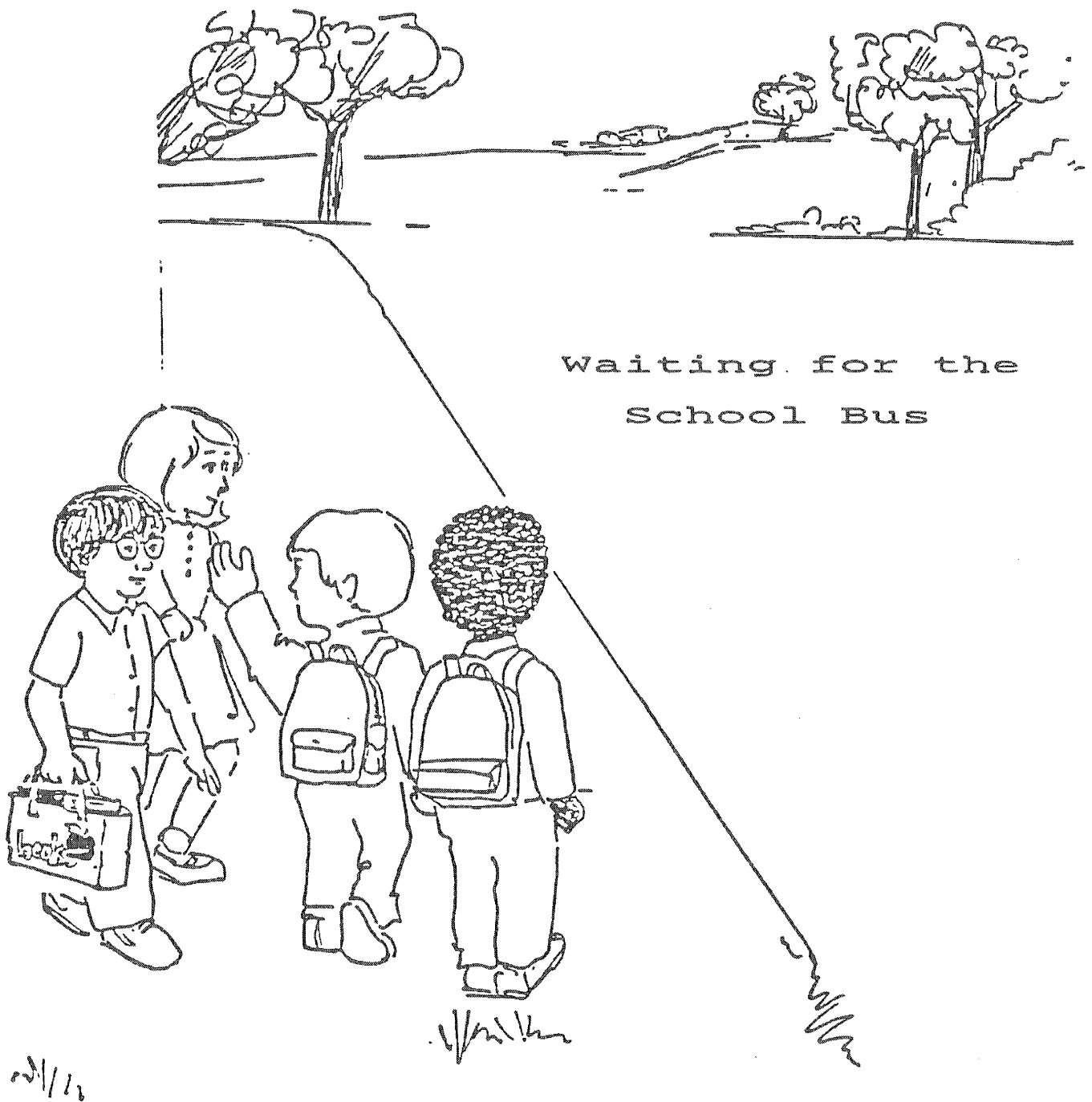
### Be on time

- Give yourself enough time to get to the bus stop five minutes early.



### Walking To and From The Bus Stop

- \_\_\_ Do not talk to strangers.
- \_\_\_ Never accept a ride from anyone.
- \_\_\_ Watch for cars when crossing streets.
- \_\_\_ Don't play along the way.
- \_\_\_ Don't litter, keep off lawns.
- \_\_\_ Walk on the sidewalk, not the curb.
- \_\_\_ If there are no sidewalks, walk facing traffic.
- \_\_\_ Leave pets and small children at home.
- \_\_\_ After school, go straight home.

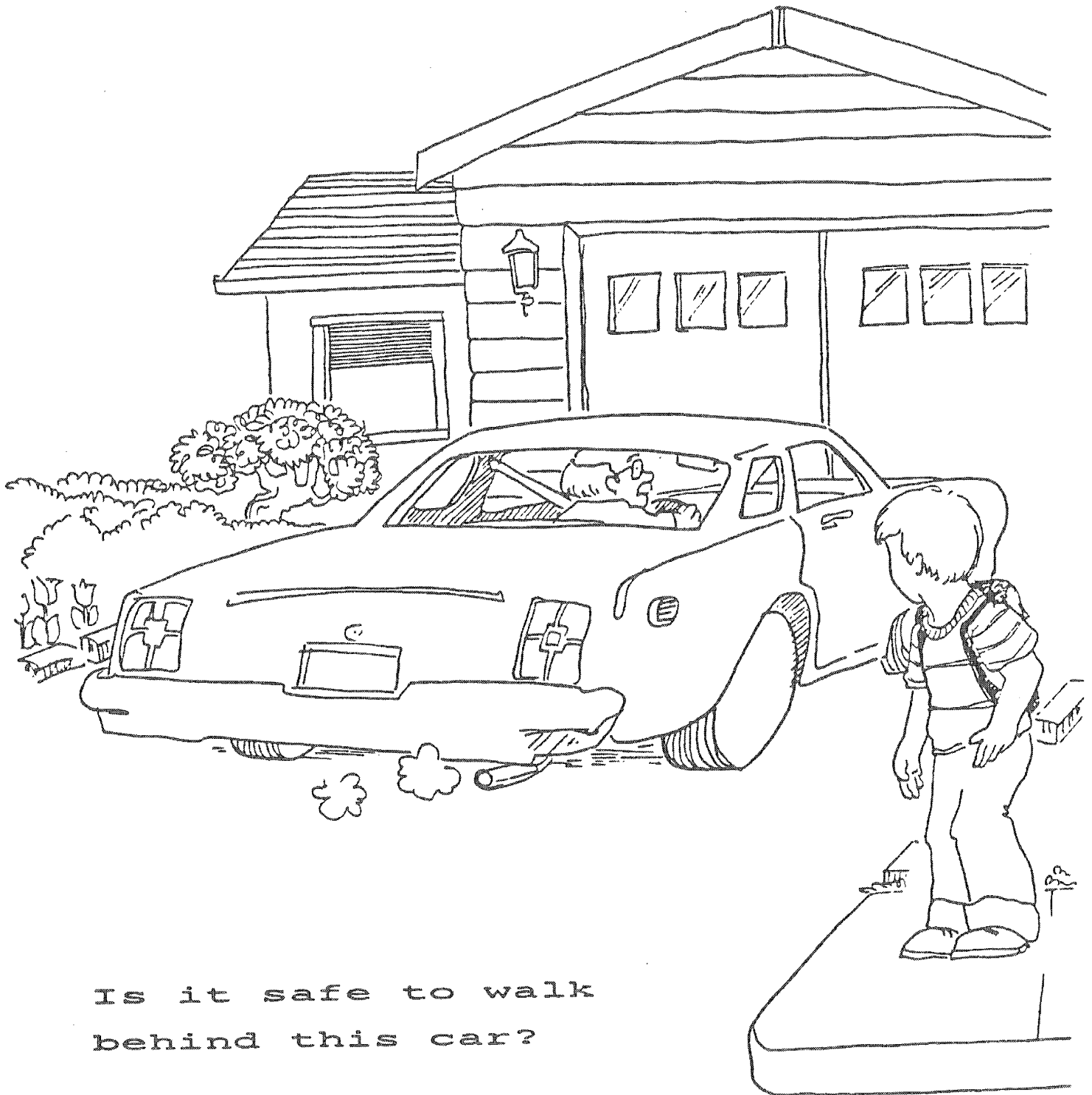


We get to the school bus stop on time.

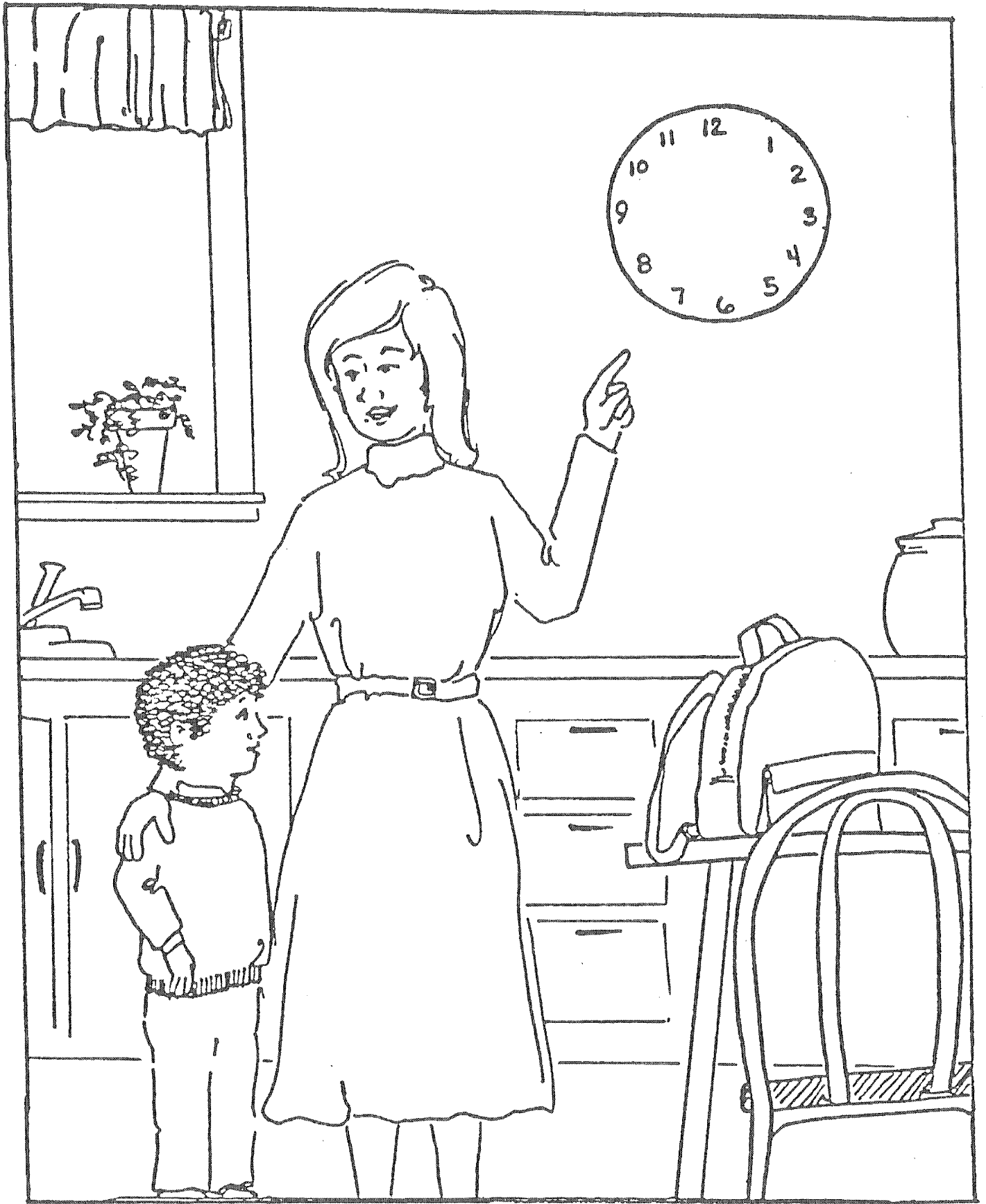
We walk on the sidewalk or road shoulder, facing traffic.

We wait a safe distance away from the road.

Watch For Cars In Driveways



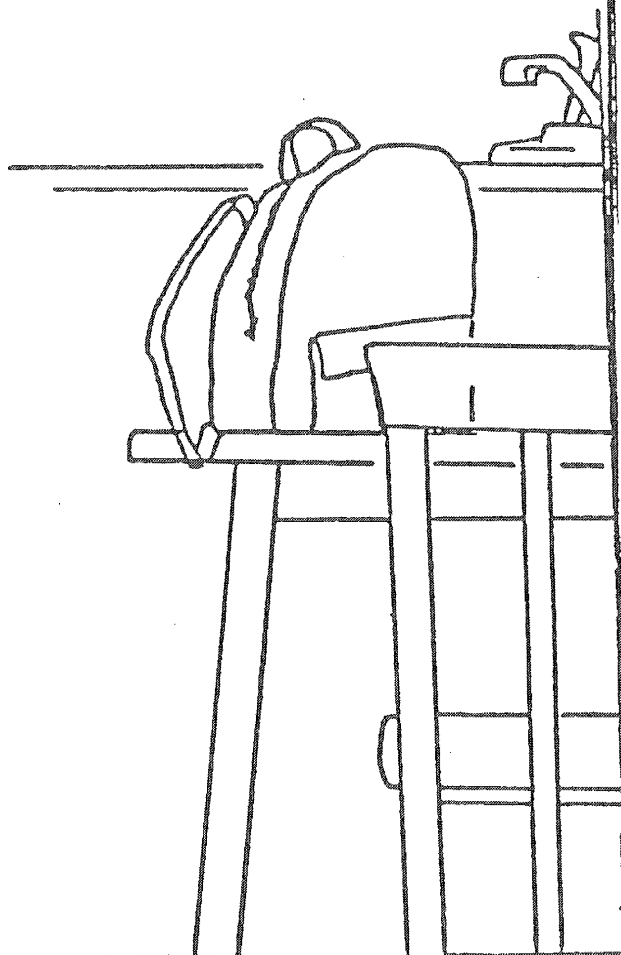
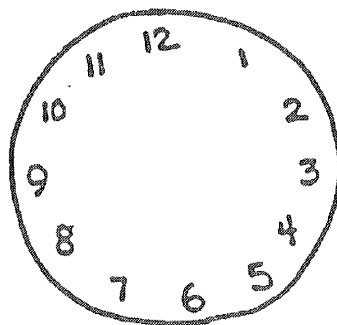
Is it safe to walk  
behind this car?



Time To Go To School

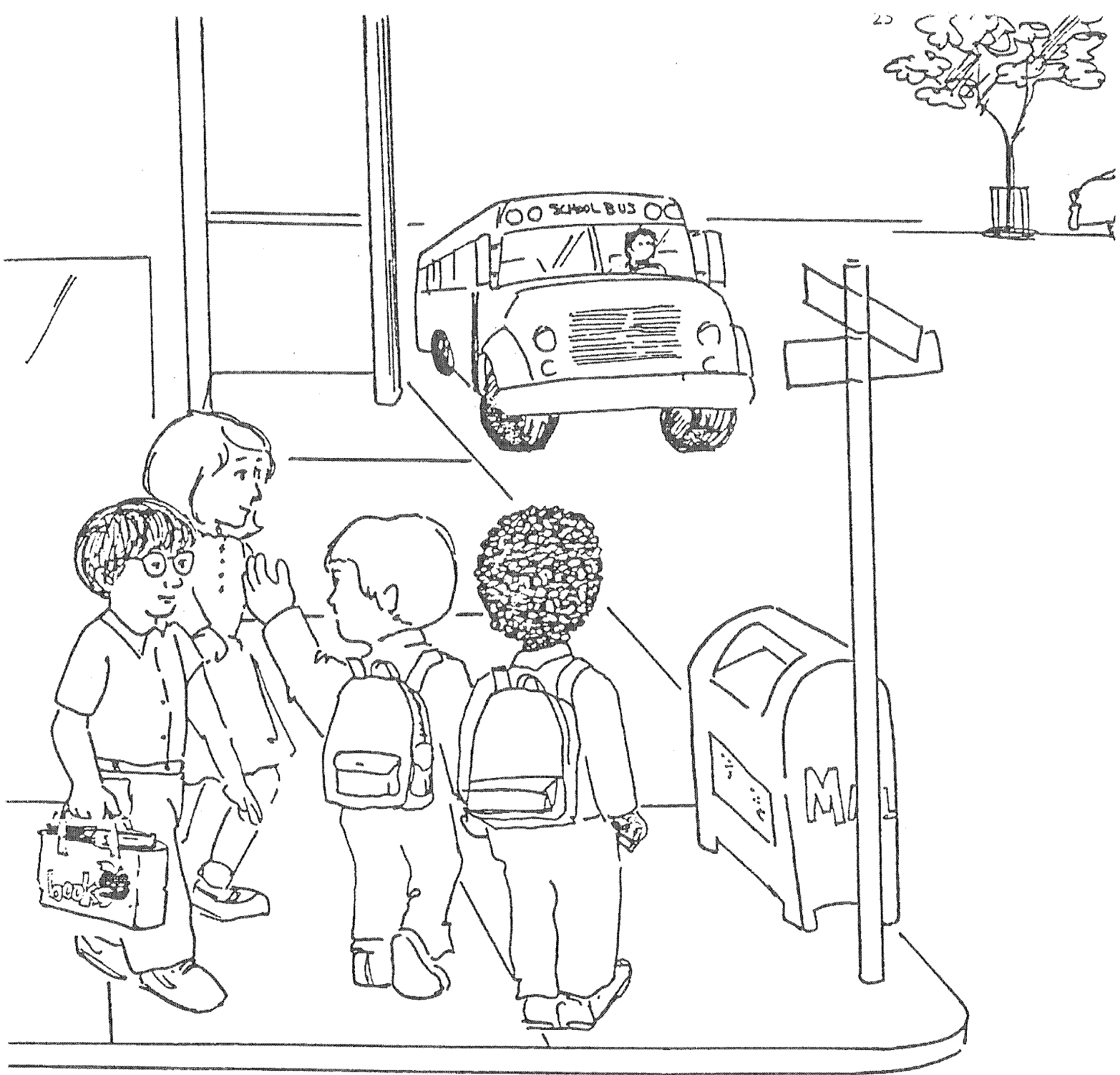
ACTIVITY SHEET III: 1-1

Draw yourself  
ready to go to  
school.



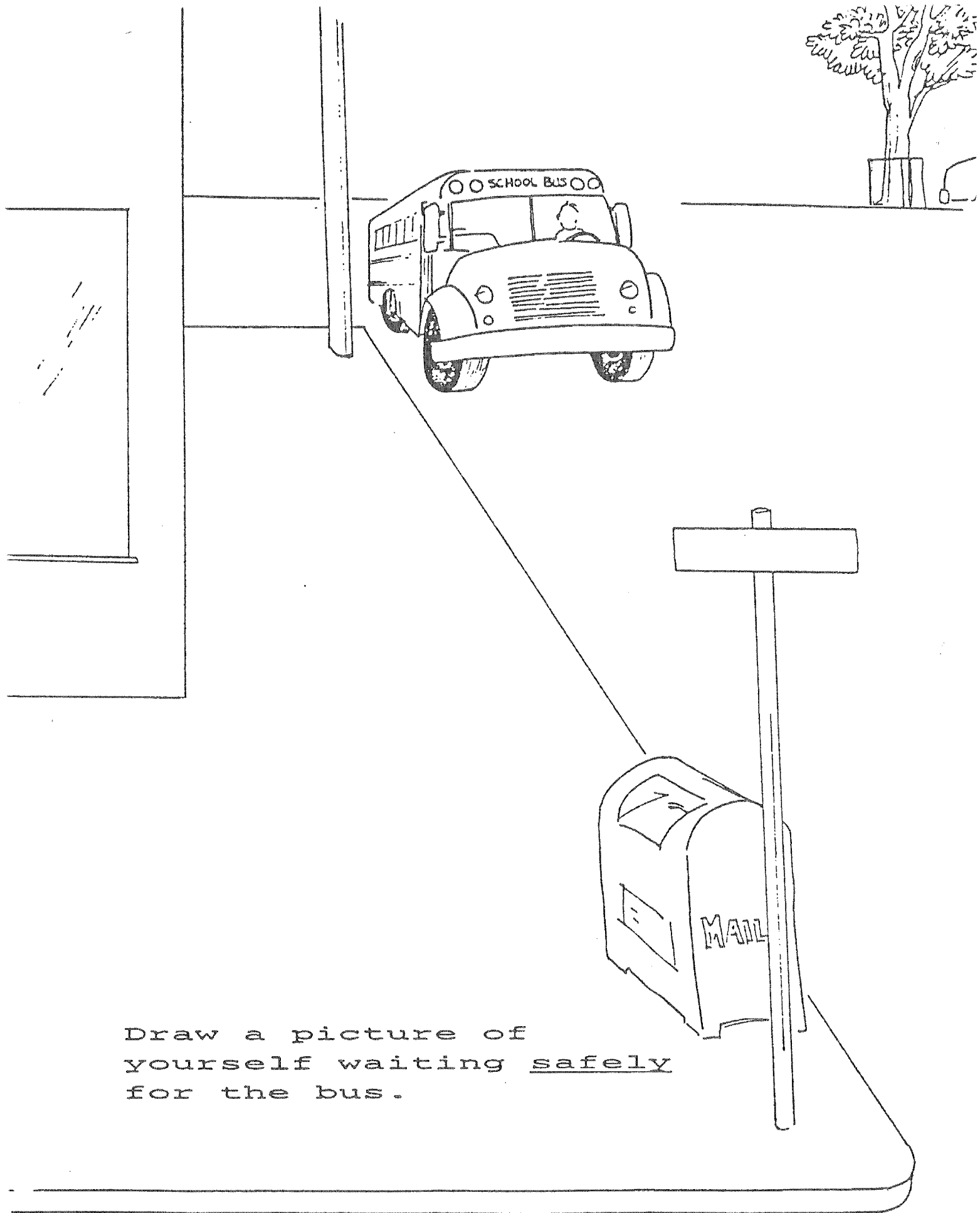
**ACTIVITY SHEET III: 1-2**





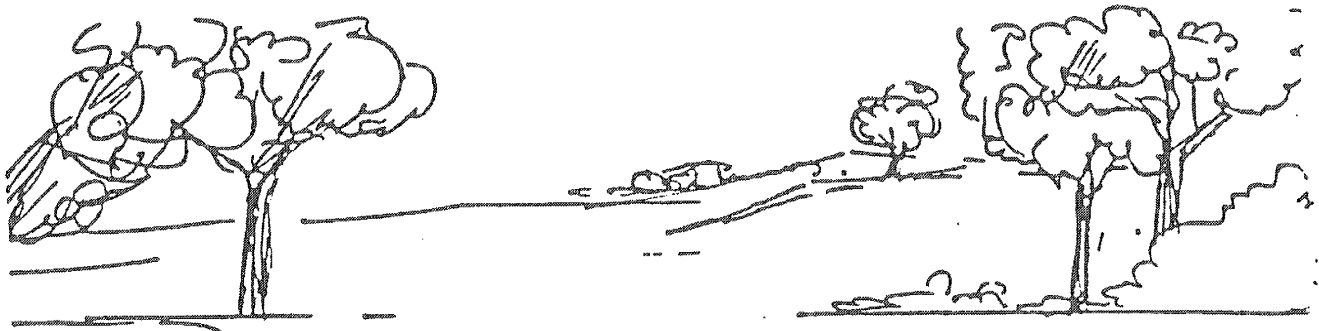
Waiting For The Bus

**ACTIVITY SHEET III: 1-3**

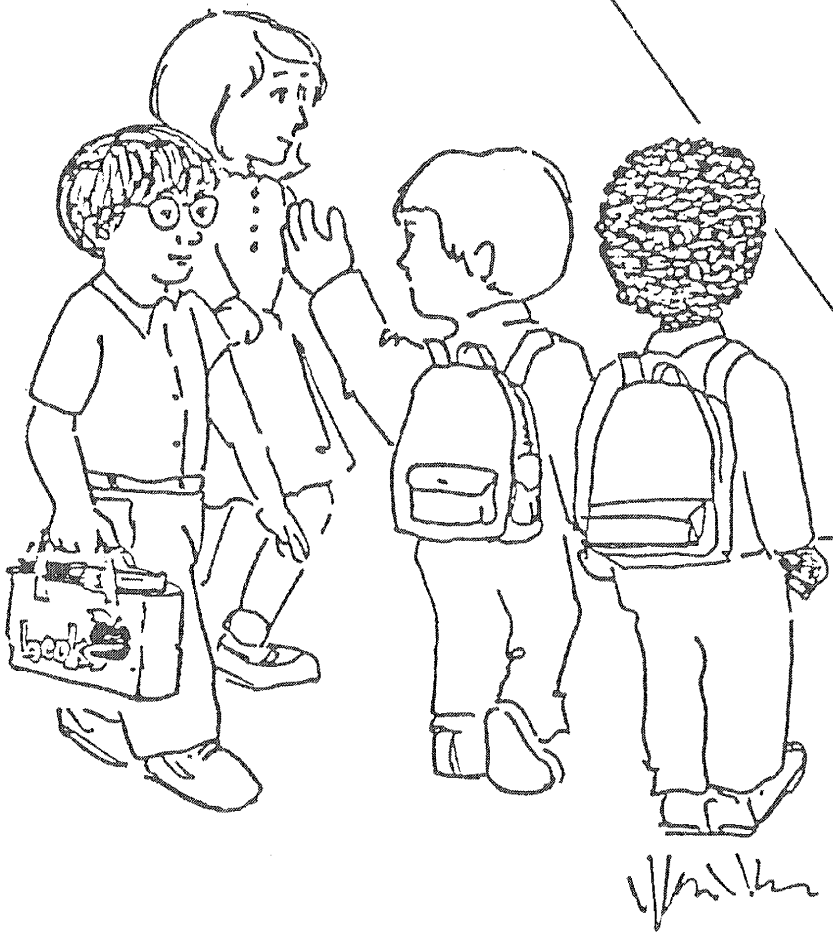


Draw a picture of  
yourself waiting safely  
for the bus.

**ACTIVITY SHEET III: 1-4**



Waiting For The  
Bus



2/1/12

**ACTIVITY SHEET III: 1-5**



Draw A Picture of  
Yourself Waiting  
Safely for the bus.

*Handwritten scribble*

*Handwritten scribble*

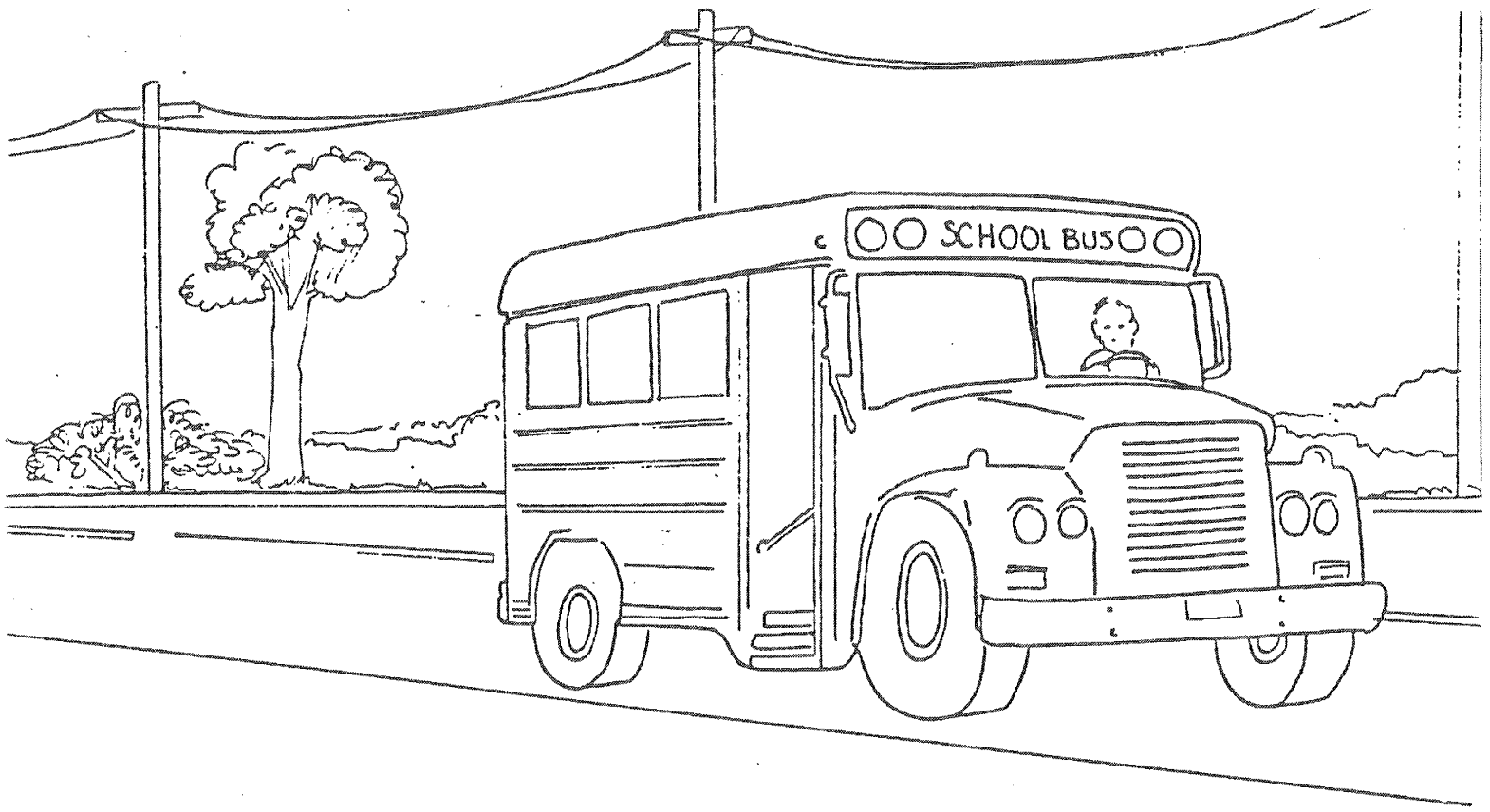
*Handwritten scribble*

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*Handwritten scribble*

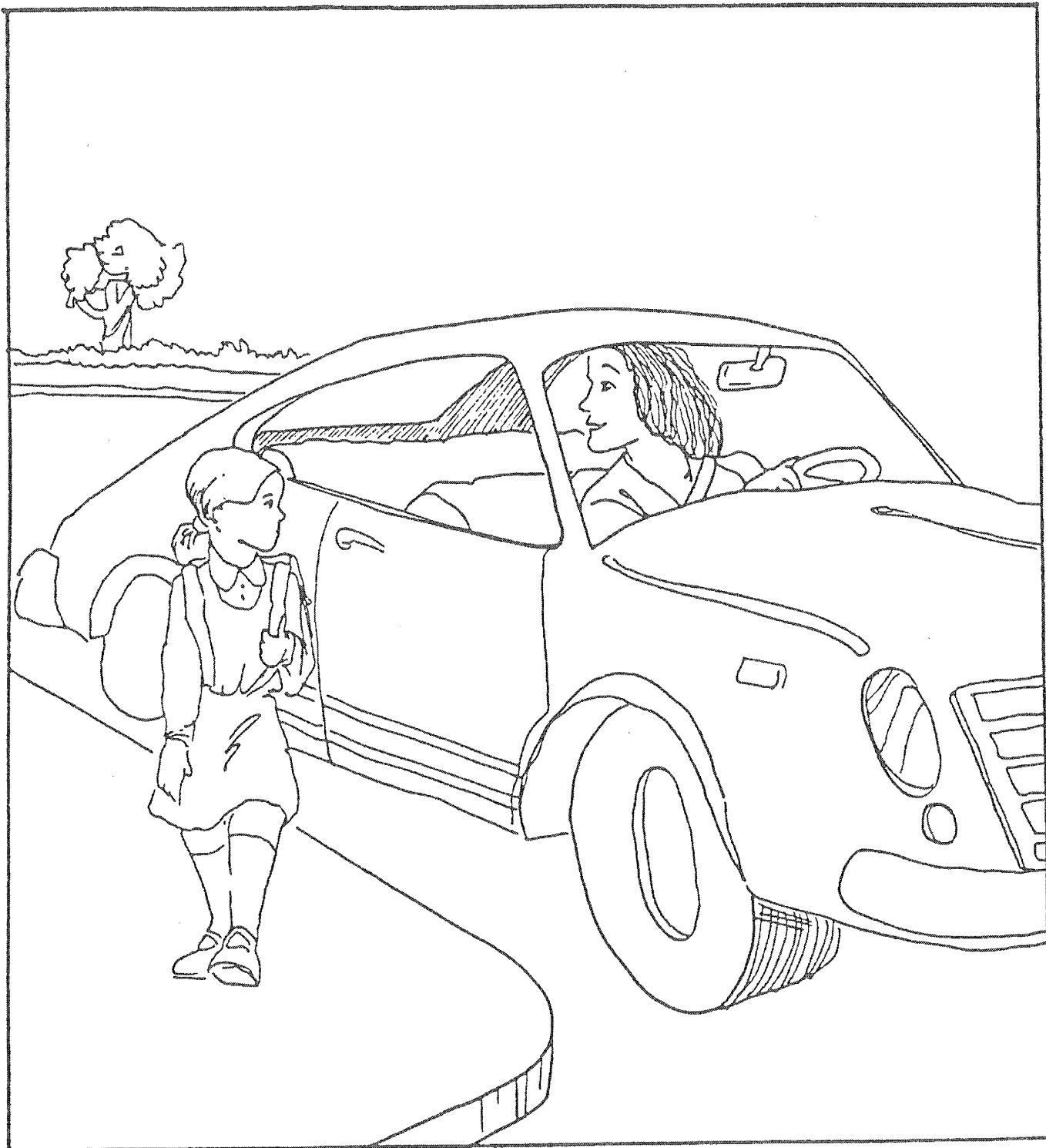
**ACTIVITY SHEET III: 1-6**





Draw yourself waiting safely  
for the van.

ACTIVITY SHEET III: 1-7



Don't Talk Or Go With Strangers

**ACTIVITY SHEET III: 1-8**

## HIDDEN WORD PUZZLE

DIRECTIONS: Find these words hidden in the letters that follow each sentence.

Body  
Bus  
Bus Stop  
Courteous  
Emergency

Intersections  
Manners  
Seated  
Single File  
Walking

1. I ride the \_\_\_ to school. A S M P A B U S A W I N G Y O U I T
2. I board the bus at the \_\_\_. S O M E B U S S T O P Y O U S E E S
3. I get on the bus \_\_\_. O M C E S I N G L E F I L E M A N Y
4. I go to the bus stop by \_\_\_. S I G N W A L K I N G C A R S T O P
5. I use good \_\_\_ at the bus stop. C L M P U M A N N E R S S I G N A L
6. I cross the street at \_\_\_. S T O P I N T E R S E C T I O N S Y
7. I stay \_\_\_ when the bus is moving. S T A N D I N G U P S E A T E D A Z
8. I do not put any part of my \_\_\_ out the window. C L O T H E S A R M S B O D Y X M E
9. I am always \_\_\_ to my bus driver. N I C E K I N D C O U R T E O U S Z
10. I wait for directions in an \_\_\_. S I T U A T I O N E M E R G E N C Y

## ANSWER KEY

### HIDDEN WORD PUZZLE

DIRECTIONS: Find these words hidden in the letters that follow each sentence.

Body  
Bus  
Bus Stop  
Courteous  
Emergency

Intersections  
Manners  
Seated  
Single File  
Walking

1. I ride the \_\_\_ to school.      A S M P A BUS A W I N G Y O U I T
2. I board the bus at the \_\_\_\_\_.      S O M E BUS STOP Y O U S E E S
3. I get on the bus \_\_\_\_\_.      O M C E SINGLE FILE M A N Y
4. I go to the bus stop by \_\_\_\_\_.      S I G N WALKING C A R S T O P
5. I use good \_\_\_ at the bus stop.      C L M P U MANNERS S I G N A L
6. I cross the street at \_\_\_\_\_.      S T O P INTERSECTIONS Y
7. I stay \_\_\_ when the bus is moving.      S T A N D I N G U P SEATED A Z
8. I do not put any part of my \_\_\_ out the window.      C L O T H E S A R M S BODY X M E
9. I am always \_\_\_ to my bus driver.      N I C E K I N D COURTEOUS Z
10. I wait for directions      S I T U A T I O N EMERGENCY

# K-3 SCHOOL BUS SAFETY UNIT IV

## LESSON 1 - BOARDING, EXITING, AND RIDING BEHAVIORS

### CURRICULUM GOAL:

STUDENTS WILL DEMONSTRATE SAFE PROCEDURES AND BEHAVIORS FOR BOARDING, EXITING, AND RIDING THE SCHOOL BUS.

### CONCEPTS: 1. SAFETY, SCHOOL BUS SAFETY HAZARDS

2. RULES
3. PASSENGERS/RIDERS HAVE RESPONSIBILITIES TO OBEY RULES
4. DRIVER'S CAN ONLY CONTROL THEIR OWN VEHICLES.

### ATTITUDES: 1. STUDENTS CAN INCREASE PERSONAL SAFETY AND THE SAFETY OF OTHERS BY OBEYING THE RULES

2. SAFETY IS EVERYONE'S RESPONSIBILITY
3. THE DRIVER IS IN CHARGE OF THE BUS AND ITS PASSENGERS

### SKILLS: 1. STUDENTS WILL MODEL SAFE PROCEDURES FOR BOARDING AND EXITING THE BUS IN A CLASSROOM SIMULATION.

2. STUDENTS WILL RECALL RULES FOR SAFE RIDING.

### MATERIALS: SIGNS: "FRONT," "BACK"

ACTIVITY SHEETS IV:1-1 TO 1-8

TEACHER QUESTIONS "LEAVING THE BUS," CRAYONS

PROCEDURE:

1. SHOW SEVERAL PICTURES OF DRIVERS AND PASSENGERS IN CARS, TRUCKS, BUSES, SNOWMOBILES, etc. ASK CHILDREN TO IDENTIFY DRIVERS AND PASSENGERS (i.e. RIDERS). ASK THEM WHAT THE DRIVER'S JOB IS (DRIVE SAFELY, FOLLOW SAFELY/ROAD SIGNS, WATCH OUT FOR PEOPLE, etc.) EMPHASIZE THAT RIDERS HAVE JOBS TOO, AND THEY ARE GOING TO LEARN WHAT THEIR JOB IS TODAY.
2. EXPLAIN TO STUDENTS THAT THERE IS A RIGHT WAY TO GET ON AND OFF THE BUS AND THEY ARE GOING TO PRACTICE HOW TO DO IT.
3. HAVE A BUS BROUGHT TO SCHOOL TO DEMONSTRATE SKILLS, OR ARRANGE DESKS AND CHAIRS TO SIMULATE A BUS. LABEL FRONT AND BACK OF THE BUS WITH SIGNS.
4. REVIEW DANGER ZONES ON THE BOARDING SIDE OF THE BUS.
5. DEMONSTRATE THE SAFE BOARDING PROCEDURE FOR THE CLASS:
  - a. WAIT AWAY FROM THE ROAD UNTIL THE BUS ARRIVES, COMES TO A COMPLETE STOP, AND THE DRIVER OPENS THE DOOR.
  - b. LINE UP SINGLE FILE; STAND OUT OF THE WAY OF EXITING RIDERS.
  - c. IF YOU DROP SOMETHING, ASK THE DRIVER TO HELP YOU GET IT.
  - d. HOLD ON TO THE RAIL.
  - e. GO DIRECTLY TO A SEAT AND SIT DOWN.
  - f. HOLD ALL BELONGINGS ON YOUR LAP.

HAVE CHILDREN PRACTICE ABOVE BOARDING PROCEDURE.



6. REVIEW CONCEPTS OF SAFETY AND DANGER. EXPLAIN THAT EVEN ORDINARY THINGS CAN SOMETIMES BE DANGEROUS. WE CALL THEM HAZARDS. WE HAVE TO BE EXTRA CAREFUL AROUND THINGS THAT COULD BECOME DANGEROUS. GIVE SOME EXAMPLES OF HAZARDS (CARS, BUSES). ASK STUDENTS TO GIVE OTHER EXAMPLES.
7. DEMONSTRATE THE CORRECT PROCEDURES FOR EXITING THE BUS:
  - a. STAY IN YOUR SEAT UNTIL THE BUS COMES TO A COMPLETE STOP.
  - b. LET THOSE IN FRONT OF YOU GET OFF FIRST.
  - c. HOLD ONTO THE RAIL.
  - d. IF YOU DROP SOMETHING OUTSIDE OF THE BUS, ASK THE DRIVER TO HELP YOU GET IT.
  - e. MOVE AWAY FROM THE BUS IMMEDIATELY; NEVER WALK NEXT TO THE BUS.
- HAVE CHILDREN PRACTICE EXITING THE BUS USING THE ABOVE PROCEDURE.
8. ASK STUDENTS TO THINK OF SOMETHING THEY SHOULD DO TO RIDE THE BUS SAFELY. REPEAT AND EMPHASIZE CONTRIBUTIONS THAT CORRESPOND TO SAFETY RULES.
9. DISTRIBUTE ACTIVITY SHEETS IV:1-1 TO 1-4. READ AND DISCUSS THE RULE ILLUSTRATED IN EACH PICTURE.
10. IF CHILDREN ARE ABLE TO ABSORB MORE, ACTIVITY SHEETS IV:1-5 TO 1-8 CAN ALSO BE DISCUSSED AT THIS TIME. WITH SOME CLASSES, HOWEVER, THE REMAINING RULES MIGHT BETTER BE DISCUSSED IN A LATER OR FOLLOWING-UP SESSION.

11. HAVE CHILDREN COLOR ACTIVITY SHEETS AND ASSEMBLE INTO BOOKLETS. THEY COULD DESIGN THEIR OWN COVER FROM CONSTRUCTION PAPER, OR A SCHOOL BUS-SHAPED COVER COULD BE GIVEN TO THEM TO CUT OUT AND ASSEMBLE WITH WORKSHEETS.

- ASSESSMENT:
- 1) STUDENTS SHOULD BE ABLE TO DISCERN PASSENGERS AND DRIVERS.
  - 2) EVERY STUDENT SHOULD BE ABLE TO MODEL SAFE BOARDING AND EXITING PROCEDURES.
  - 3) STUDENTS SHOULD BE ABLE TO RECALL A MINIMUM OF:
    - a) THREE RIDING RULES FROM THE BOOKLET (K-1)
    - b) FIVE RIDING RULES (GR. 2-3)

BACKGROUND:

SEE BOARDING, EXITING, AND RIDING RULES.

ADDITIONAL ACTIVITIES:

1. DISTRIBUTE ACTIVITY SHEETS IV:1-5 TO 1-8. AFTER READING AND DISCUSSING EACH, STUDENTS CAN COLOR AND MAKE INTO BOOKLETS TO TAKE HOME.
2. MAKE UP CHANTS OR POEMS WITH CHILDREN TO HELP THEM REMEMBER BASIC BUS SAFETY RULES. EXAMPLE: HOLD THE RAIL! HOLD THE RAIL! JUST IN CASE YOUR FEET SHOULD FAIL!

3. HELP THE STUDENTS MAKE A MOVIE THAT FOCUSES ON A BUS SAFETY PROCEDURE. CHILDREN DRAW PICTURES IN SEQUENCE ON A STRIP OF PAPER. RUN THE STRIP THROUGH SLOTS CUT IN THE TOP AND BOTTOM OF A THREE-SIDED CARTON.
4. MAKE A "FIELD TRIP" OUT OF A ROUTINE FILM VIEWING BY GOING THROUGH THE MOTIONS OF BOARDING, RIDING, AND EXITING THE BUS AS PART OF THE SHOWING.
5. HELP CHILDREN COMPOSE A BUS SAFETY SOUND STORY. RECORD SOUNDS HEARD ON THE BUS SUCH AS BRAKES, WIPERS, HORN, DOOR, MOTOR, CHILDREN, DRIVER, etc. RE-RECORD SOUNDS IN THE ORDER YOU WANT ON A SECOND TAPE RECORDER. CHILDREN CAN ALSO ILLUSTRATE THE STORY.
6. HAVE CHILDREN DRAW A PICTURE ILLUSTRATING A BOARDING, EXITING OR RIDING RULE. DISCUSS TITLES AND LABEL THE PICTURES.
7. USE TEACHER QUESTIONS "LEAVING THE BUS," TO LEAD A DISCUSSION ABOUT SAFE EXITING BEHAVIORS.

RESOURCES:

BOOKS:

BOYER, RICHARD. LUCKY BUS. ODDO PUBLISHING CO., FAYETTEVILLE, GA., 1974

FILMS: (SEE "FILM GUIDE")

INSIDE THE SCHOOL BUS (4 MIN)

SAFETY ON OUR SCHOOL BUS (13 MIN)

THE BIG YELLOW FELLOW (15 MIN)

PRIMARY SAFETY: ON THE WAY TO SCHOOL (11 MIN)

BUS TRIPPING: AS AN ELEMENTARY SCHOOL BUS PASSENGER (11 MIN)

FILMSTRIPS: (SEE "FILM GUIDE")

SAFETY TO AND FROM THE BUS STOP

SAFETY AND COURTESY ON THE SCHOOL BUS

WINNIE THE POOH ON THE WAY TO SCHOOL SERIES

"POOH RIDES THE BUS"

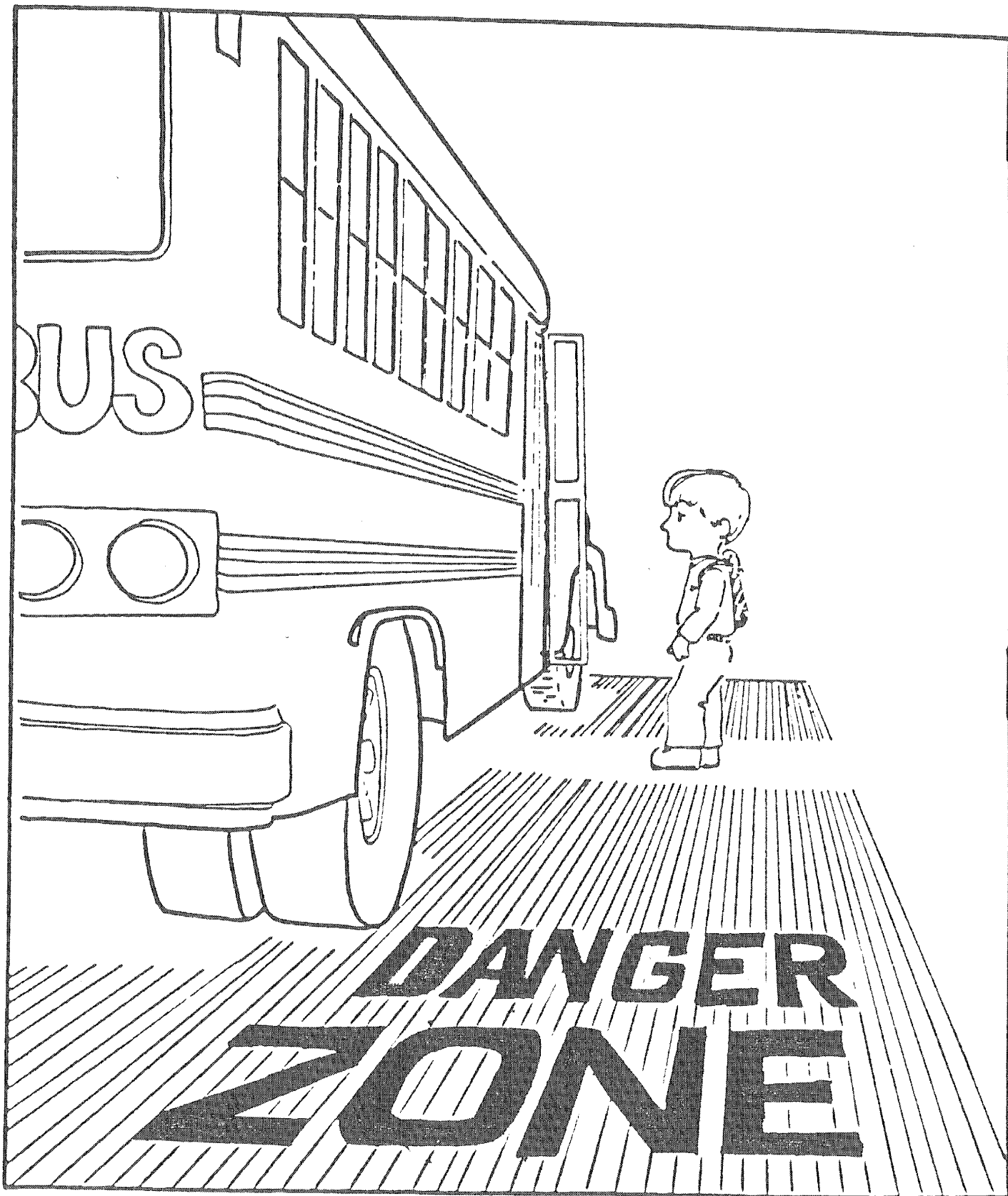
POOH'S GREAT SCHOOL BUS ADVENTURE (14 MIN)

## TEACHER QUESTIONS

### LEAVING THE BUS

1. WHEN IS IT SAFE FOR YOU TO STAND UP TO GET OFF THE BUS? (WHEN THE BUS HAS STOPPED.)
2. WHY IS IT DANGEROUS TO STAND UP BEFORE THE BUS COMES TO A STOP? (DRIVER MAY HAVE TO BRAKE SUDDENLY, OR SWERVE, CAUSING YOU TO LOSE YOUR BALANCE.)
3. IF EVERYONE IS HURRYING AND SHOVING, WHAT CAN HAPPEN? HOW DOES THIS AFFECT PEOPLE'S FEELINGS? (HURRYING AND PUSHING MAKES PEOPLE ANGRY, AND THE EXIT TAKES LONGER.)
4. WHEN GETTING OFF THE BUS, IF SOMEONE IS IN FRONT OF YOU, WHEN CAN YOU START DOWN THE STEPS? (WHEN HE/SHE STEPS TO THE GROUND.)
5. IF YOU SHOULD DROP SOMETHING NEAR OR UNDER THE BUS, WHAT SHOULD YOU DO BEFORE TRYING TO PICK IT UP? (TELL THE DRIVER.)  
WHAT COULD HAPPEN IF THE BUS DRIVER DIDN'T SEE YOU? (COULD GET RUN OVER.)
6. WHAT SHOULD YOU DO WHEN YOU GET OFF THE BUS? (MOVE AWAY FROM BUS, GO DIRECTLY HOME, etc.)
7. IF YOU HAVE TO CROSS THE STREET AFTER LEAVING THE BUS, WHAT SIGNAL SHOULD YOU WAIT FOR? (THE BUS DRIVER'S SIGNAL TO CROSS.)
8. WHAT OTHER THINGS SHOULD YOU REMEMBER BEFORE CROSSING THE STREET? (LISTEN, LOOK BOTH WAYS FOR TRAFFIC.)
9. WHEN IS IT OK TO GET OFF AT A FRIEND'S STOP? (WHEN YOUR PARENT HAS GIVEN PERMISSION AND BUS DRIVER HAS BEEN NOTIFIED IN ADVANCE.)

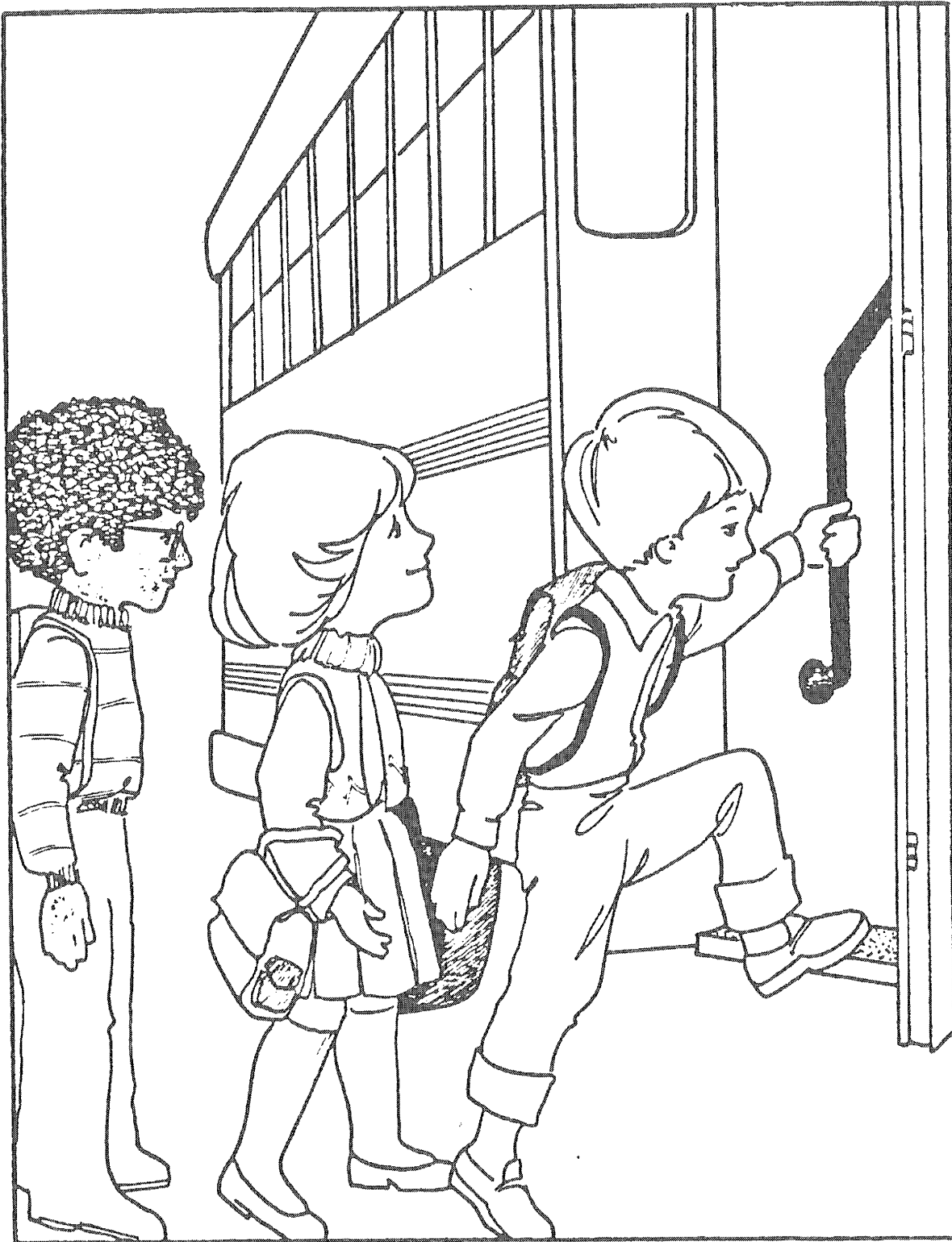




Stay Out of the Danger Zone

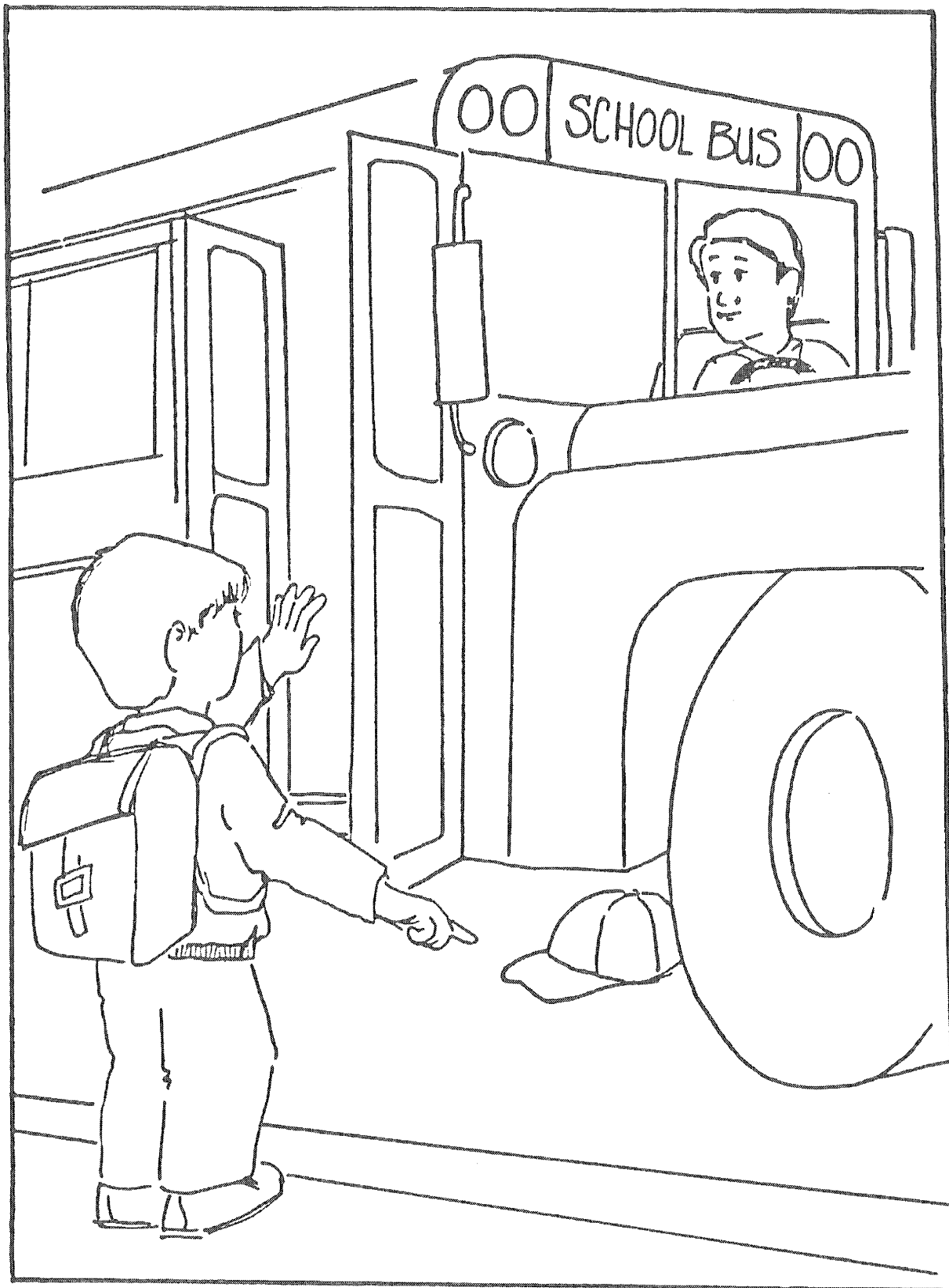
**ACTIVITY SHEET IV: 1-1**





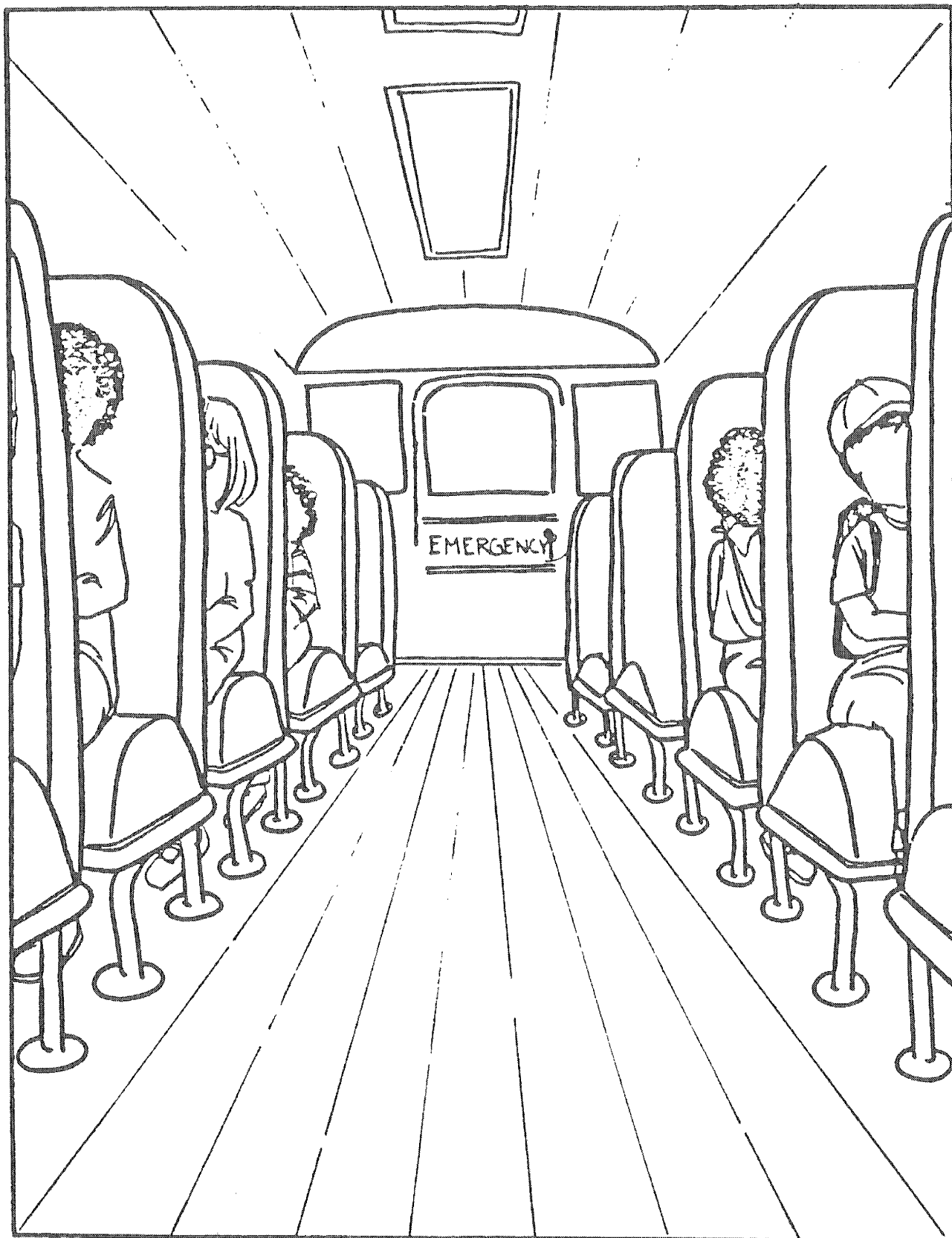
Use The Handrail One By One

**ACTIVITY SHEET IV: 1-2**



If you drop something near the  
bus, leave it!  
Tell the bus driver.

**ACTIVITY SHEET IV: 1-3**



Keep The Aisle Clear

**ACTIVITY SHEET IV: 1-4**



Talk Quietly.

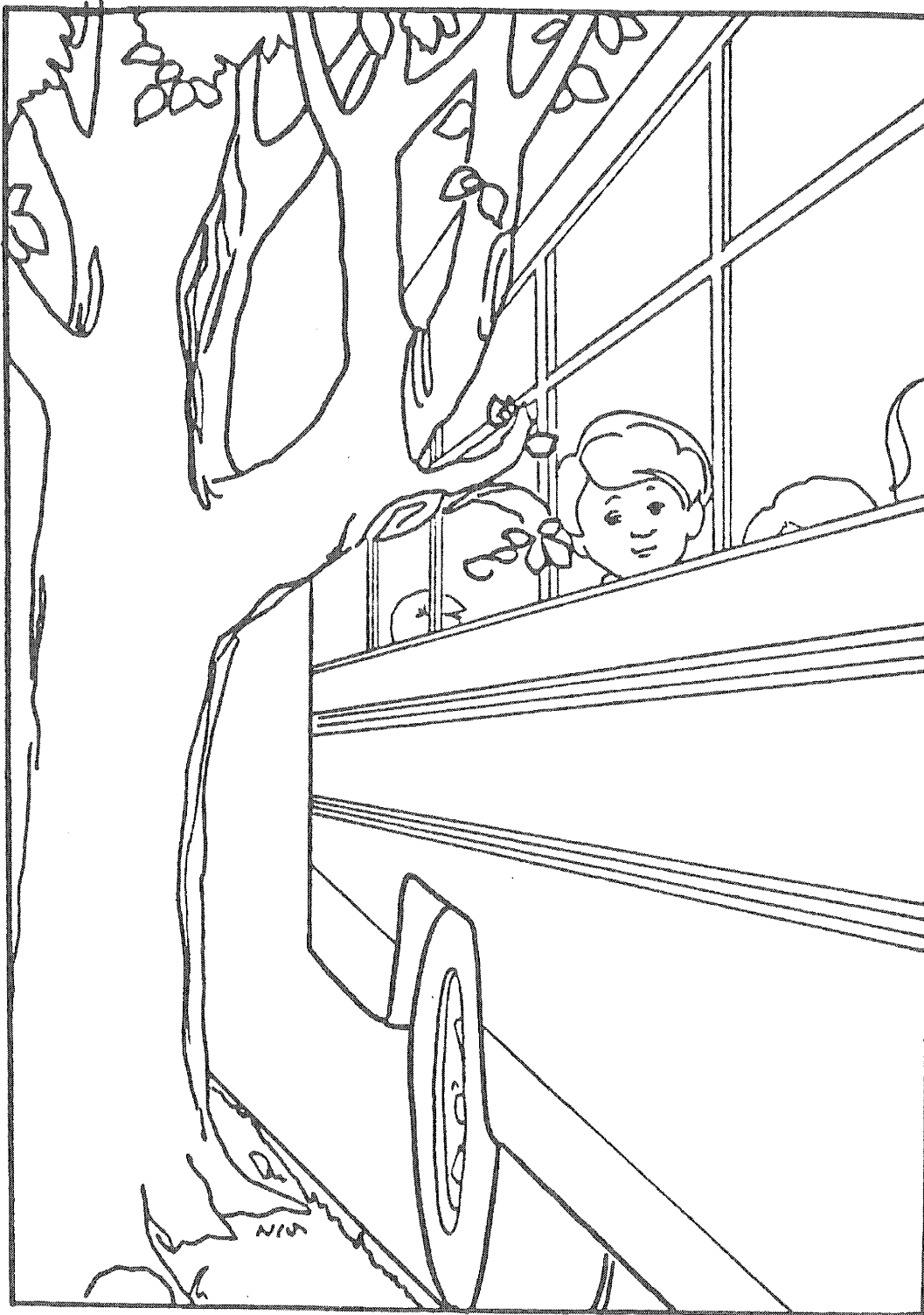
**ACTIVITY SHEET IV: 1-5**





Stay in your seat.

**ACTIVITY SHEET IV: 1-6**



Keep Head, Arms, and Feet Inside  
the windows.

**ACTIVITY SHEET IV: 1-7**



Never throw things in the bus or out the windows.

**ACTIVITY SHEET IV: 1-8**

# K-3 SCHOOL BUS SAFETY UNIT IV

## LESSON 2 - RIDING BEHAVIORS

### CURRICULUM GOAL

STUDENTS WILL DEMONSTRATE SAFE RIDING BEHAVIORS.

CONCEPTS: 1. SEATED RIDERS ARE LESS LIKELY TO BE INJURED.

ATTITUDES: 1. STUDENTS CAN INCREASE PERSONAL SAFETY AND THE SAFETY OF OTHERS  
BY OBEYING THE RULES.  
2. SAFETY IS EVERYONE'S RESPONSIBILITY.

SKILLS: 1. RECALL/DESCRIBE SAFE PASSENGER RIDING BEHAVIORS.

MATERIALS: WAGON, BLOCKS OR DOLLS  
ACTIVITY SHEETS IV:2-1 TO 2-4  
CRAYONS/MARKERS  
TEACHER QUESTIONS, "RIDING THE SCHOOL BUS"

### PROCEDURE:

1. REVIEW (OR TEACH) THE FIVE RIDING RULES INTRODUCED IN UNIT IV, LESSON I  
(i.e. ACTIVITY SHEETS IV:1-1 TO 1-8. DISCUSS THE REASONS FOR AND

IMPORTANCE OF EACH RULE. DISTRIBUTE ACTIVITY SHEET IV:2-1. AFTER COMPLETION, DISCUSS ANSWERS.

NOTE: IF INFORMATION IS NEW, SUBSTITUTE ACTIVITY #1 FROM UNIT IV, LESSON 1.

2. USING A WAGON LOADED WITH BLOCKS OR DOLLS, DEMONSTRATE WHAT HAPPENS WHEN A VEHICLE:

- STOPS SUDDENLY
- STARTS SUDDENLY
- GOES AROUND A SHARP CURVE
- COLLIDES WITH ANOTHER LARGE OBJECT

ASK CHILDREN TO THINK OF WHAT THEY SHOULD DO TO KEEP SAFE IF THEY WERE THE PASSENGERS IN THESE SITUATIONS. ELICIT 1) STAYING SEATED, 2) FACING FORWARD, FEET OUT OF AISLE, AS RESPONSES.

ASSESSMENT:

1) USE TEACHER QUESTIONS, "RIDING THE SCHOOL BUS," TO ASSESS STUDENTS' KNOWLEDGE OF APPROPRIATE RIDING BEHAVIOR. ACTIVITY SHEET IV:2-1 COULD BE USED FOR ASSESSMENT AS WELL.

BACKGROUND:

SEE RULES FOR RIDING.



### ADDITIONAL ACTIVITIES:

1. SELECT FROM ACTIVITY SHEETS IV:2-2 TO 2-4. AFTER DISCUSSING EACH, HAVE STUDENTS COLOR. WHEN ALL ARE COMPLETED, ADD TO BOOKLETS.

### RESOURCES

#### BOOKS:

GRAY, GENEVIEVE. I KNOW A BUS DRIVER. G.P. PUTNAM (NY) 1972. ILLUSTRATES DIFFERENCE BETWEEN CITY AND SCHOOL BUS. (2ND-3RD GRADE READING LEVEL)

KESLER, ETHEL AND LEONARD. BIG READ BUS. DOUBLEDAY, 1957. PICTURE BOOK ILLUSTRATING CITY BUSES.

LEAF, MUNRO. SAFETY CAN BE FUN. LIPPINCOTT, 1961. HUMOROUS PICTURE BOOK ILLUSTRATING "NIT-WIT" BEHAVIORS THAT IGNORE SAFETY RULES. INCLUDES CROSSING STREETS, AVOIDING CONSTRUCTION SITES, WALKING IN THE ROAD, RIDING BEHAVIORS, AND BIKE SAFETY.

NICHOLS, PAUL. BIG PAUL'S SCHOOL BUS. PRENTICE-HALL, 1981. PICTURE BOOK WRITTEN BY A SCHOOL BUS DRIVER ABOUT SCHOOL BUS DRIVERS. ILLUSTRATIONS ARE BLACK AND WHITE EXCEPT FOR THE YELLOW SCHOOL BUS.

FILMS: (SEE "FILM GUIDE")

INSIDE THE SCHOOL BUS (4 MIN)

SAFETY ON OUR SCHOOL BUS (13 MIN)

THE BIG YELLOW FELLOW (15 MIN)

PRIMARY SAFETY: ON THE WAY TO SCHOOL (11 MIN)

IF... (10 - 30 MIN)

BUS TRIPPING: AS AN ELEMENTARY SCHOOL BUS PASSENGER (14 MIN)

FILMSTRIPS: (SEE "FILM GUIDE")

SAFETY TO AND FROM THE BUS STOP

SAFETY AND COURTESY ON THE SCHOOL BUS

WINNIE THE POOH ON THE WAY TO SCHOOL SERIES

"POOH RIDES THE BUS"

SCHOOL BUS SAFETY

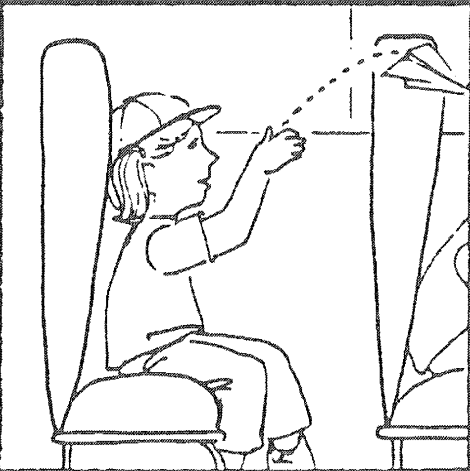
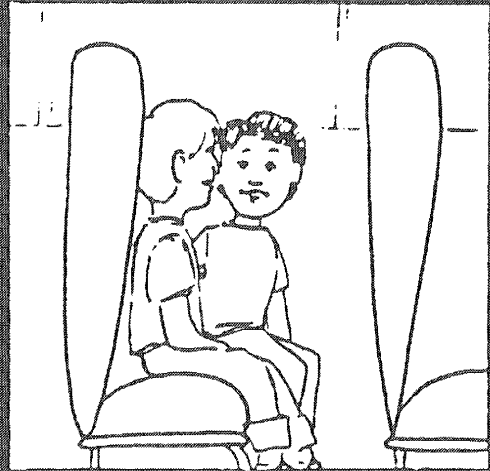
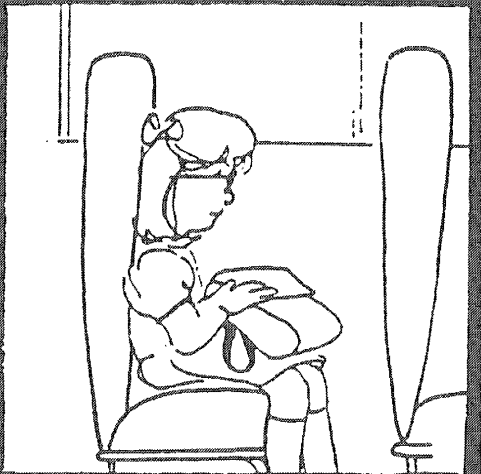
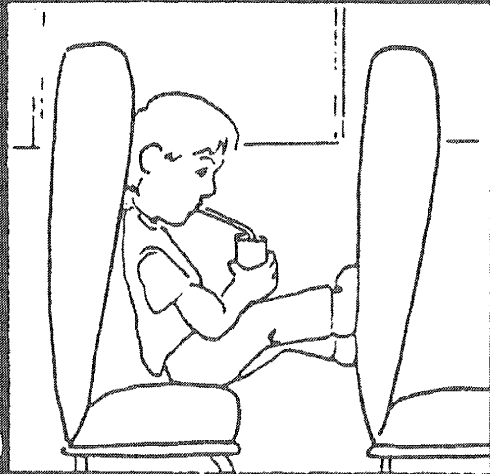
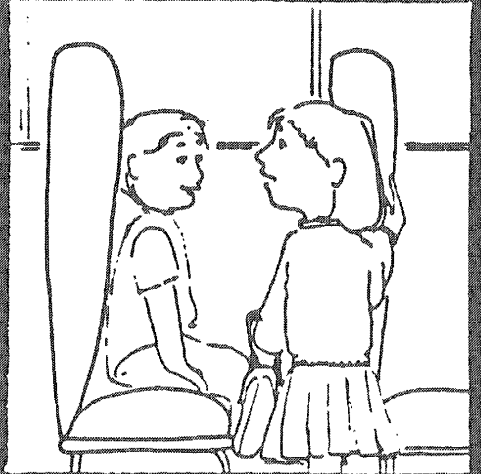
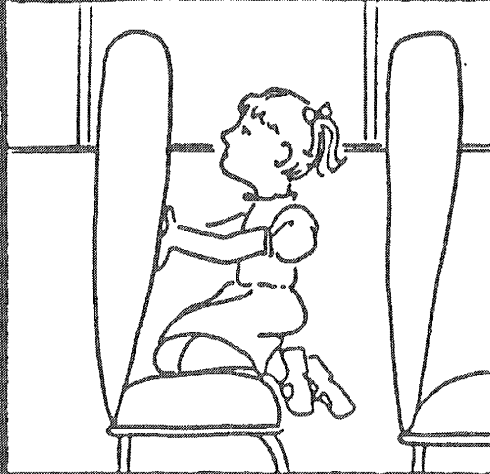
POOH'S GREAT SCHOOL BUS ADVENTURE (14 MIN)


## TEACHER QUESTIONS


### RIDING THE SCHOOL BUS

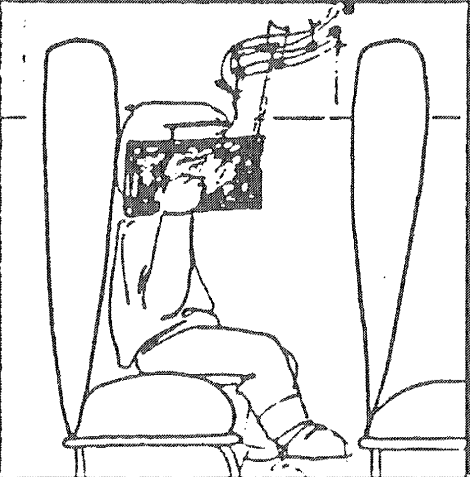
1. SHOW ME HOW YOU SHOULD SIT IN YOUR SEAT. WHY IS IT IMPORTANT TO SIT BACK IN THE SEAT AND FACE FORWARD? (LESS LIKELY TO BE INJURED IF BUS STOPS QUICKLY OR MAKES SHARP TURNS)
2. WHAT MIGHT HAPPEN IF YOU WERE NOT SEATED PROPERLY WHEN THE BUS MADE A SHARP TURN OR A SUDDEN STOP? (HIT HEAD ON WINDOW; THROWN FROM SEAT)
3. WHAT MIGHT HAPPEN IF YOU WERE KNEELING ON A SEAT FACING BACKWARD WHEN THE BUS CAME TO A SUDDEN STOP? (THROWN OUT OF SEAT)
4. WHERE SHOULD YOU KEEP YOUR BELONGINGS WHILE RIDING ON THE BUS? (ON YOUR LAP)
5. WHY IS IT IMPORTANT TO KEEP FEET AND BOOKS OUT OF THE AISLE (SOMEONE COULD TRIP OVER THEM; MAY HAVE TO LEAVE BUS QUICKLY IN EMERGENCY)
6. WHY SHOULD YOU NEVER OPEN OR CLOSE A WINDOW IN A BUS OR CAR? (IT IS THE DRIVER'S RESPONSIBILITY; IT'S DANGEROUS, FINGERS CAN GET PINCHED OR MASHED; YOU OFTEN HAVE TO STAND UP TO DO IT)
7. WHY IS IT SAFER TO KEEP YOUR HANDS FREE OF OBJECTS WHILE YOU ARE RIDING? (FREE TO BRACE YOURSELF DURING SUDDEN STOPS, etc.)
8. WHY IS IT DANGEROUS TO THROW THINGS AROUND OR OUT OF THE WINDOW OF A MOVING BUS OR CAR? (SOMEONE COULD BE STRUCK AND INJURED; COULD CAUSE A DRIVER BEHIND OR ALONGSIDE THE BUS TO HAVE AN ACCIDENT; DISTRACTS BUS DRIVER)
9. HOW DOES POOR BEHAVIOR AFFECT THE BUS DRIVER'S ABILITY TO CONCENTRATE DRIVING? (TAKES ATTENTION AWAY FROM ROAD)
10. TELL ME SOME WAYS YOU CAN HELP THE BUS DRIVER? (BY FOLLOWING ALL THE SAFETY RULES)

















 Circle  
all the  
safe  
behaviors

 "X" all  
the  
unsafe  
behaviors



**ACTIVITY SHEET IV: 2-1**

# ANSWER KEY

 Do not kneel on the seat.	 Do not talk to a driver.	 No standing in aisles.
 Do not eat on the bus.	 Never lean out the windows.	 Put your books, bookbag, in a safe place.
 Talk quietly to your friends.	 Do not throw things.	 Circle all the safe behaviors.
 Do not put arms or legs in aisles.	 No radios on the bus.	 "X" all the unsafe behaviors.

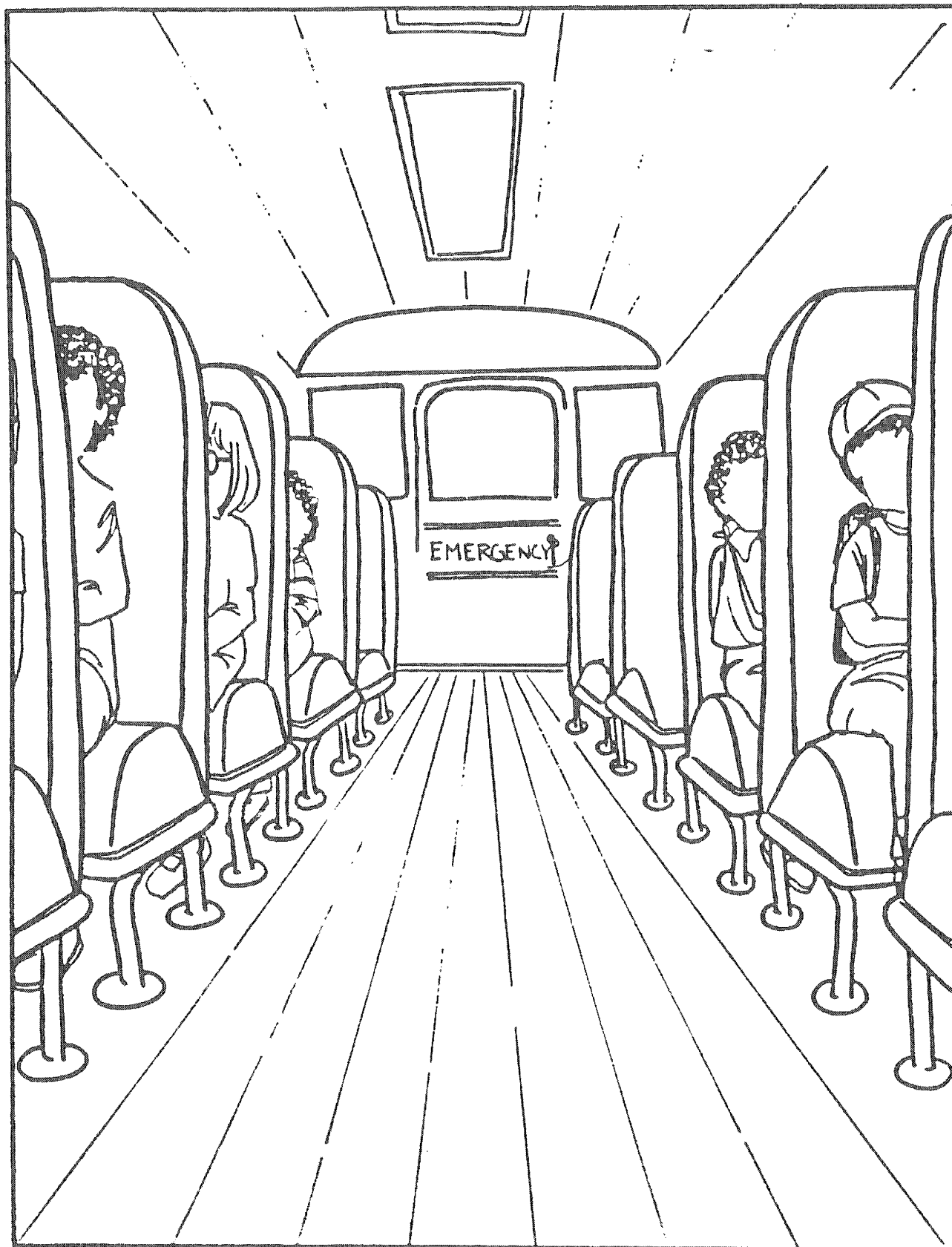
**ACTIVITY SHEET IV: 2-1**





We never throw things in the bus  
or out the windows.

**ACTIVITY SHEET IV: 2-2**



Keep The Aisle Clear

**ACTIVITY SHEET IV: 2-3**

## K-3 SCHOOL BUS SAFETY UNIT IV

### LESSON 3 - REVIEW: DANGER ZONES/CROSSING/ARRIVING/WAITING/BOARDING

#### CURRICULUM GOAL:

STUDENTS WILL AVOID BUS DANGER ZONES, AND USE SAFE CROSSING PROCEDURES WHEN APPROACHING/LEAVING THE BUS; DEMONSTRATE SAFE BEHAVIORS FOR ARRIVING, WAITING, AND BOARDING THE BUS.

CONCEPTS: 1. BUS DANGER ZONES  
2. SAFE AND UNSAFE BEHAVIOR

SKILLS: 1. LOCATE DANGER ZONES AROUND SCHOOL BUS.  
2. DEMONSTRATE SAFE PROCEDURES FOR AVOIDING DANGER ZONES WHEN BOARDING AND EXITING THE BUS; CROSSING THE ROAD.  
3. DEMONSTRATE SAFE BEHAVIORS FOR WALKING TO AND WAITING FOR THE BUS.

ATTITUDES: 1. STUDENTS CAN INCREASE PERSONAL SAFETY AND THE SAFETY OF OTHERS BY OBEYING THE RULES.  
2. SAFETY IS EVERYONE'S RESPONSIBILITY.

MATERIALS: BUS SIMULATION, DIAGRAM  
ACTIVITY SHEETS IV:3-1 TO 3-11 (ACTIVITY SHEET IV:3-1 MAY BE  
ENLARGED OR MADE INTO A TRANSPARENCY FOR GROUP ACTIVITY)  
TEACHER QUESTIONS, "AT THE BUS STOP"  
PENCILS

PROCEDURE:

1. DISTRIBUTE ACTIVITY SHEET IV:3-1. ASK STUDENTS TO THINK ABOUT WHERE THE DANGER ZONES ARE AROUND THE SCHOOL BUS. WRITE "DANGER" ON THE CHALKBOARD. HAVE THE STUDENTS LABEL ALL THE DANGER ZONES ON THEIR ACTIVITY SHEETS.
2. WHEN STUDENTS HAVE HAD TIME TO COMPLETE ABOVE, SHARE AND DISCUSS INDIVIDUAL EFFORTS. SHOW PROPERLY LABELED ACTIVITY SHEET IV:3-2, AND ALLOW TIME FOR THOSE WHO MISSED ANY TO ADD THEM ON THEIR ACTIVITY SHEET.
3. REVIEW AND DISCUSS RULES FOR DANGER ZONES AND CROSSING.
4. AFTER ARRANGING THE ROOM TO SIMULATE A BUS, HAVE CHILDREN MARK OFF THE DANGER ZONES WITH CHALK OR TAPE.
5. PRACTICE WALKING QUICKLY THROUGH THE DANGER ZONE TO BOARD, EXIT, AND CROSS THE STREET WITH DRIVER'S SIGNAL.

6. DISTRIBUTE ACTIVITY SHEET IV:3-3. READ AND DISCUSS WITH THE CLASS WHY IT'S IMPORTANT TO:

- DRESS FOR THE WEATHER (BUS MAY BE LATE, MAY HAVE TO EVACUATE IN EMERGENCY, BUS TEMPERATURE COLDER THAN ROOM TEMPERATURE, etc.)
- BE ON TIME (BUS CAN'T WAIT FOR YOU; REMEMBER THAT IT TAKES LONGER TO PUT ON MORE CLOTHES FOR BAD WEATHER)

7. ASK STUDENTS TO RECALL THE RULES FOR WALKING TO THE BUS STOP (OR SCHOOL). LIST RESPONSES ON CHALKBOARD.

8. ASK CHILDREN TO RECALL RULES FOR WAITING AT THE BUS STOP. LIST THOSE THEY REMEMBER ON THE CHALKBOARD OR EXPERIENCE CHART. REMIND THEM OF THOSE NOT RECALLED.

9. ASK CHILDREN TO RECALL RULES FOR BOARDING THE BUS. LIST AND REVIEW THOSE NOT RECALLED.

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NOTE: ACTIVITIES #7-9 ABOVE COULD BE USED TO FILL A SHORT PERIOD OF TIME WHILE WAITING FOR THE NEXT EVENT

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### ASSESSMENT:

- 1) COMPLETED ACTIVITY SHEET IV:3-1 SHOULD SHOW ALL FOUR DANGER ZONES AROUND THE BUS.
- 2) USE THE TEACHER QUESTIONS TO ASSESS STUDENTS' KNOWLEDGE OF SAFE BEHAVIORS FOR ARRIVING AND WAITING AT THE BUS STOP.

### BACKGROUND

SEE CROSSING RULES, RULES FOR ARRIVING AND WAITING.

### ADDITIONAL ACTIVITIES

1. MAKE A MODEL OF A SCHOOL BUS. SMALL MODELS CAN BE MADE FROM MILK CARTONS, A LARGE MODEL CAN BE MADE USING APPLIANCE BOXES. USE TO LOCATE DANGER ZONES, PRACTICE SAFE WAITING, BOARDING, EXITING, AND CROSSING PROCEDURES. (SEE RESOURCE SECTION)
2. PRACTICE PROPER CROSSING PROCEDURES BY SETTING UP A SIMULATED STREET/ROAD. USE MASKING TAPE OR CHALK TO LAY OUT STREET WIDTH (12') AND CROSSWALKS (3').
3. USING ACTIVITY SHEET AS A CHECKLIST, STUDENTS CAN WORK IN PAIRS TO INTERVIEW EACH OTHER ABOUT WHICH RULES THEY FOLLOWED ON THE WAY TO SCHOOL THAT DAY AND WHICH RULES THEY FORGOT. (RULES ARE RELEVANT TO BOTH RIDERS AND WALKERS.)



4. SELECT FROM ACTIVITY SHEETS IV:3-9 TO 3-11 TO READ AND DISCUSS WITH THE STUDENTS. THEY CAN BE COLORED AND COMBINED WITH OTHER ACTIVITY SHEETS INTO A BOOKLET TO TAKE HOME TO SHARE WITH PARENTS.
5. ORGANIZE CHILDREN TO DEVELOP A SKIT AROUND GETTING READY FOR SCHOOL IN WHICH A RULE SUCH AS DRESSING FOR THE WEATHER CAN BE EMPHASIZED.

## RESOURCES

### BOOKS:

BARBATA, JULI. FROM BED TO BUS. MACMILLIAN (NY) 1985. DESCRIBES THE TRAILS AND TRIBULATIONS OF GETTING TO THE BUS STOP ON TIME.

CHLAD, DOROTHY. STRANGERS. CHILDRENS PRESS CHICAGO, 1982. PICTURE BOOK THAT ATTEMPTS TO ESTABLISH THE CONCEPT OF WHO IS A STRANGER PRESENTED THROUGH RHYMES.

LEAF, MUNRO. SAFETY CAN BE FUN. LIPPPINCOTT, 1961. HUMOROUS PICTURE BOOK ILLUSTRATING "NIT-WIT" BEHAVIORS THAT IGNORE SAFETY RULES. INCLUDES CROSSING STREETS, AVOIDING CONSTRUCTION SITES, WALKING IN THE ROAD, RIDING BEHAVIORS, AND BIKE SAFETY.

NICHOLS, PAUL. BIG PAUL'S SCHOOL BUS. PRENTICE-HALL, 1981. PICTURE BOOK WRITTEN BY A SCHOOL BUS DRIVER ABOUT SCHOOL BUS DRIVERS. ILLUSTRATIONS ARE BLACK AND WHITE EXCEPT FOR THE YELLOW SCHOOL BUS.

SMARIDGE, NORAH. WATCH OUT! ABINGDON PRESS, 1965. STRESSES THE IMPORTANCE OF PAYING ATTENTION TO SIGNS; INCLUDES "DANGER," "QUIET," EXIT," "PRIVATE."

FILMS: (SEE "FILM GUIDE:)

BUS TRIPPING: AS AN ELEMENTARY SCHOOL BUS PASSENGER (11 MIN)

SAFETY ON OUR SCHOOL BUS (13 MIN)

THE BIG YELLOW FELLOW (15 MIN)

THE YELLOW SCHOOL BUS (10 MIN)

PRIMARY SAFETY: ON THE WAY TO SCHOOL (11 MIN)

DEATH ZONES - PART 1 (9 MIN)

OUTSIDE THE SCHOOL BUS (4 MIN)

SAFELY WALK TO SCHOOL (12 MIN)

FIMSTRIPS: (SEE "FILM GUIDE")

WINNIE THE POOH ON THE WAY TO SCHOOL SERIES

"POOH MEETS A STRANGER"

"WALKING TO SCHOOL"

"ON THE ALERT"

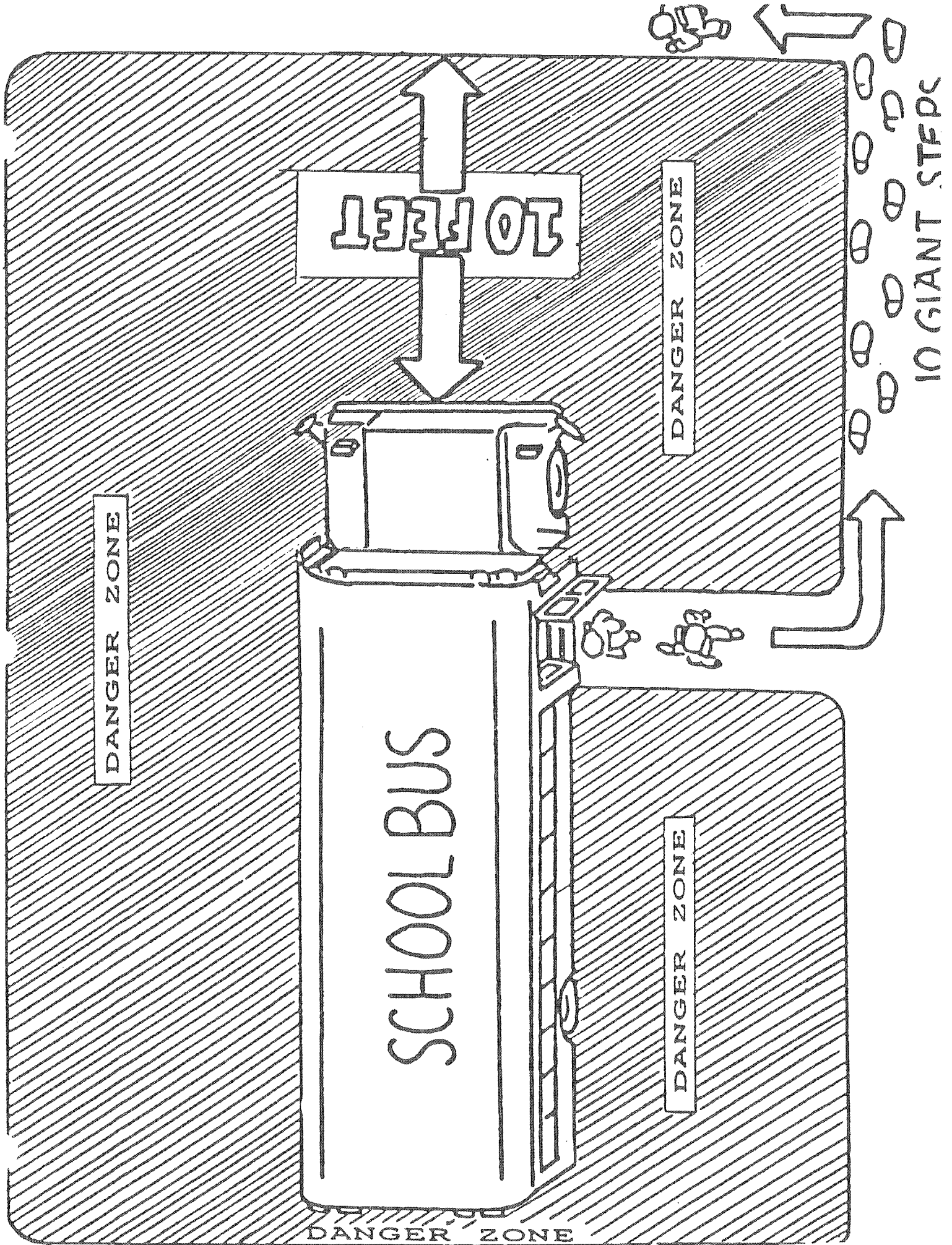
POOH'S GREAT SCHOOL BUS ADVENTURE (14 MIN)

## TEACHER QUESTIONS

### AT THE BUS STOP

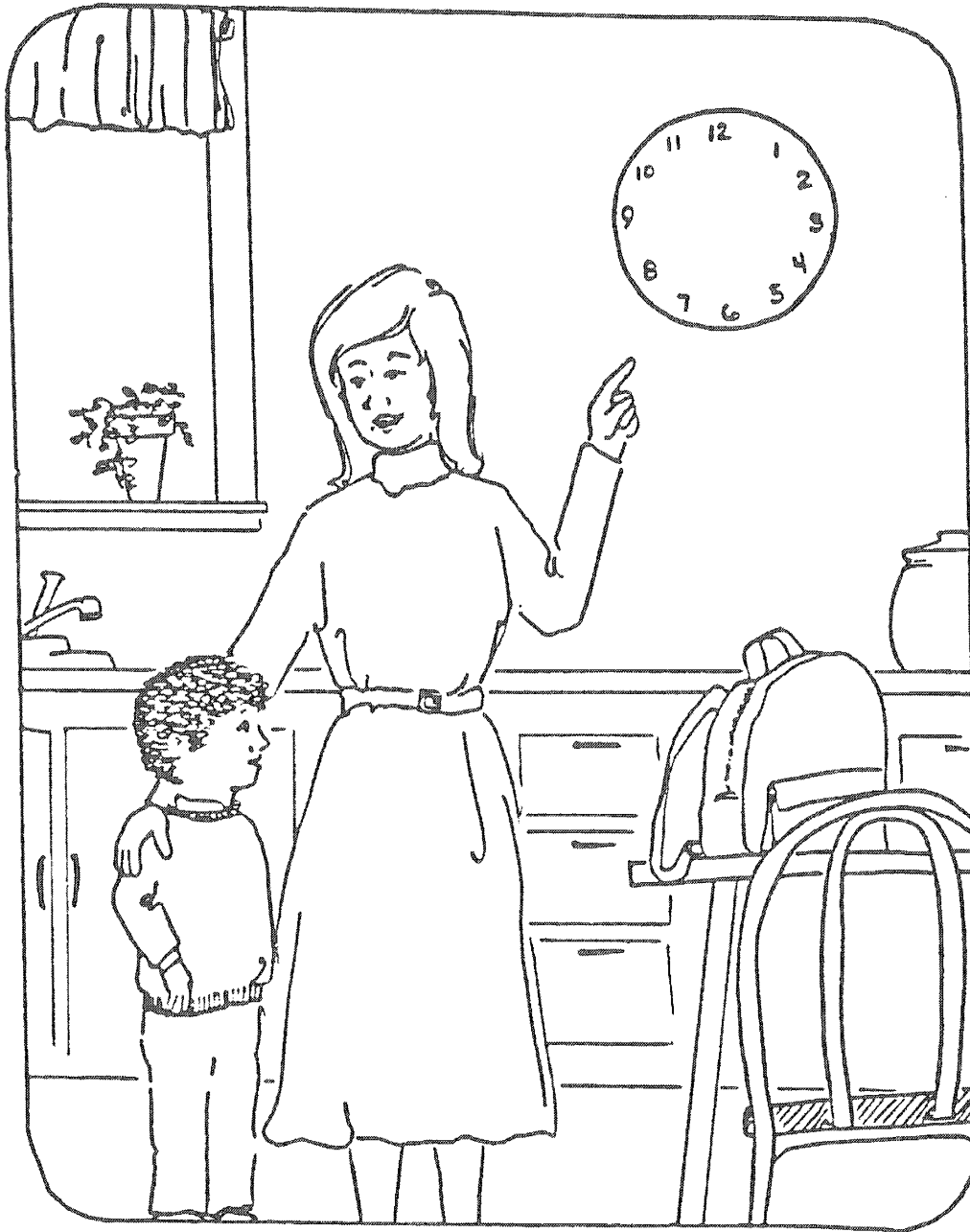
1. WHAT ARE SOME SAFETY RULES TO REMEMBER WHEN WAITING FOR THE SCHOOL BUS?  
(SEE RULE FOR WAITING AND ARRIVING)
2. WHERE SHOULD YOU WAIT FOR THE BUS? (WAY BACK FROM ROAD)
3. WHAT CAN YOU DO TO PASS THE TIME SAFELY WHILE WAITING? (TALK QUIETLY,  
PLAY QUIET GAMES SUCH AS WORD GAMES AND CATEGORIES)
4. HOW SHOULD YOU TREAT THE PROPERTY AROUND YOU WHILE WAITING? (WITH  
RESPECT)
5. WHERE SHOULD YOU PUT YOUR BOOKS, LUNCHES, PACKAGES, etc...? (ALL  
BELONGINGS SHOULD BE IN A BOOK BAG OR BACKPACK)
6. HOW SHOULD YOU TREAT OTHER STUDENTS' BELONGINGS AT THE BUS STOP? (AS IF  
THEY WERE YOUR OWN)
7. WHY IS IT IMPORTANT TO BE LINED UP SINGLE FILE WHEN THE BUS COMES? (SO  
YOU CAN BOARD ONE AT A TIME, WITHOUT PUSHING)
8. WHEN SHOULD YOU START TO MOVE TOWARDS THE BUS? (WHEN IT HAS COME TO A  
COMPLETE STOP AND THE DOOR IS OPENED)





**ACTIVITY SHEET IV: 3-1**

## Getting Ready For School



### Dress for the weather

- Wear a raincoat and boots when it is raining.
- Wear warm clothes when it is cold outside.
- Wear bright-colored clothing when it is dark outside.

### Be on time

- Give yourself enough time to get to the bus stop five minutes early.

**ACTIVITY SHEET IV: 3-2**

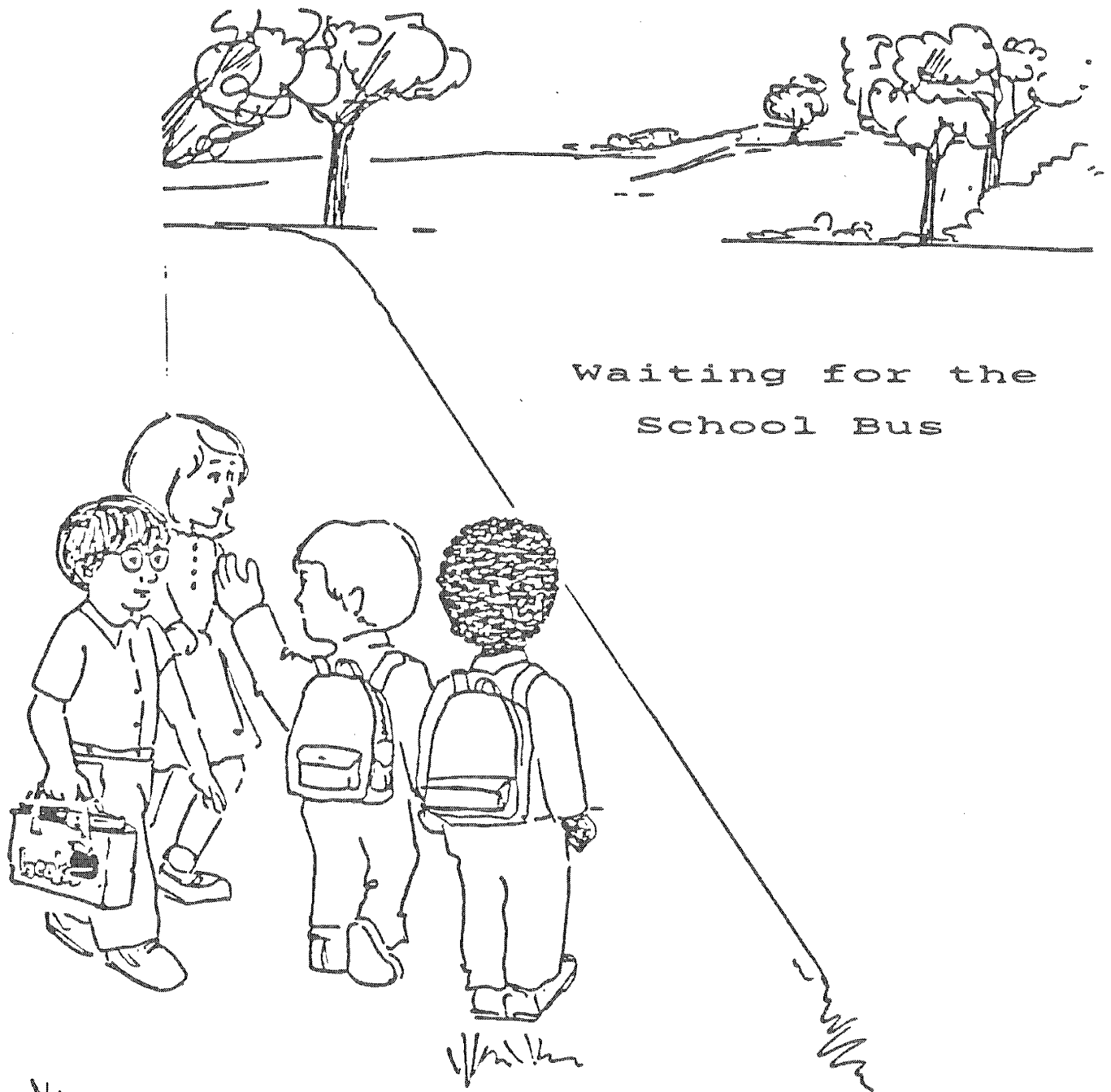




### Walking To and From The Bus Stop

- \_\_\_ Do not talk to strangers.
  - \_\_\_ Never accept a ride from anyone.
  - \_\_\_ Watch for cars when crossing streets.
  - \_\_\_ Don't play along the way.
  - \_\_\_ Don't litter, keep off lawns.
  - \_\_\_ Walk on the sidewalk, not the curb.
- If there are no sidewalks,  
walk facing traffic.
- \_\_\_ Leave pets and small children at home.
  - \_\_\_ After school, go straight home.

**ACTIVITY SHEET IV: 3-3**



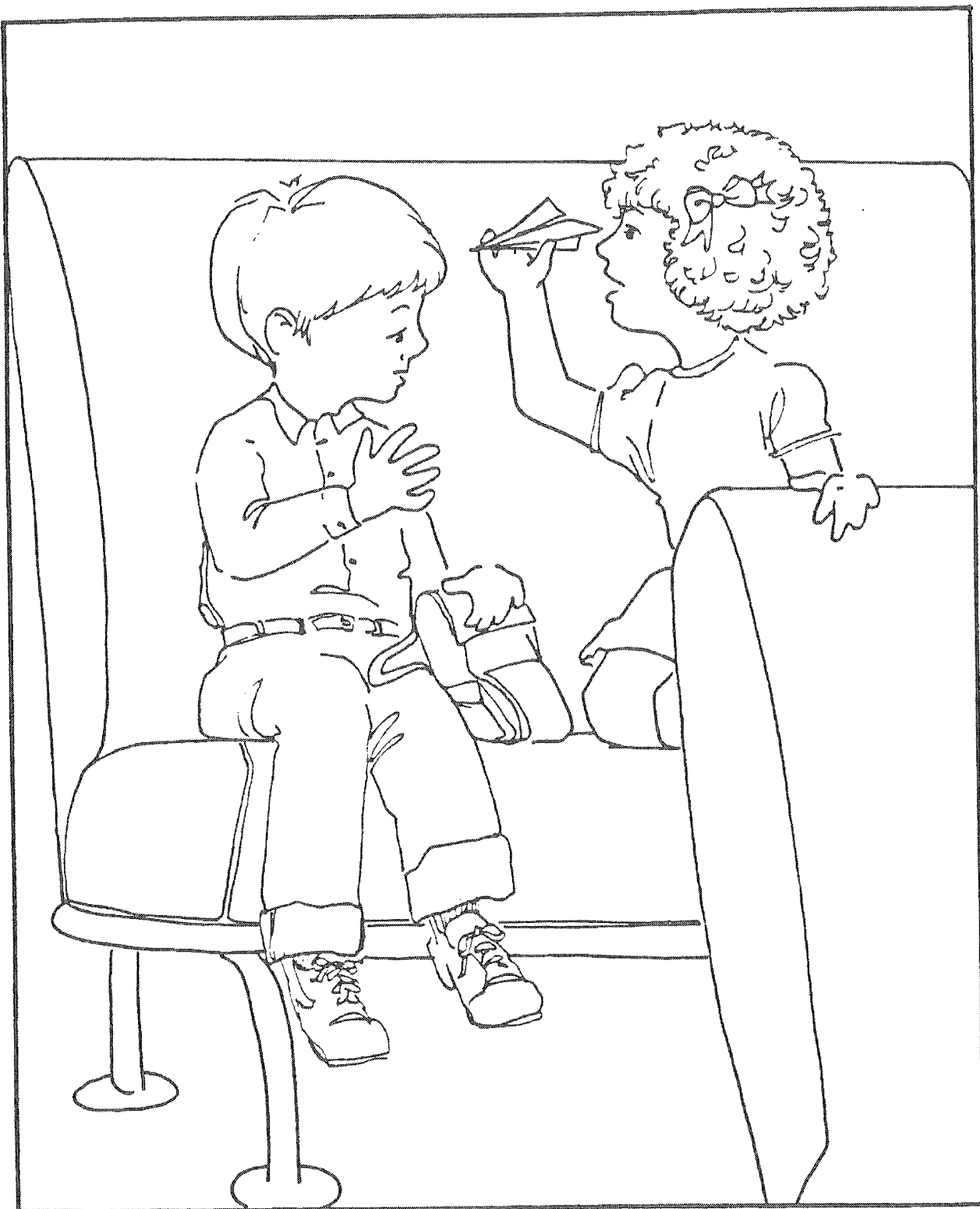
## Waiting for the School Bus

We get to the school bus stop on time.

We walk on the sidewalk or road shoulder, facing traffic.

We wait a safe distance away from the road.

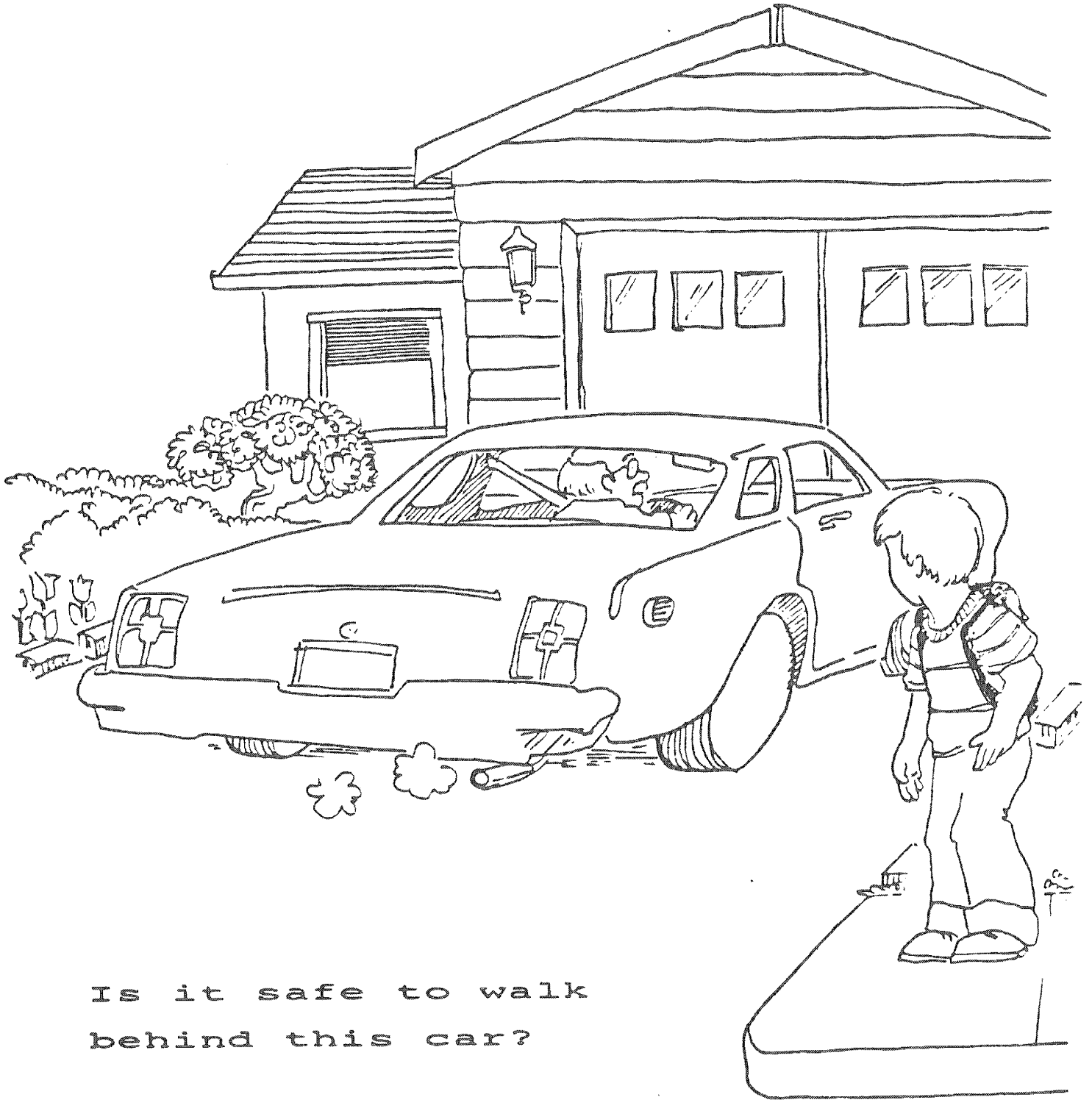
**ACTIVITY SHEET IV: 3-4**



We never throw things in the bus  
or out the window.

**ACTIVITY SHEET IV: 3-5**

Watch For Cars In Driveways



Is it safe to walk  
behind this car?

**ACTIVITY SHEET IV: 3-6**



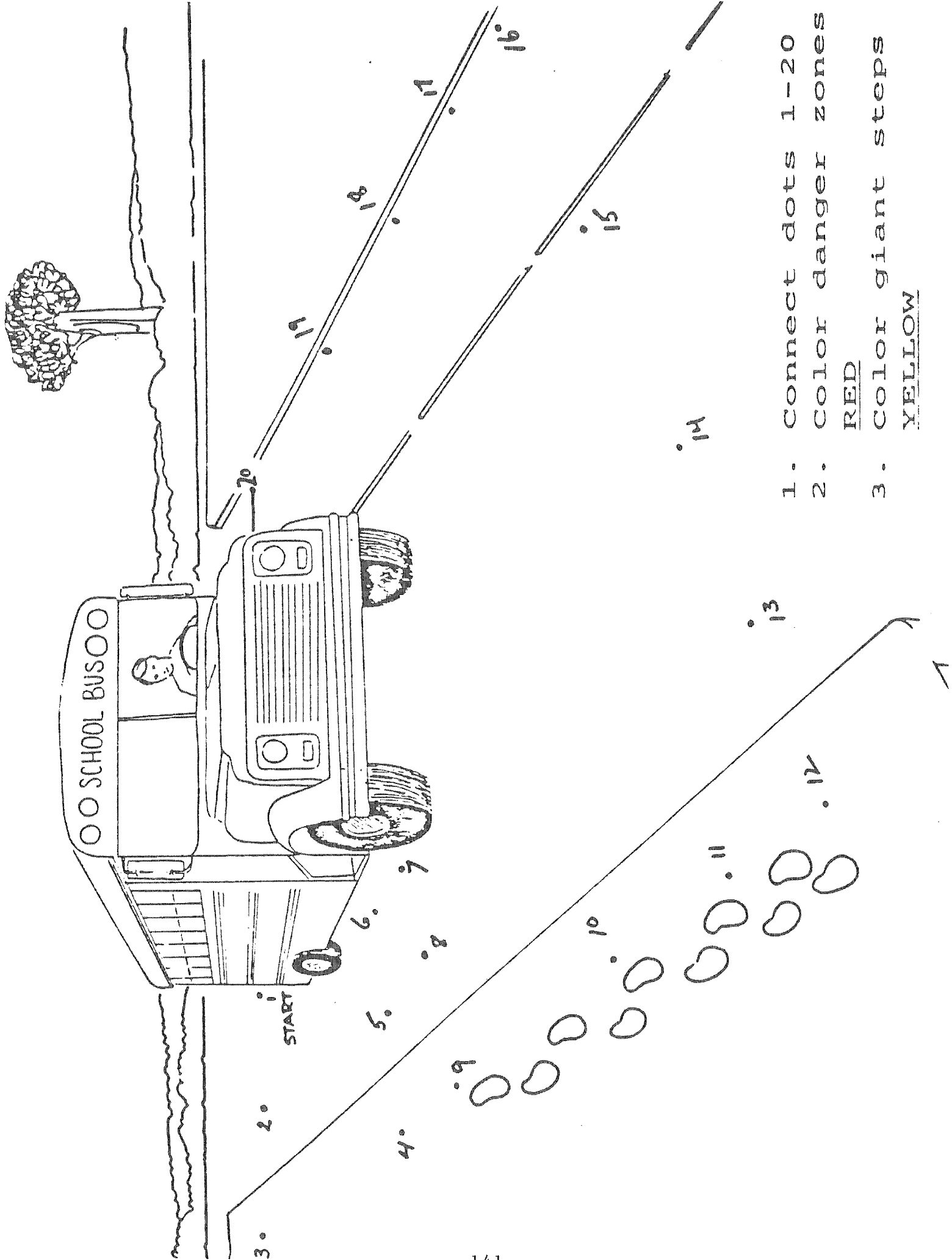
Fold

.....

STOP Before You  
Start To Cross

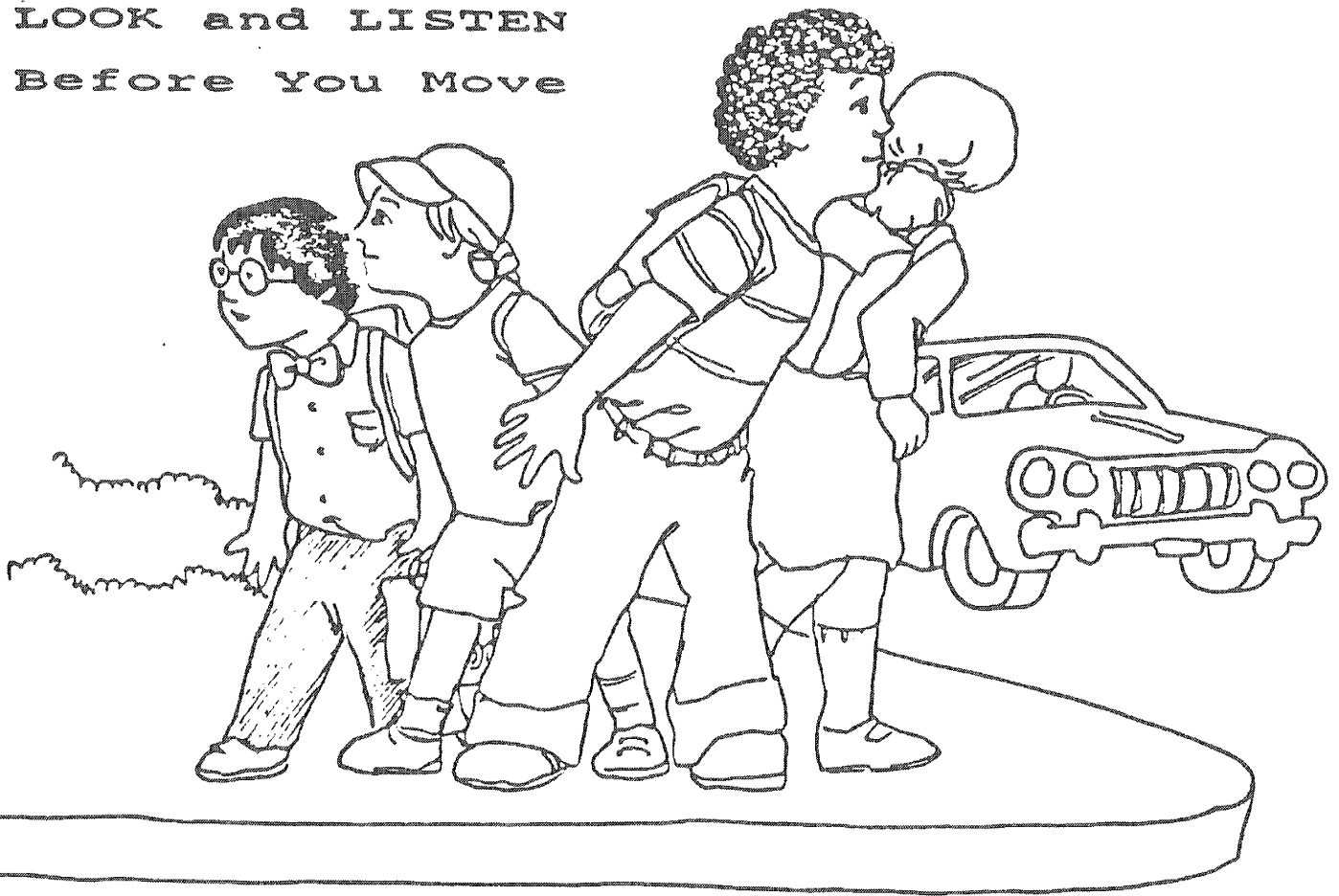


**ACTIVITY SHEET IV: 3-7**



**ACTIVITY SHEET IV: 3-8**

LOOK and LISTEN  
Before You Move

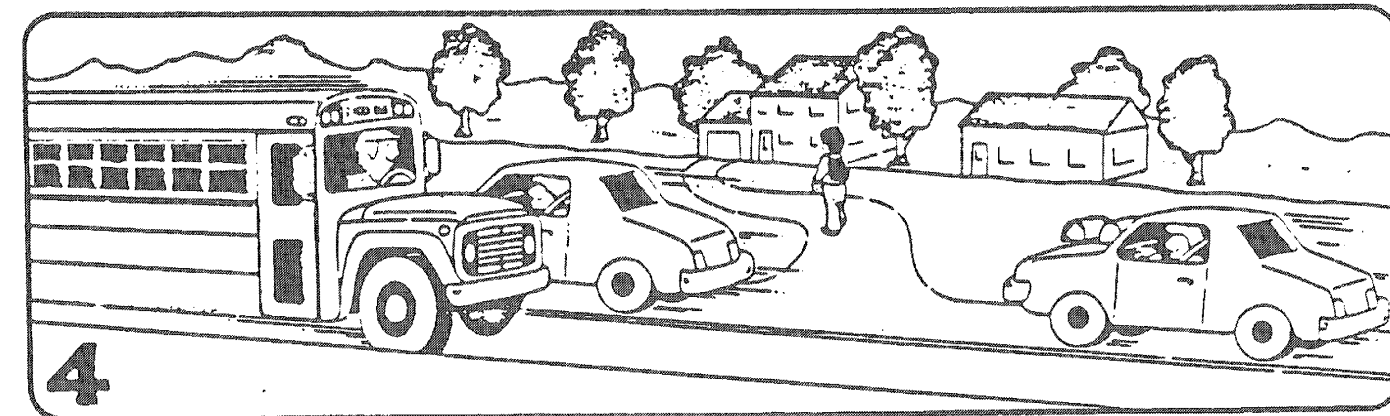
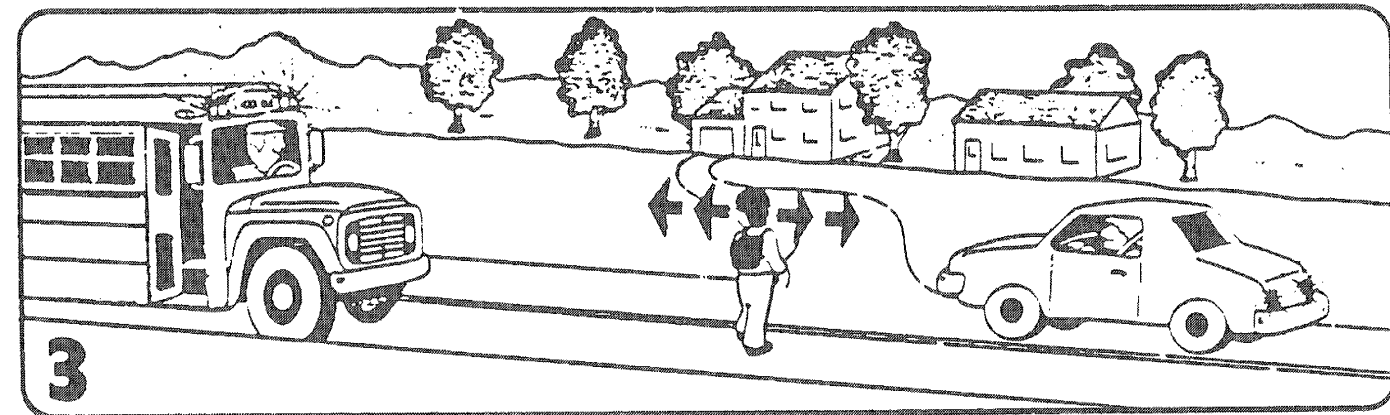
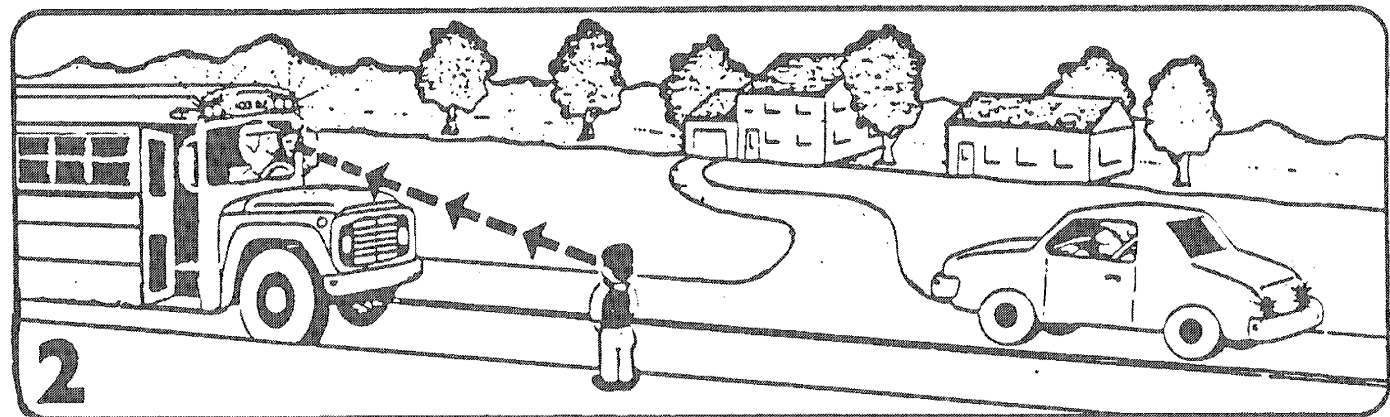
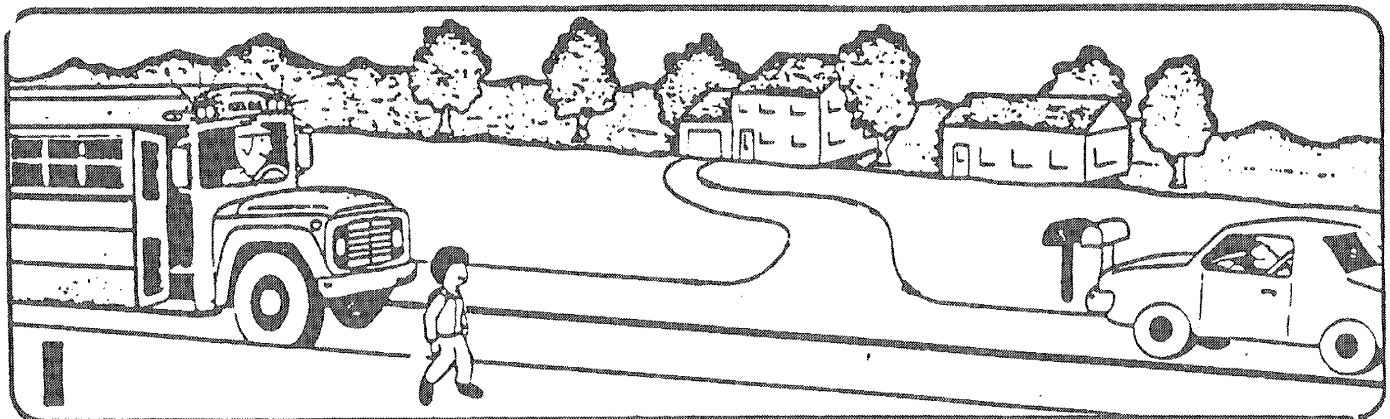


Keep Looking As  
You Cross



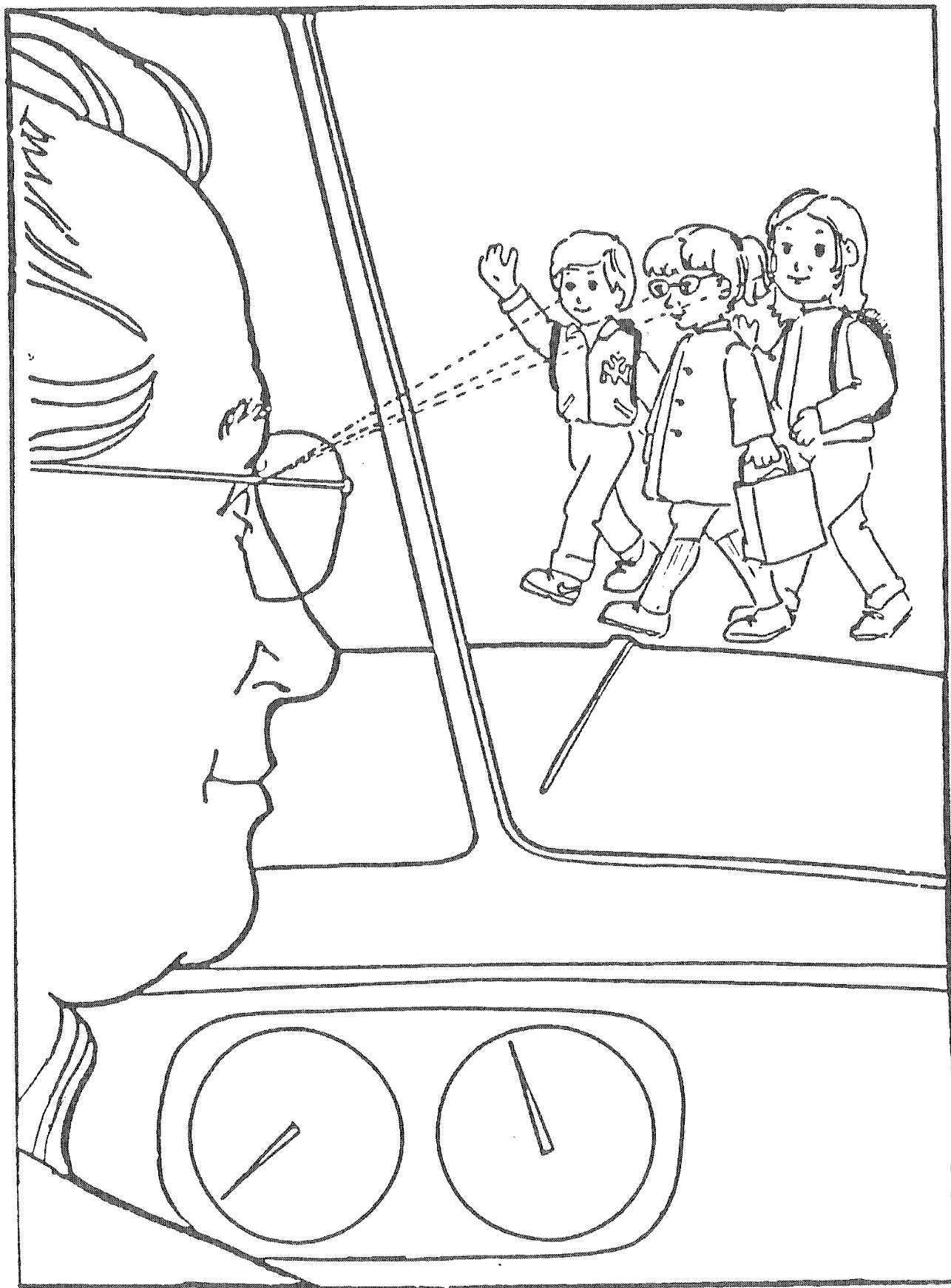
**ACTIVITY SHEET IV: 3-9**

# HOW TO CROSS SAFELY



**ACTIVITY SHEET IV: 3-10**





CROSS IN FRONT OF THE BUS  
ONLY AFTER THE BUS DRIVER HAS SEEN YOU  
AND GIVEN THE SIGNAL.

ACTIVITY SHEET IV: 3-11

# K-3 SCHOOL BUS SAFETY UNIT IV

## LESSON 4 - SAFETY TEAM/RIDING BEHAVIORS

### CURRICULUM GOAL:

STUDENTS WILL DEMONSTRATE SAFE RIDING BEHAVIORS APPROPRIATE TO THEIR RESPONSIBILITIES AS SAFETY TEAM MEMBERS.

CONCEPTS: 1. TEAM MEMBERS HAVE A RESPONSIBILITY TO DO A JOB.  
2. PASSENGERS WHO OBSERVE SAFETY RULES ARE LESS LIKELY TO CAUSE ACCIDENTS OR GET INJURED.

ATTITUDES: 1. SAFETY IS EVERYONE'S RESPONSIBILITY.  
2. THE SCHOOL BUS DRIVER IS IN CHARGE OF THE BUS.  
3. HELPING OTHERS TO BE SAFE MAKES EVERYONE SAFER.

SKILLS: 1. DESCRIBE/MODEL SAFE RIDING BEHAVIORS.

MATERIALS: ACTIVITY SHEETS IV:4-1 TO 4-4  
TEACHER QUESTIONS, "RIDING THE SCHOOL BUS," "POOR BEHAVIOR ON THE BUS"  
PENCILS/CRAYONS/MARKERS

### PROCEDURE:

1. ASK STUDENTS TO CLOSE THEIR EYES AND THINK ABOUT ALL THE PEOPLE THEY SAW ON THE WAY TO SCHOOL TODAY. LIST RESPONSES ON CHALKBOARD OR EXPERIENCE CHART.
2. DISCUSS EACH RESPONSE GIVEN AND HAVE STUDENTS DECIDE WHETHER OR NOT THAT PERSON IS A MEMBER OF THE BUS SAFETY TEAM. CIRCLE THOSE WHO ARE.
3. DISTRIBUTE ACTIVITY SHEETS. REVIEW AND DISCUSS THE SCHOOL BUS SAFETY TEAM. EMPHASIZE AND/OR SUBSTITUTE THOSE MEMBERS THAT ARE RELEVANT TO THE STUDENTS' EXPERIENCE. REVIEW EACH MEMBER'S JOB.
4. DISCUSS THE STUDENTS' JOBS AS RIDERS/PASSENGERS BY REVIEWING RIDING RULES TAUGHT IN PREVIOUS LESSONS. INTRODUCE AND DISCUSS ANY NOT PREVIOUSLY COVERED (e.g. DON'T DAMAGE BUS, BE COURTEOUS TO DRIVER, DON'T BOTHER DRIVER WHEN HE'S DRIVING, DON'T OPEN WINDOWS, etc.).
5. ALLOW STUDENTS TIME TO COMPLETE THE WORKSHEETS BY DRAWING PICTURES OF MEMBERS OF THEIR BUS SAFETY TEAM DOING THEIR JOBS. CUT AND FOLD TO MAKE A BUS SAFETY BOOKLET THAT STUDENTS CAN TAKE HOME TO SHARE WITH PARENTS.

### ASSESSMENT

USE TEACHER QUESTIONS "RIDING THE SCHOOL BUS" AND "POOR BEHAVIOR ON THE BUS" TO ASSESS STUDENTS' UNDERSTANDING AND ATTITUDES TOWARD SAFE RIDING BEHAVIORS.

BACKGROUND:

SEE RULES FOR RIDING.

ADDITIONAL ACTIVITIES:

1. MAKE AN "OUR TEAM" BULLETIN BOARD USING PHOTOS OR CHILDREN'S DRAWINGS OF VARIOUS SAFETY TEAM MEMBERS.
2. HELP CHILDREN CREATE "SAFETY TEAM" PUPPETS USING TONGUE DEPRESSORS AND CONSTRUCTION PAPER. PUT ON A PLAY IN WHICH EACH TEAM MEMBER'S RESPONSIBILITY IS DRAMATIZED.
3. WRITE AN ESSAY DESCRIBING THE JOB OF EACH SAFETY TEAM MEMBER.
4. HELP STUDENTS PREPARE AN "ABOUT OUR SCHOOL BUS" BOOKLET THAT INCLUDES RULES, DRIVER'S NAME, ROUTE, WHAT TO DO IN INCLEMENT WEATHER, INTERESTING FACTS, etc. THAT COULD BE DISTRIBUTED TO PARENTS FOR INFORMATIONAL PURPOSES.
5. CHOOSE TWO OR THREE MODES OF TRANSPORTATION THAT CHILDREN HAVE EXPERIENCED (i.e. CAR, TRAIN, PLANE, AMUSEMENT RIDE). COMPARE WITH RIDING THE SCHOOL BUS AND CLASSIFY PASSENGER BEHAVIORS AS SAME OR DIFFERENT FOR EACH (i.e. MUST REMAIN SEATED, etc.).

6. MAKE A "FIELD TRIP" OUT OF A ROUTINE FILM VIEWING BY GOING THROUGH THE MOTIONS OF BOARDING, RIDING, AND EXITING THE BUS AS PART OF THE SHOWING.
7. HELP CHILDREN MAKE SAFETY TEAM BADGES FOR THEMSELVES AND OTHERS (i.e. BUS DRIVER, AIDE, OTHER RIDERS, etc.).

## RESOURCES

### BOOKS:

ARNOLD, CAROLYN. HOW DO WE TRAVEL? FRANKLIN WATTS (NY) 1983. GOOD FOR INTEGRATING WITH TRANSPORTATION UNIT; CHAPTER ON BUS AND TRAINS; INCLUDES SUBWAY, ELEVATED, TROLLEYS, AND FERRYBOATS.

LEAF, MUNRO. WHO CARES? I DO. LIPPINCOTT, 1971. PHOTOGRAPHS AND TEXT COMBINE TO RAISE THE LEVEL OF AWARENESS AND HOPEFULLY PREVENT LITTERING AND VANDALISM BY CHILDREN.

### FILMS: (SEE "FILM GUIDE")

INSIDE THE SCHOOL BUS (4 MIN)

SAFETY ON OUR SCHOOL BUS (13 MIN)

THE BIG YELLOW FELLOW (15 MIN)

PRIMARY SAFETY: ON THE WAY TO SCHOOL (11 MIN)

BUS TRIPPING: AS AN ELEMENTARY SCHOOL BUS PASSENGER (11 MIN)

FILMSTRIPS: (SEE "FILM GUIDE")

SAFETY TO AND FROM THE BUS STOP

SAFETY AND COURTESY ON THE SCHOOL BUS

WINNIE THE POOH ON THE WAY TO SCHOOL SERIES

"POOH RIDES THE BUS"

POOH'S GREAT SCHOOL BUS ADVENTURE (14 MIN)





## TEACHER QUESTIONS

### RIDING THE SCHOOL BUS

1. SHOW ME HOW YOU SHOULD SIT IN YOUR SEAT. WHY IS IT IMPORTANT TO SIT BACK IN THE SEAT AND FACE FORWARD? (LESS LIKELY TO BE INJURED IF BUS STOPS QUICKLY OR MAKES SHARP TURNS)
2. WHAT MIGHT HAPPEN IF YOU WERE NOT SEATED PROPERLY WHEN THE BUS MADE A SHARP TURN OR A SUDDEN STOP? (HIT HEAD ON WINDOW; THROWN FROM SET)
3. WHAT MIGHT HAPPEN IF YOU WERE KNEELING ON A SEAT FACING BACKWARD WHEN THE BUS CAME TO A SUDDEN STOP? (THROWN OUT OF SEAT)
4. WHERE SHOULD YOU KEEP YOUR BELONGINGS WHILE RIDING ON THE BUS? (ON YOUR LAP)
5. WHY IS IT IMPORTANT TO KEEP FEET AND BOOKS OUT OF THE AISLE (SOMEONE COULD TRIP OVER THEM; MAY HAVE TO LEAVE BUS QUICKLY IN EMERGENCY)
6. WHY SHOULD YOU NEVER OPEN OR CLOSE A WINDOW IN A BUS OR CAR? (IT IS THE DRIVER'S RESPONSIBILITY; IT'S DANGEROUS, FINGERS CAN GET PINCHED OR MASHED; YOU OFTEN HAVE TO STAND UP TO DO IT)
7. WHY IS IT SAFER TO KEEP YOUR HANDS FREE OF OBJECTS WHILE YOU ARE RIDING? (FREE TO BRACE YOURSELF DURING SUDDEN STOPS, etc.)
8. WHY IS IT DANGEROUS TO THROW THINGS AROUND OR OUT OF THE WINDOW OF A MOVING BUS OR CAR? (SOMEONE COULD BE STRUCK AND INJURED; COULD CAUSE A DRIVER BEHIND OR ALONGSIDE THE BUS TO HAVE AN ACCIDENT; DISTRACTS BUS DRIVER)
9. HOW DOES POOR BEHAVIOR AFFECT THE BUS DRIVER'S ABILITY TO CONCENTRATE DRIVING? (TAKES ATTENTION AWAY FROM ROAD)
10. TELL ME SOME WAYS YOU CAN HELP THE BUS DRIVER? (BY FOLLOWING ALL THE SAFETY RULES)

## TEACHER QUESTIONS

### POOR BEHAVIOR ON THE BUS

1. WHAT HAPPENS IF YOU TALK TO SOMEONE SEVERAL SEATS AWAY FROM YOU? WHY SHOULDN'T YOU TRY TO TALK TO A FRIEND WHO IS SEATED FAR AWAY FROM YOU? (YOU HAVE TO SHOUT; BUS BECOMES TOO NOISY)
2. HOW DOES POOR BEHAVIOR AFFECT THE SCHOOL BUS DRIVER'S ABILITY CONCENTRATE ON DRIVING? (HAS TO TURN AROUND, TAKE EYES OFF ROAD TO SEE WHO'S NOT REMEMBERING THE RULES)
3. WHY IS IT IMPORTANT TO ALLOW THE SCHOOL BUS DRIVER TO CONCENTRATE ON DRIVING? WHAT COULD HAPPEN IF THE DRIVER WERE DISTRACTED FROM DRIVING? (DRIVER NEEDS TO BE ALERT TO TRAFFIC DANGERS, DISTRACTIONS CAUSE ACCIDENTS)
4. WHY DOES THE BUS DRIVER GET UPSET IF THE BUS IS TOO NOISY? (CAN'T HEAR EMERGENCY SIRENS, RAILROAD CROSSING BELLS, etc.) IF CHILDREN ARE FIGHTING? (SOMEONE MAY GET HURT)
5. WHY DO YOU THINK IT IS BEST TO STAY QUIETLY IN YOUR SEAT UNTIL THE BUS COMES TO A COMPLETE STOP AT YOUR BUS STOP? (DRIVER MAY HAVE TO BREAK FAST AND YOU COULD BE THROWN AND HURT)
6. HOW CAN WE HELP THE BUS DRIVER? WHAT ARE SOME GOOD SAFETY RULES TO FOLLOW? (OBEY ALL RULES SUCH AS...)

### HIDDEN WORD PUZZLE

DIRECTIONS: Find these words hidden in the letters that follow each sentence.

Body	Intersections
Bus	Manners
Bus Stop	Seated
Courteous	Single File
Emergency	Walking

1. I ride the \_\_\_\_\_ to school. A S M P A B U S A W I N G Y O U I T
2. I board the bus at the \_\_\_\_\_. S O M E B U S S T O P Y O U S E E S
3. I get on the bus \_\_\_\_\_. O M C E S I N G L E F I L E M A N Y
4. I go to the bus stop by \_\_\_\_\_. S I G N W A L K I N G C A R S T O P
5. I use good \_\_\_\_\_ at the bus stop. C L M P U M A N N E R S S I G N A L
6. I cross the street at \_\_\_\_\_. S T O P I N T E R S E C T I O N S Y
7. I stay \_\_\_\_\_ when the bus is moving. S T A N D I N G U P S E A T E D A Z
8. I do not put any part of my \_\_\_\_\_ out the window. C L O T H E S A R M S B O D Y X M E
9. I am always \_\_\_\_\_ to my bus driver. N I C E K I N D C O U R T E O U S Z
10. I wait for directions in an \_\_\_\_\_. S I T U A T I O N E M E R G E N C Y

### HIDDEN WORD PUZZLE

DIRECTIONS: Find these words hidden in the letters that follow each sentence.

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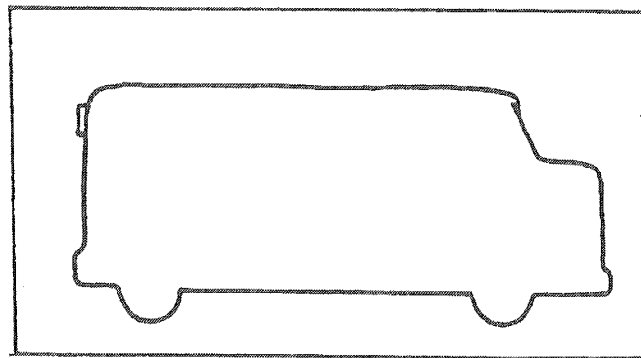
FOLD

Teacher

Principal

-CUT-

-CUT-



FOLD

My School Bus  
Safety Team

**ACTIVITY SHEET IV: 4-1**

FOLD

Bus Driver

Mother/Father

----- CUT -----

----- CUT -----

FOLD

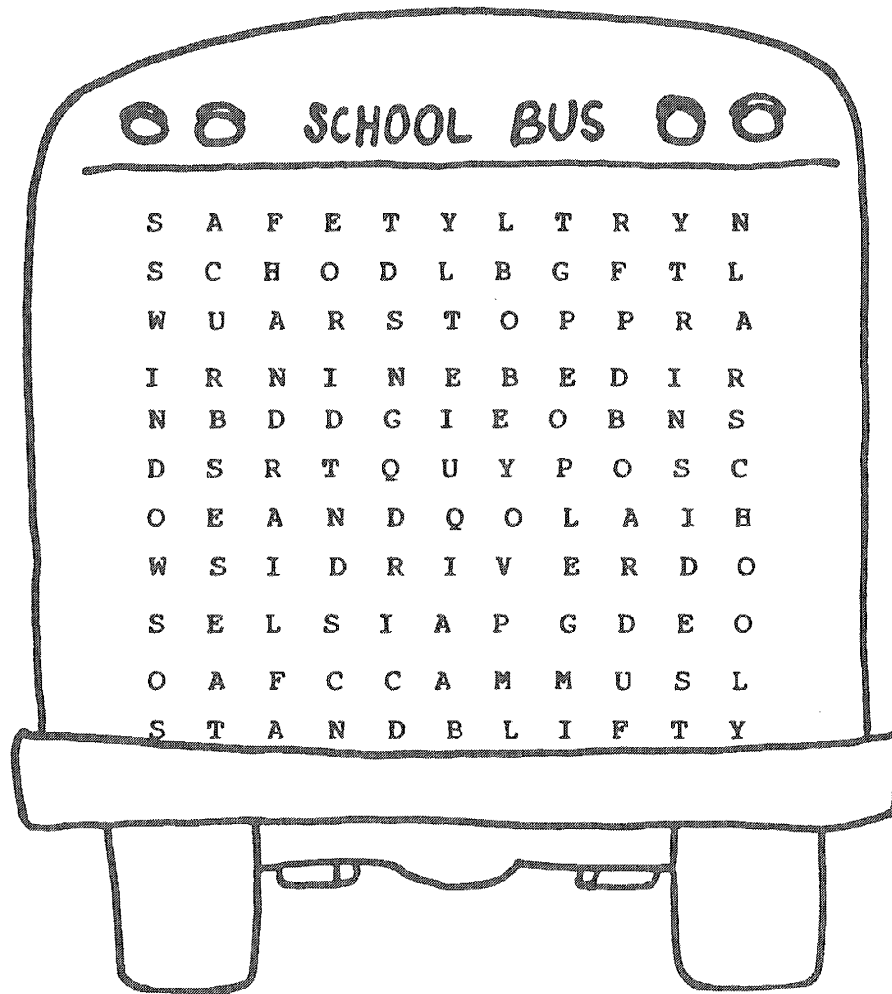
Crossing Guard/  
Policeman

Me

**ACTIVITY SHEET IV: 4-2**



Read the paragraphs below the school bus. Then find the underlined words inside the bus and circle them. Words appear up and down, across, and diagonally.



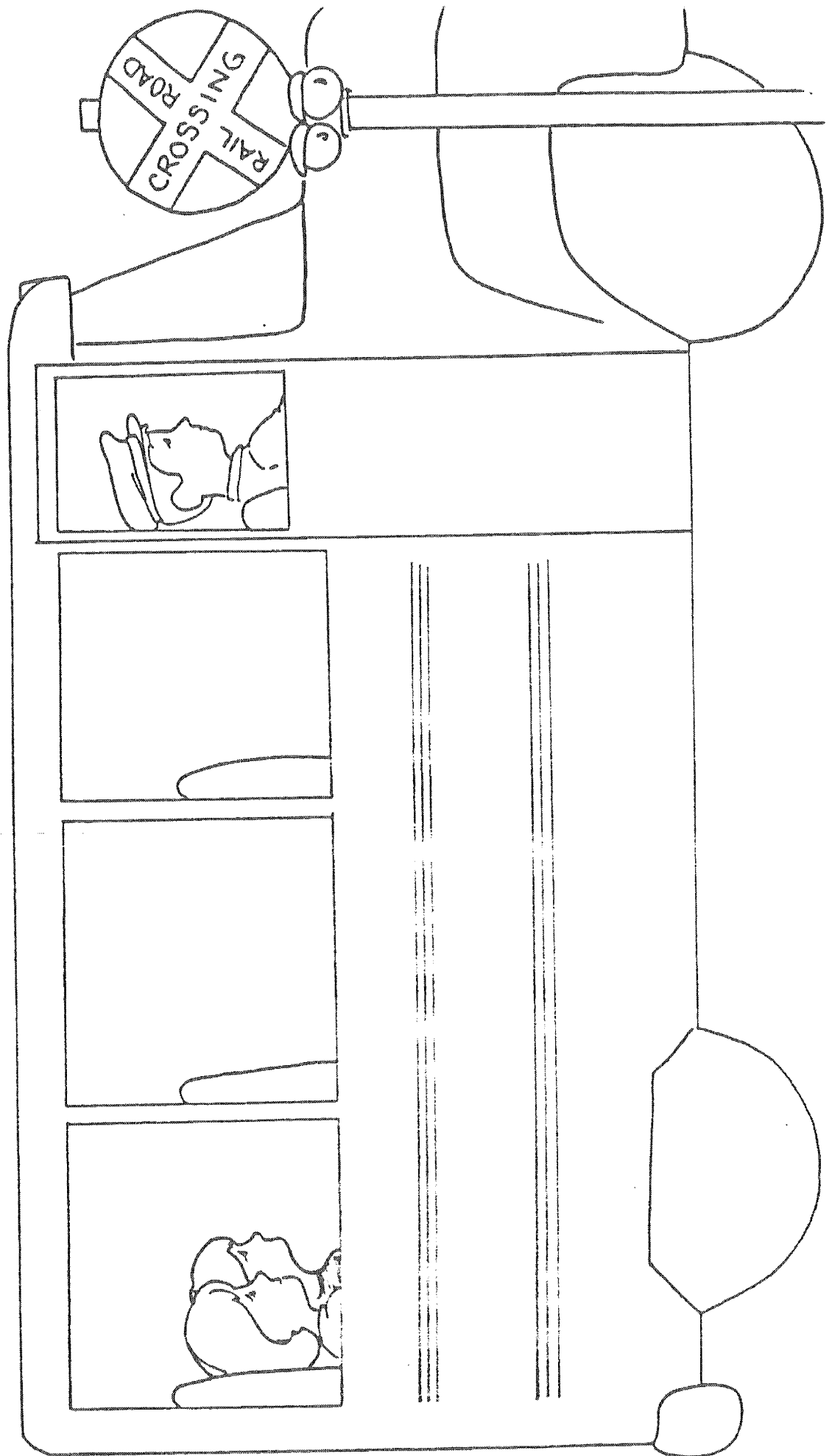
The school bus that you ride each day needs your help to keep you safe. Safety is everyone's job. The driver knows how to drive safely, but you must obey certain rules. Arrive at the bus stop at least five minutes before your bus is supposed to come. Stand back from the curb. When the bus arrives, line up in single file and board the bus one-at-a-time. Remember to use the handrail so you won't fall.

Find your seat quickly and sit down. Always stay in your seat while the bus is moving. Never kneel or stand on the seat. Keep your feet and other belongings out of the aisle. Other children may fall and hurt themselves if you don't. If you talk to other children, speak quietly so that you don't disturb or distract the driver. Always keep your arms and head inside the windows of the bus. You can be hurt very badly if you don't.

When you arrive at school, get off the bus quietly and quickly. Always let the people in the seat in front of you get off the bus first. Never push or shove to get off the bus.

**ACTIVITY SHEET IV: 4-3**

Draw yourself and a friend being quiet at  
the railroad crossing.



**ACTIVITY SHEET IV: 4-4**

# K-3 SCHOOL BUS SAFETY UNIT V

## LESSON 1 - RIDING BEHAVIORS

CURRICULUM GOAL: STUDENTS WILL DEMONSTRATE SAFE RIDING BEHAVIOR, AND COURTESY TO THE SCHOOL BUS DRIVER AND OTHER RIDERS.

CONCEPT: 1. STUDENTS MUST OBEY RULES TO HELP MAKE THE RIDE TO SCHOOL SAFE AND PLEASANT FOR EVERYONE.

ATTITUDES: 1. STUDENTS CAN HELP THE SCHOOL BUS DRIVER KEEP THE BUS SAFE.  
2. STUDENTS CAN MAKE THE RIDE MORE PLEASANT BY FOLLOWING RULES AND BEING COURTEOUS.

SKILLS: STUDENTS WILL DEMONSTRATE KNOWLEDGE OF COURTEOUS AND SAFE RIDING BEHAVIORS BY CIRCLING PICTURES OF APPROPRIATE BEHAVIORS AND CROSSING OUT PICTURES OF INAPPROPRIATE BEHAVIORS.

MATERIALS: HANDOUTS "RULES FOR RIDING"  
"ACTIVITIES SHEET" VI:1-1 TO 1-6  
"TEACHER QUESTIONS: RIDING THE SCHOOL BUS"  
"TEACHER QUESTIONS: POOR BEHAVIOR ON THE BUS"

PROCEDURE:

1. HANDOUT COPIES OF "RULES FOR RIDING".
2. READ THE RULES TO THE STUDENTS.
3. READ THE RULES AGAIN, THIS TIME PAUSING AFTER EACH TO ASK STUDENTS WHY THEY THINK THAT PARTICULAR RULE IS IMPORTANT. ASK STUDENTS WHAT MIGHT HAPPEN IF THEY BREAK THESE RULES.
4. HAND OUT COPIES OF THE EXERCISE (ACTIVITY SHEET IV:1-1) AND HAVE STUDENTS CIRCLE APPROPRIATE BEHAVIOR AND CROSS OUT INAPPROPRIATE BEHAVIOR.
5. REVIEW WITH "TEACHER QUESTIONS".

ADDITIONAL ACTIVITIES:

1. DISTRIBUTE ACTIVITY SHEETS - AFTER READING AND DISCUSSING EACH, STUDENTS MAY COLOR EACH AND MAKE A BOOKLET TO TAKE HOME.
2. HAVE STUDENTS DRAW A PICTURE THAT ILLUSTRATES COURTEOUS BUS BEHAVIOR.
3. HAVE STUDENTS MAKE UP A STORY ABOUT SCHOOL BUS BEHAVIOR AND ILLUSTRATE IT AS A GROUP. MAKE COPIES FOR EACH OF STUDENTS.

ADDITIONAL RESOURCES:

BOOKS:

BOYER, RICHARD. LUCKY BUS. ODDO PUBLISHING CO., FAYETTEVILLE,  
GA., 1974.

FILMS:

INSIDE THE SCHOOL BUS (4 MIN)

SAFETY ON OUR SCHOOL BUS (13 MIN)

BUS TRIPPING: AS AN ELEMENTARY SCHOOL BUS PASSENGER (11 MIN)

(SEE "FILM GUIDE")

### RULES FOR RIDING

1. TAKE YOUR SEAT QUICKLY.
2. TALK QUIETLY.
3. REMAIN IN YOUR SEAT FOR THE ENTIRE RIDE.
4. KEEP YOUR HEAD, ARMS, FEET AND ALL OBJECTS INSIDE THE BUS.
5. KEEP AISLES CLEAR AT ALL TIMES.
6. OBEY ALL THE RULES, AND FOLLOW DIRECTIONS GIVEN BY THE BUS DRIVER.
7. BE COURTEOUS TO YOUR BUS DRIVER AND ALL OTHER PASSENGERS.
8. CARRY ON THE BUS ONLY WHAT YOU CAN HOLD ON YOUR LAP.
9. THINK OF THE BUS AS YOUR PROPERTY; DON'T DAMAGE ANY PART OF IT.
10. ASK THE BUS DRIVER'S PERMISSION TO OPEN A WINDOW.
11. DON'T BOTHER THE BUS DRIVER; TALK TO HIM/HER ONLY IF AN EMERGENCY ARISES.



## TEACHER QUESTIONS

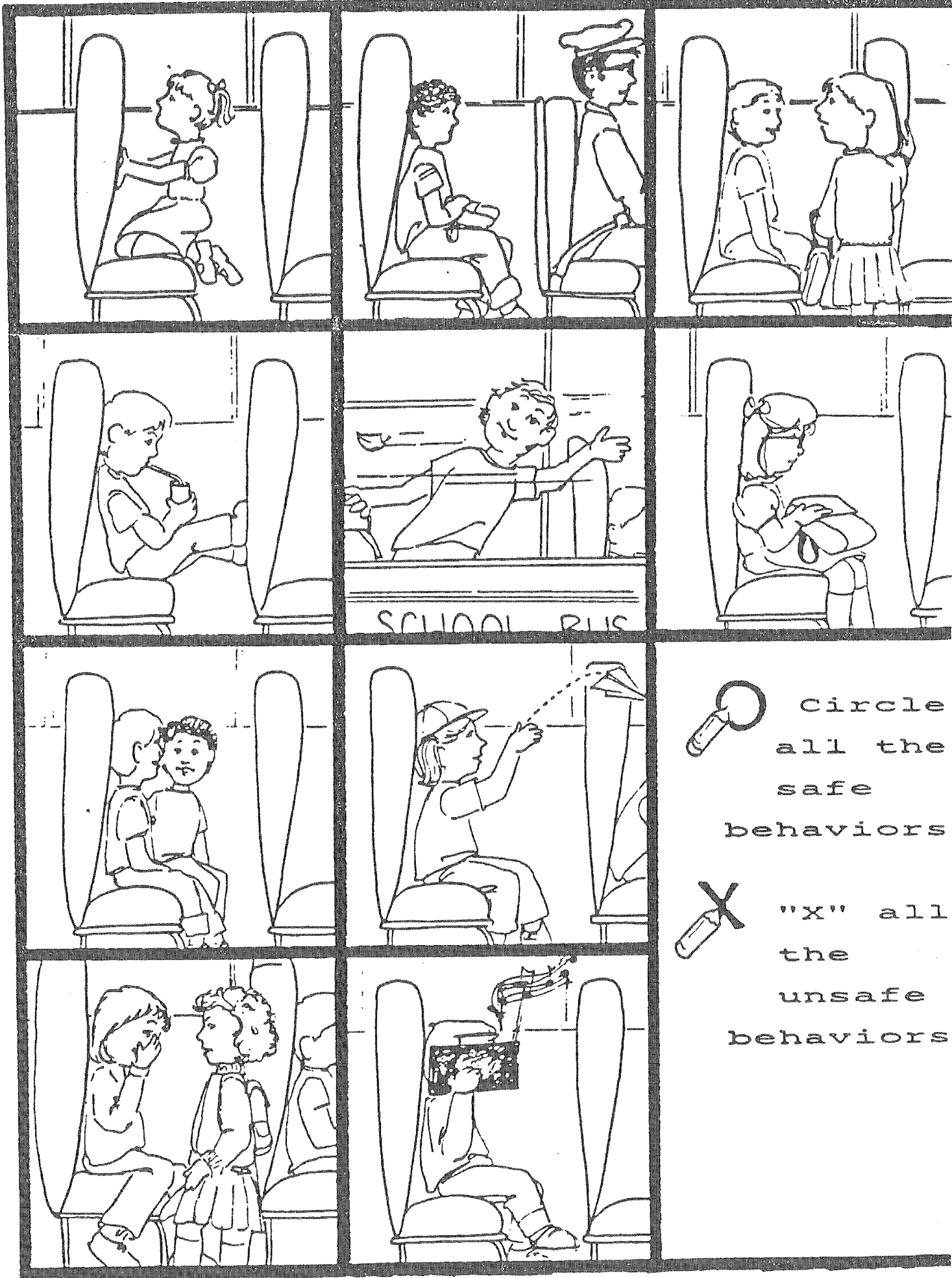
### RIDING THE SCHOOL BUS

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## TEACHER QUESTIONS













### POOR BEHAVIOR ON THE BUS

1. WHAT HAPPENS IF YOU TALK TO SOMEONE SEVERAL SEATS AWAY FROM YOU? WHY SHOULDN'T YOU TRY TO TALK TO A FRIEND WHO IS SEATED FAR AWAY FROM YOU? (YOU HAVE TO SHOUT; BUS BECOMES TOO NOISY)
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6. HOW CAN WE HELP THE BUS DRIVER? WHAT ARE SOME GOOD SAFETY RULES TO FOLLOW? (OBEY ALL RULES SUCH AS...)



**ACTIVITY SHEET V: 1-1**

# ANSWER KEY

<p> Do not kneel on the seat.</p>	<p> Do not talk to a driver.</p>	<p> No standing in aisles.</p>
<p> Do not eat on the bus.</p>	<p> Never lean out the windows.</p>	<p> Put your books, bookbag, in a safe place.</p>
<p> Talk quietly to your friends.</p>	<p> Do not throw things.</p>	<p> Circle all the safe behaviors.</p>
<p> Do not put arms or legs in aisles.</p>	<p> No radios on the bus.</p>	<p> "X" all the unsafe behaviors.</p>

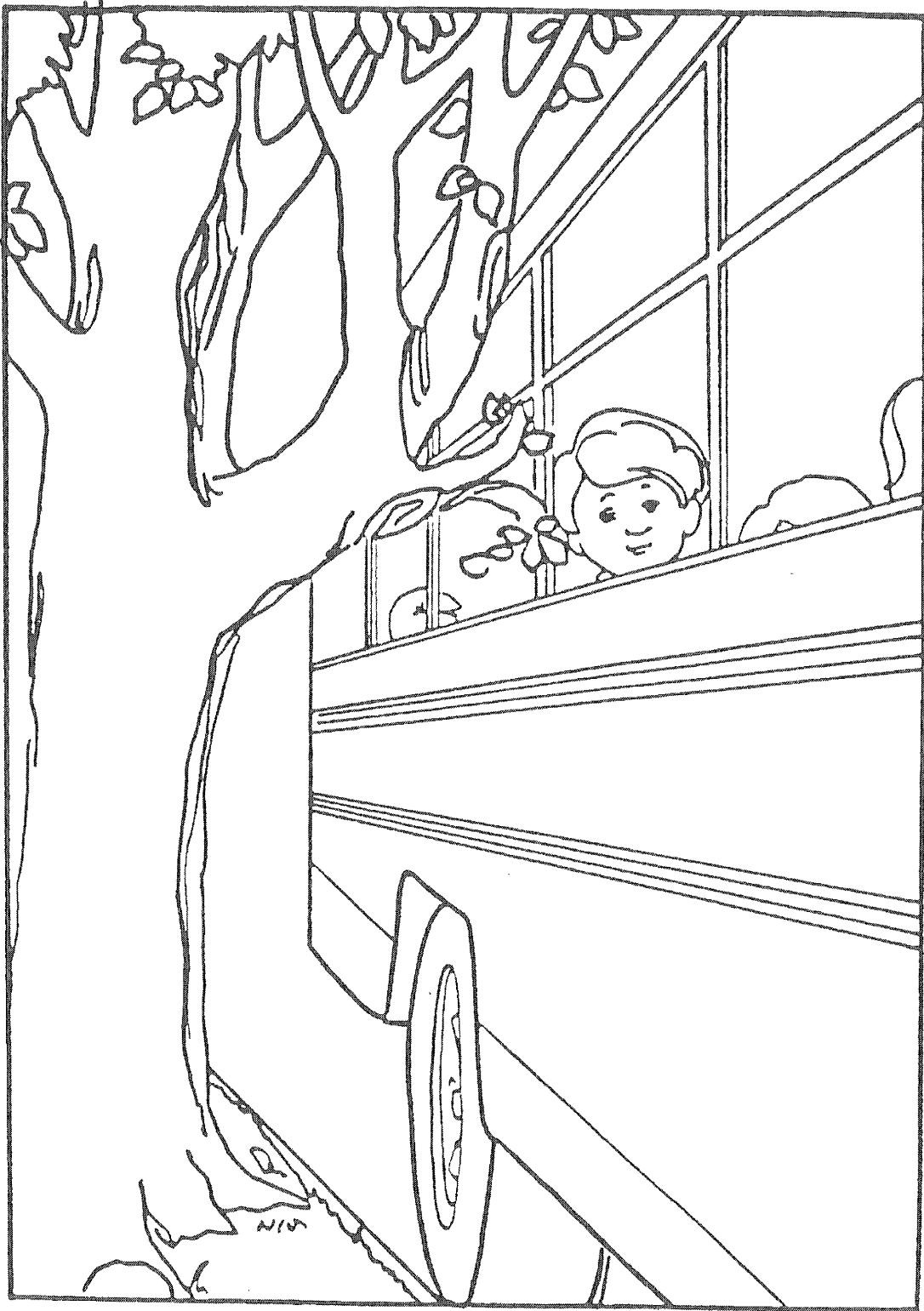
**ACTIVITY SHEET V: 1-2**



Talk Quietly

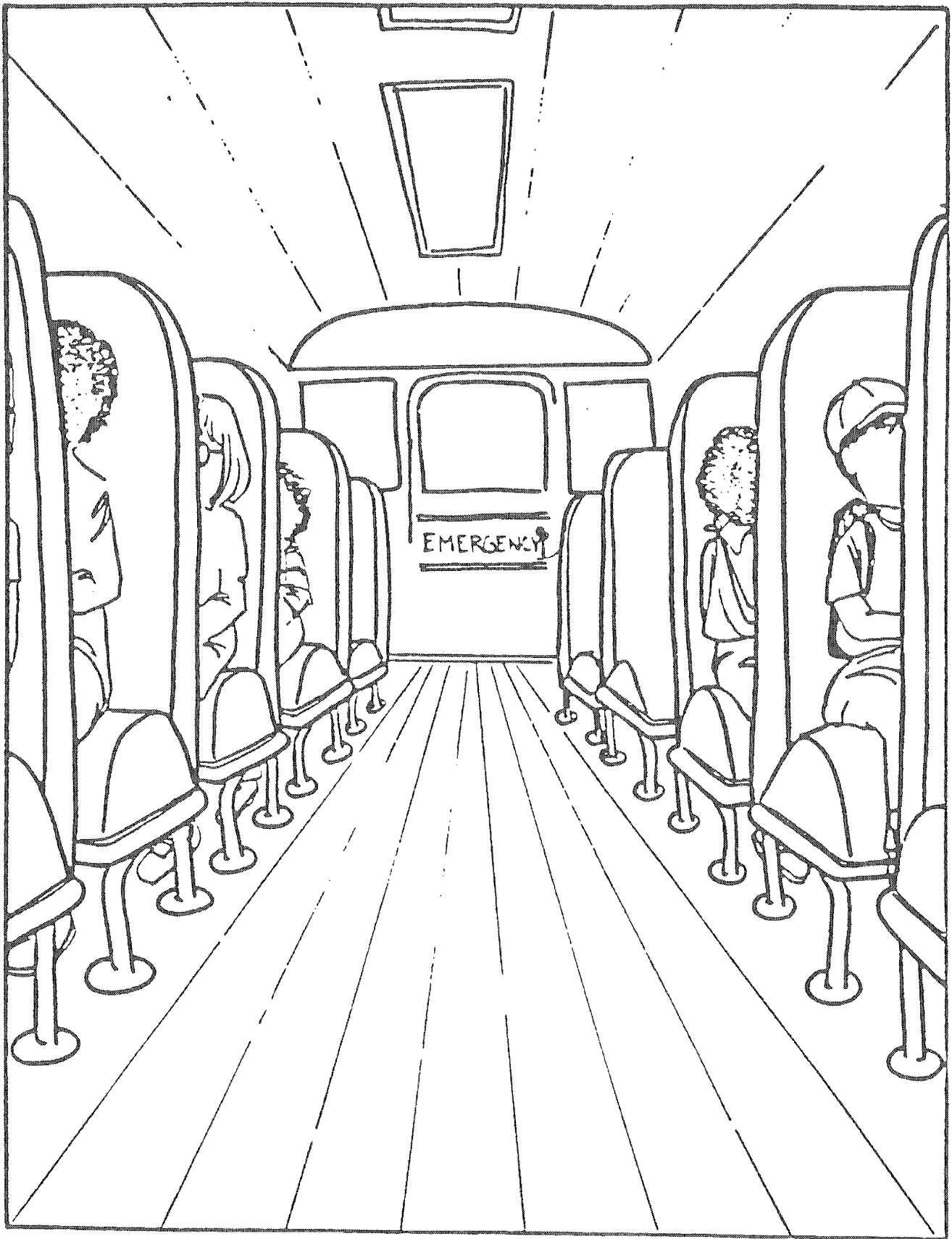
**ACTIVITY SHEET V: 1-3**





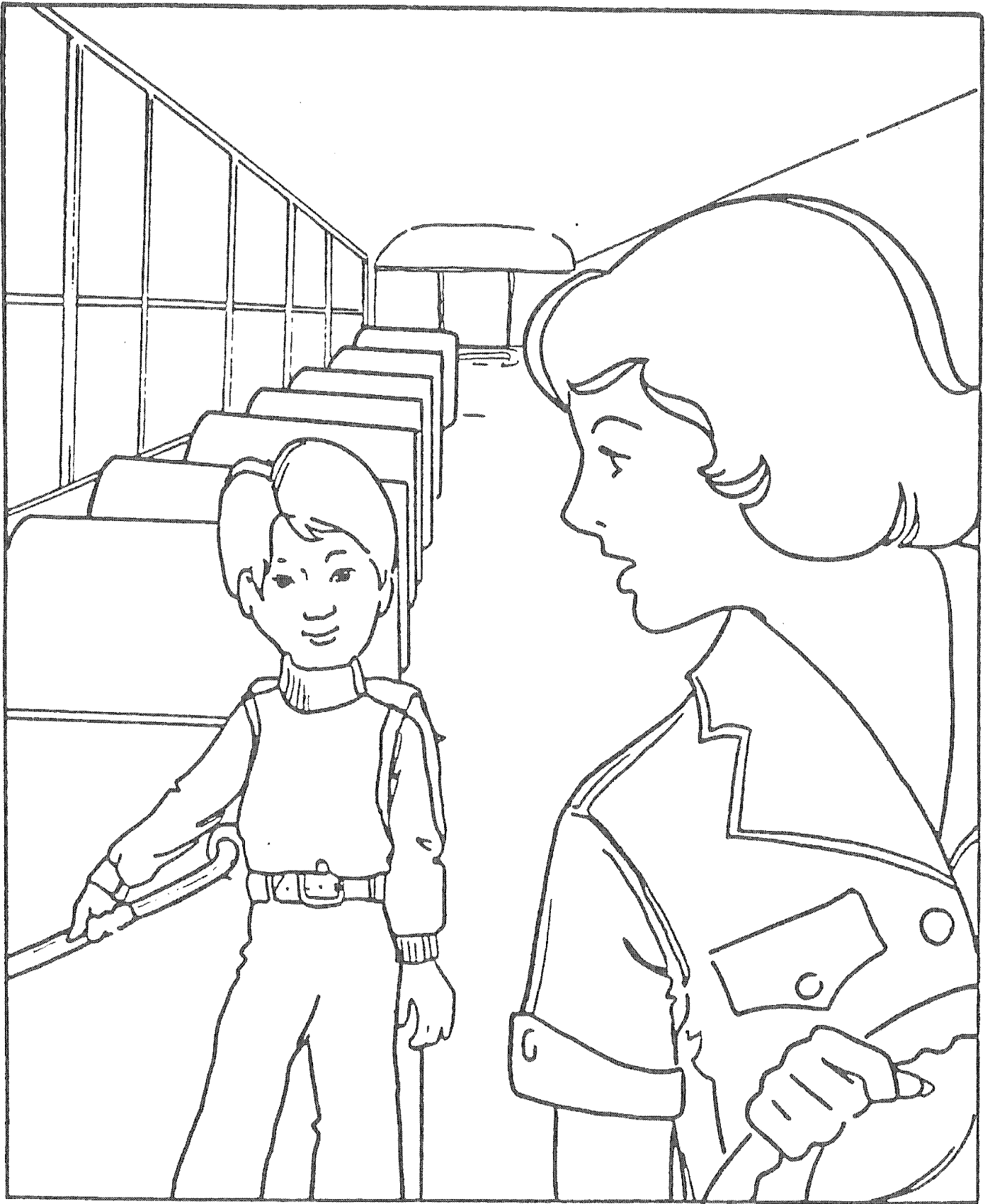
Keep Head, Arms, and Feet Inside  
the windows.

**ACTIVITY SHEET V: 1-4**



Keep The Aisle Clear

**ACTIVITY SHEET V: 1-5**



Obey the bus driver

**ACTIVITY SHEET V: 1-6**

# K-3 SCHOOL BUS SAFETY UNIT V

## LESSON 2 RIDING BEHAVIORS

CURRICULUM GOAL: STUDENTS WILL DEMONSTRATE SAFE RIDING BEHAVIORS.

CONCEPTS:

1. SEATED STUDENTS ARE LESS LIKELY TO BE INJURED.
2. STUDENTS WHO PRACTICE GOOD BEHAVIOR HELP KEEP OTHERS FROM BEING INJURED.

ATTITUDES:

1. STUDENTS CAN INCREASE PERSONAL SAFETY AND THE SAFETY OF OTHERS BY OBEYING THE RULES.
2. SAFETY IS EVERYONE'S RESPONSIBILITY.

SKILLS:

1. RECALL/DESCRIBE SAFE PASSENGER RIDING BEHAVIORS.

MATERIALS: WAGON; BLOCKS, EMPTY MILK CARTONS OR DOLLS  
CRAYONS/MARKERS  
TEACHER QUESTIONS "RIDING THE SCHOOL BUS"

PROCEDURE:

1. REVIEW (OR TEACH) THE FIVE RIDING RULES INTRODUCED IN LESSON 1 (ACTIVITIES SHEETS V:1-1 TO 1-6 ,) DISCUSS THE REASONS FOR AND

IMPORTANCE OF EACH RULE (DISTRIBUTE ACTIVITY SHEETS IF NOT USED IN LESSON 1; AFTER COMPLETION, DISCUSS ANSWERS).

2. USING A WAGON LOADED WITH BLOCKS, DOLLS, OR EMPTY MILK CARTONS, DEMONSTRATE WHAT HAPPENS WHEN A VEHICLE:

- STOPS SUDDENLY
- STARTS SUDDENLY
- GOES AROUND A SHARP CURVE
- COLLIDES WITH ANOTHER LARGE OBJECT

ASK THE CHILDREN TO THINK OF WHAT THEY SHOULD DO TO KEEP SAFE IF THEY WERE THE PASSENGERS IN THESE SITUATIONS, ELICIT "STAY SEATED" AS A RESPONSE.

ASSESSMENT:

USE TEACHER QUESTIONS "RIDING THE SCHOOL BUS" TO ASSESS STUDENTS' KNOWLEDGE OF APPROPRIATE RIDING BEHAVIOR.

BACKGROUND:

SEE RULES FOR RIDING



### RULES FOR RIDING

1. TAKE YOUR SEAT QUICKLY.
2. TALK QUIETLY.
3. REMAIN IN YOUR SEAT FOR THE ENTIRE RIDE.
4. KEEP YOUR HEAD, ARMS, FEET AND ALL OBJECTS INSIDE THE BUS.
5. KEEP AISLES CLEAR AT ALL TIMES.
6. OBEY ALL THE RULES, AND FOLLOW DIRECTIONS GIVEN BY THE BUS DRIVER.
7. BE COURTEOUS TO YOUR SCHOOL BUS DRIVER AND ALL OTHER PASSENGERS.
8. CARRY ON THE BUS ONLY WHAT YOU CAN HOLD ON YOUR LAP.
9. THINK OF THE BUS AS YOUR PROPERTY; DON'T DAMAGE ANY PART OF IT.
10. ASK THE SCHOOL BUS DRIVER'S PERMISSION TO OPEN A WINDOW.
11. DON'T BOTHER THE SCHOOL BUS DRIVER; TALK TO HIM/HER ONLY IF AN EMERGENCY ARISES.

## TEACHER QUESTIONS

### RIDING THE SCHOOL BUS

1. SHOW ME HOW YOU SHOULD SIT IN YOUR SEAT. WHY IS IT IMPORTANT TO SIT BACK IN THE SEAT AND FACE FORWARD? (LESS LIKELY TO BE INJURED IF BUS STOPS QUICKLY OR MAKES SHARP TURNS)
2. WHAT MIGHT HAPPEN IF YOU WERE NOT SEATED PROPERLY WHEN THE BUS MADE A SHARP TURN OR A SUDDEN STOP? (HIT HEAD ON WINDOW; THROWN FROM SET)
3. WHAT MIGHT HAPPEN IF YOU WERE KNEELING ON A SEAT FACING BACKWARD WHEN THE BUS CAME TO A SUDDEN STOP? (THROWN OUT OF SEAT)
4. WHERE SHOULD YOU KEEP YOUR BELONGINGS WHILE RIDING ON THE BUS? (ON YOUR LAP)
5. WHY IS IT IMPORTANT TO KEEP FEET AND BOOKS OUT OF THE AISLE (SOMEONE COULD TRIP OVER THEM; MAY HAVE TO LEAVE BUS QUICKLY IN EMERGENCY)
6. WHY SHOULD YOU NEVER OPEN OR CLOSE A WINDOW IN A BUS OR CAR? (IT IS THE DRIVER'S RESPONSIBILITY; IT'S DANGEROUS, FINGERS CAN GET PINCHED OR MASHED; YOU OFTEN HAVE TO STAND UP TO DO IT)
7. WHY IS IT SAFER TO KEEP YOUR HANDS FREE OF OBJECTS WHILE YOU ARE RIDING? (FREE TO BRACE YOURSELF DURING SUDDEN STOPS, etc.)
8. WHY IS IT DANGEROUS TO THROW THINGS AROUND OR OUT OF THE WINDOW OF A MOVING BUS OR CAR? (SOMEONE COULD BE STRUCK AND INJURED; COULD CAUSE A DRIVER BEHIND OR ALONGSIDE THE BUS TO HAVE AN ACCIDENT; DISTRACTS BUS DRIVER)
9. HOW DOES POOR BEHAVIOR AFFECT THE BUS DRIVER'S ABILITY TO CONCENTRATE ON DRIVING? (TAKES ATTENTION AWAY FROM ROAD)
10. TELL ME SOME WAYS YOU CAN HELP THE BUS DRIVER? (BY FOLLOWING ALL THE SAFETY RULES)

# K-3 SCHOOL BUS SAFETY UNIT V

## LESSON 3 - RIDING BEHAVIORS

CURRICULUM GOAL: STUDENTS WILL DEMONSTRATE SAFE RIDING BEHAVIORS.

CONCEPTS: 1. PASSENGERS WHO OBSERVE SAFETY RULES ARE LESS LIKELY TO CAUSE ACCIDENTS OR GET INJURED.

ATTITUDES: 1. SAFETY IS EVERYONE'S RESPONSIBILITY.  
2. THE DRIVER IS IN CHARGE OF THE BUS.  
3. HELPING OTHERS TO BE SAFE MAKES EVERYONE SAFER.

SKILLS: 1. DESCRIBE/MODEL SAFE RIDING BEHAVIORS.

MATERIALS: ACTIVITY SHEETS  
TEACHER QUESTIONS, "RIDING THE SCHOOL BUS", "POOR BEHAVIOR ON THE SCHOOL BUS."  
PENCILS/CRAYONS/MARKERS

PROCEDURE:

1. DISCUSS THE STUDENTS' JOBS AS RIDERS/PASSENGERS BY REVIEWING RIDING RULES TAUGHT IN PREVIOUS LESSONS. INTRODUCE AND

DISCUSS ANY NOT PREVIOUSLY COVERED (e.g. DON'T DAMAGE THE BUS, BE COURTEOUS TO THE DRIVER, DON'T BOTHER THE DRIVER WHILE SHE IS DRIVING, DON'T OPEN WINDOWS WITHOUT PERMISSION, ETC.)

2. HAND OUT ACTIVITY SHEET V:3-1 AND HAVE STUDENTS COMPLETE.
3. REVIEW CORRECT ANSWERS WITH THE CHILDREN.

ASSESSMENT: USE TEACHER QUESTION "RIDING THE SCHOOL BUS" AND "POOR BEHAVIOR ON THE BUS" TO ASSESS STUDENTS' UNDERSTANDING AND ATTITUDES TOWARD SAFE RIDING BEHAVIORS.

BACKGROUND: SEE RULES FOR RIDING

ADDITIONAL ACTIVITIES:

1. HELP CHILDREN CREATE PUPPETS USING TONGUE DEPRESSORS AND CONSTRUCTION PAPER. PUT ON A PLAY IN WHICH SAFE SCHOOL BUS BEHAVIOR IS DRAMATIZED.
2. HAVE STUDENTS WRITE AN ESSAY DESCRIBING APPROPRIATE SCHOOL BUS BEHAVIOR.
3. HELP STUDENTS PREPARE AN "ABOUT OUR SCHOOL BUS" BOOKLET THAT INCLUDES RULES, DRIVER'S NAME, ROUTE, WHAT TO DO IN BAD WEATHER, INTERESTING FACTS, etc. THAT COULD BE DISTRIBUTED TO PARENTS FOR INFORMATIONAL PURPOSES.

4. CHOOSE TWO OR THREE MODES OF TRANSPORTATION THAT CHILDREN HAVE EXPERIENCED (i.e. CAR, TRAIN, PLANE.) COMPARE WITH RIDING THE SCHOOL BUS AND CLASSIFY PASSENGER BEHAVIORS AS SAME OR DIFFERENT FOR EACH (MUST REMAIN SEATED, QUIET, etc.)

RESOURCES:

BOOKS:     ARNOLD, CAROLYN. HOW DO WE TRAVEL? FRANKLIN WATTS (NY)  
              1983. GOOD FOR INTEGRATING WITH TRANSPORTATION UNIT;  
              CHAPTER ON BUS AND TRAINS; INCLUDES SUBWAY, ELEVATED,  
              TROLLEYS, AND FERRYBOATS.  
  
              LEAF, MUNRO. WHO CARES? LIPPINCOTT, 1971. PHOTOGRAPHS AND  
              TEXT COMBINE TO RAISE THE LEVEL OF AWARENESS AND  
              HOPEFULLY PREVENT LITTERING AND VANDALISM BY CHILDREN.

FILMS:     INSIDE THE SCHOOL BUS (4 MIN)  
              SAFETY ON OUR SCHOOL BUS (13 MIN)  
              THE BIG YELLOW FELLOW (15 MIN)  
              PRIMARY SAFETY: ON THE WAY TO SCHOOL (11 MIN)  
              BUS TRIPPING: AS AN ELEMENTARY SCHOOL BUS PASSENGER (11 MIN)  
              (SEE "FILM GUIDE")



### RULES FOR RIDING

1. TAKE YOUR SEAT QUICKLY.
2. TALK QUIETLY.
3. REMAIN IN YOUR SEAT FOR THE ENTIRE RIDE.
4. KEEP YOUR HEAD, ARMS, FEET AND ALL OBJECTS INSIDE THE BUS.
5. KEEP AISLES CLEAR AT ALL TIMES.
6. OBEY ALL THE RULES, AND FOLLOW DIRECTIONS GIVEN BY THE BUS DRIVER.
7. BE COURTEOUS TO YOUR BUS DRIVER AND ALL OTHER PASSENGERS.
8. CARRY ON THE BUS ONLY WHAT YOU CAN HOLD ON YOUR LAP.
9. THINK OF THE BUS AS YOUR PROPERTY; DON'T DAMAGE ANY PART OF IT.
10. ASK THE BUS DRIVER'S PERMISSION TO OPEN A WINDOW.
11. DON'T BOTHER THE BUS DRIVER; TALK TO HIM/HER ONLY IF AN EMERGENCY ARISES.

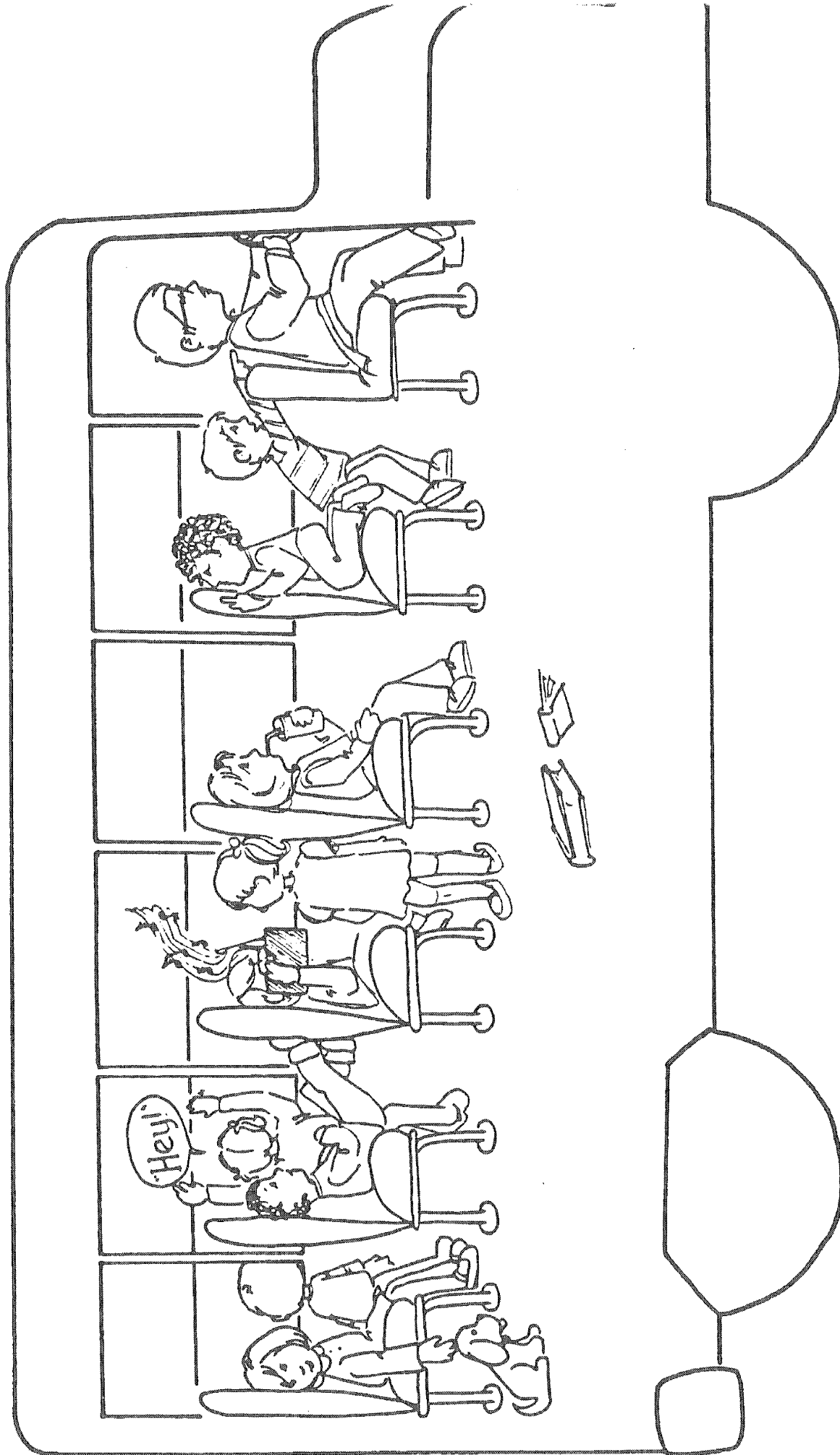
## TEACHER QUESTIONS

### RIDING THE SCHOOL BUS

1. SHOW ME HOW YOU SHOULD SIT IN YOUR SEAT. WHY IS IT IMPORTANT TO SIT BACK IN THE SEAT AND FACE FORWARD? (LESS LIKELY TO BE INJURED IF BUS STOPS QUICKLY OR MAKES SHARP TURNS)
2. WHAT MIGHT HAPPEN IF YOU WERE NOT SEATED PROPERLY WHEN THE BUS MADE A SHARP TURN OR A SUDDEN STOP? (HIT HEAD ON WINDOW; THROWN FROM SEAT)
3. WHAT MIGHT HAPPEN IF YOU WERE KNEELING ON A SEAT FACING BACKWARD WHEN THE BUS CAME TO A SUDDEN STOP? (THROWN OUT OF SEAT)
4. WHERE SHOULD YOU KEEP YOUR BELONGINGS WHILE RIDING ON THE BUS? (ON YOUR LAP)
5. WHY IS IT IMPORTANT TO KEEP FEET AND BOOKS OUT OF THE AISLE (SOMEONE COULD TRIP OVER THEM; MAY HAVE TO LEAVE BUS QUICKLY IN EMERGENCY)
6. WHY SHOULD YOU NEVER OPEN OR CLOSE A WINDOW IN A BUS OR CAR? (IT IS THE DRIVER'S RESPONSIBILITY; IT'S DANGEROUS, FINGERS CAN GET PINCHED OR MASHED; YOU OFTEN HAVE TO STAND UP TO DO IT)
7. WHY IS IT SAFER TO KEEP YOUR HANDS FREE OF OBJECTS WHILE YOU ARE RIDING? (FREE TO BRACE YOURSELF DURING SUDDEN STOPS, etc.)
8. WHY IS IT DANGEROUS TO THROW THINGS AROUND OR OUT OF THE WINDOW OF A MOVING BUS OR CAR? (SOMEONE COULD BE STRUCK AND INJURED; COULD CAUSE A DRIVER BEHIND OR ALONGSIDE THE BUS TO HAVE AN ACCIDENT; DISTRACTS BUS DRIVER)
9. HOW DOES POOR BEHAVIOR AFFECT THE BUS DRIVER'S ABILITY TO CONCENTRATE ON DRIVING? (TAKES ATTENTION AWAY FROM ROAD)
10. TELL ME SOME WAYS YOU CAN HELP THE BUS DRIVER? (BY FOLLOWING ALL THE SAFETY RULES)



Place an "X" on the children who have forgotten safe riding rules.



**ACTIVITY SHEET V: 3-1**

## \*Answer Key Activity Sheet

- 1) Boy student bothering driver.
- 2) Boy student kneeling on seat.
- 3) Girl drinking on bus.
- 4) Girl out of seat.
- 5) Boy listening to loud radio.
- 6) Boy with feet on back of seat.
- 7) Girl at window (yelling out, opening without permission).
- 8) Boy with head out of window.
- 9) Girl with pet on bus.
- 10) Books in the aisle.

ACTIVITY SHEET V: 3-1

# K-3 SCHOOL BUS SAFETY UNIT VI

## LESSON 1 - EMERGENCY EVACUATION BUS DRILL

CURRICULUM GOAL: STUDENTS WILL DEMONSTRATE SAFE EMERGENCY EVACUATION PROCEDURES AND BEHAVIORS DURING A BUS DRILL AND/OR CLASSROOM SIMULATION.

CONCEPTS:

1. EMERGENCY
2. RULES

ATTITUDES:

1. THE BUS DRIVER IS IN CHARGE OF THE BUS AND ITS PASSENGERS (RIDERS).

SKILLS:

1. LOCATE ALL EMERGENCY EXITS:
  - a. FRONT DOOR
  - b. EMERGENCY DOORS: REAR (EXCEPT MASS TRANSIT TYPE),  
SIDE (NEAR THE BACK ON YELLOW SCHOOL BUS)
  - c. PUSH-OUT WINDOWS (AT LEAST TWO (2) ON EACH SIDE OF  
BUS MARKED "EMERGENCY EXIT" IN RED & WHITE LETTERS)
  - d. ROOF HATCH
  - e. POP-OUT WINDSHIELD

2. FOLLOW DIRECTIONS TO EXIT
  3. EXIT THROUGH EMERGENCY DOOR: (EXCEPT MASS TRANSIT)
    - a. HOLD LOOSE CLOTHING CLOSE TO BODY
    - b. SIT DOWN IN DOORWAY
    - \*c. GRASP ATTENDANTS HAND (IF AVAILABLE)
    - d. JUMP TO GROUND
    - e. LAND WITH KNEES BENT
    - f. DO NOT BRING BOOKS, LUNCH BOXES OR OTHER BELONGINGS, LEAVE THEM AT YOUR SEAT.
- \* USE OF ASSISTANT DURING EVACUATION DRILL VARIES AMONG SCHOOL DISTRICTS

MATERIALS: SCHOOL BUS OR SIMULATION (SEE DIAGRAM, VI:1-1)  
ACTIVITY SHEETS VI:1-2, 1-3  
PENCILS, CRAYONS

PROCEDURE:

1. ASK IF ANYONE KNOWS WHAT AN "EMERGENCY" IS. ALLOW VOLUNTEERS TO GIVE EXAMPLES BUT DISTINGUISH REAL EMERGENCIES FROM "UPSETTING" SITUATIONS. USE THE LABEL "EMERGENCY" TO REINFORCE APPROPRIATE CONTRIBUTIONS.
2. EXPLAIN THAT THEY MUST LEARN WHAT TO DO IF SOMETHING HAPPENED ON THE SCHOOL BUS THAT WAS AN EMERGENCY AND THEY HAD TO GET OFF IN A HURRY (RULES). RULES HELP US TO REMEMBER WHAT TO DO.

3. STRESS THAT THE MOST IMPORTANT THING TO DO IS TO BE VERY QUIET AND LISTEN TO WHAT THE BUS DRIVER TELLS THEM TO DO; IF THE BUS DRIVER IS UNABLE TO GIVE THEM DIRECTIONS, THEY SHOULD FOLLOW DIRECTIONS OF AN OLDER STUDENT AND THE PROCEDURES PRACTICED IN THIS LESSON.
4. DIRECT CHILDREN TO SEATS ON THE SCHOOL BUS. (IF A SCHOOL BUS IS NOT AVAILABLE, USE DESKS AND CHAIRS TO SIMULATE ONE; SHEET VI:1-1). POINT OUT WHERE THE EXITS ARE LOCATED ON THE BUS. DRILL BY CALLING OUT A LOCATION (i.e. FRONT, BACK, ROOF HATCH, ETC.) AND HAVE CHILDREN POINT TO IT. WHEN LOCATING THE EMERGENCY WINDOW EXITS, BE SURE TO EMPHASIZE THAT THEY ARE THE ONES WITH THE RED AND WHITE LETTERS OVER THEM.
5. PRACTICE PROCEDURE FOR EXITING THROUGH THE REAR AND SIDE EMERGENCY DOOR EXITS:
  - a. STAY IN YOUR SEAT UNTIL DRIVER TELLS YOU TO STAND.
  - b. LEAVE ALL BELONGINGS IN YOUR SEAT.
  - c. WALK QUICKLY TO THE EXIT INDICATED.
  - d. TUCK IN OR HOLD LOOSE CLOTHING CLOSE TO BODY.
  - e. SIT DOWN IN DOORWAY.
  - f. GRASP ATTENDANT'S HANDS (IF AVAILABLE).
  - g. JUMP TO GROUND (IF SIMULATING A BUS, USE CHAIR WITH MAT TO LAND ON, AND JUMP FROM STANDING POSITION).
  - h. LAND WITH KNEES BENT.

PRACTICE ABOVE PROCEDURE AT LEAST TWICE, MORE IF POSSIBLE.

6. IF SIMULATING A BUS, PRACTICE EXITING THROUGH OTHER EMERGENCY EXITS AS WELL.

ASSESSMENT:

1. STUDENTS SHOULD BE ABLE TO DESCRIBE OR GIVE EXAMPLES OF AN EMERGENCY.
2. STUDENTS WHO ARE FEARFUL OF JUMPING 3 FEET WITHOUT ASSISTANCE, AND THOSE WHO DO NOT SATISFACTORILY FOLLOW DIRECTIONS SHOULD BE GIVEN ADDITIONAL PRACTICE.

BACKGROUND: SEE BUS EMERGENCY EVACUATION DRILL AND RULES.

ADDITIONAL ACTIVITIES:

1. DISCUSS SIGHTS AND SOUNDS ASSOCIATED WITH EMERGENCIES (i.e. AMBULANCES, FIRE TRUCK, ACCIDENTS, ETC.)
2. IDENTIFY PEOPLE WHOSE JOBS ARE TO HELP PEOPLE IN EMERGENCIES (i.e. POLICE OFFICER, DOCTORS, ETC.).
3. READ STORIES ABOUT EMERGENCIES AND PEOPLE WHO HANDLE THEM.
4. DRAW A PICTURE OF AN EMERGENCY VEHICLE OR PERSON.
5. SELECT FROM ACTIVITY SHEETS IV:1A - C.



6. HELP CHILDREN MAKE UP SAFETY VERSES TO "WHEELS  
ON THE BUS".

- EX. 1) "CHILDREN ON THE BUS TALK QUIETLY,  
QUIETLY, ETC,  
2) "CHILDREN BOARD THE BUS ONE BY ONE," ETC.

RESOURCES:

BOOKS: BEIM, JERROLD. ANDY AND THE SCHOOL BUS. WM. MORROW AND  
CO., 1947, STORY ABOUT A BOY WHO CAN'T WAIT TO RIDE THE  
SCHOOL BUS.

CREWS, DONALD. SCHOOL BUS. GREENWILLOW BOOKS, 105 MADISON  
AVE., NEW YORK, NY 10016 (PICTURE BOOKS)

FILMS: (SEE "FILM GUIDE")

EMERGENCY SCHOOL BUS EVACUATION (7 MIN)

YELLOW SCHOOL BUS (10 MIN)

FILMSTRIPS: (SEE "FILM GUIDE")

WINNIE THE POOH ON THE WAY TO SCHOOL SERIES 1974,  
"POOH RIDES THE BUS"

## BUS EMERGENCY BACKGROUND INFORMATION FOR TEACHERS

Two emergency evacuation bus drills per year are mandated by Administrative Code [N.J.A.C. 6:21-11.3]

### General Ridership Conduct:

- In order for the driver to hear emergency vehicles and other danger signals, the sounds inside the bus must be at a low decibel level.
- Passengers must remain seated to prevent injuries from falls, and, in some vehicles, to give the driver a clear view to the rear.
- A clean bus is a safer bus; litter can cause slipping and stumbling; emergency evacuation could be hampered.
- Rules and procedures should be understood and consistently enforced. District policy regarding rule infractions should be made known to parents and students.

### Conduct During A School Bus Emergency:

- A calm reaction is essential to avoid creating more injuries or compounding the emergency.
- Students must be prepared to be self reliant in the event of driver/aide injury.
- Student decisions must be made with intelligence, and sometimes, speed.

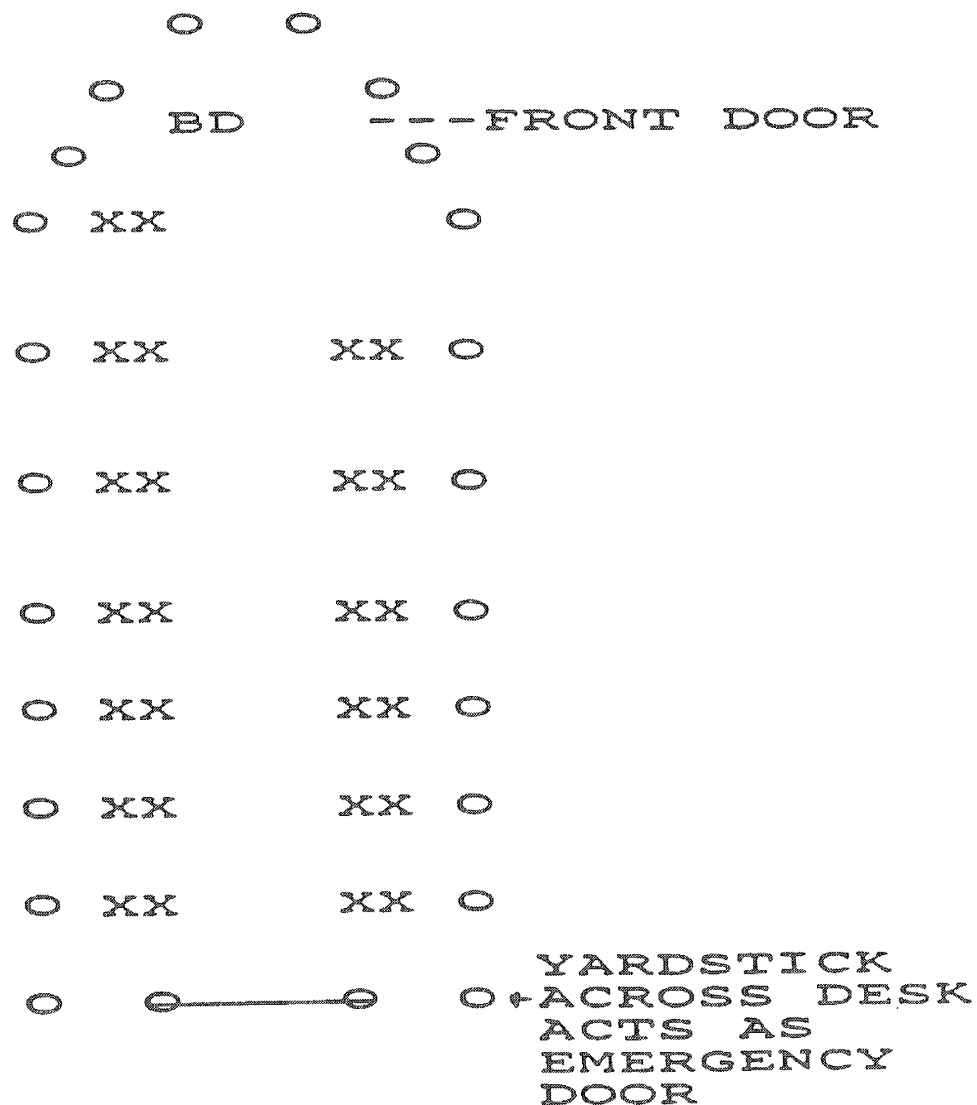
YELLOW SCHOOL BUS  
EMERGENCY EVACUATION RULES

1. REMAIN CALM AND QUIET.
2. WAIT FOR DIRECTIONS FROM THE DRIVER.
3. EXIT FROM FRONT AND REAR DOORS FIRST.
4. USE OTHER EMERGENCY EXITS IF THE TWO MAJOR EXITS ARE BLOCKED.
5. KNOW THE LOCATION AND USE OF EMERGENCY EQUIPMENT (FIRE EXTINGUISHER, FIRST-AID KIT, REFLECTORS, TWO-WAY (BUS) RADIO, ENGINE SWITCH, BRAKE, HORN).
6. EVACUATE IN AN ORDERLY FASHION.
7. MOVE TO A SAFE PLACE AWAY FROM THE BUS (50 GIANT STEPS).
8. EVACUATE IF THERE IS:
  - A. FIRE OR SMOKE
  - B. DANGER OF DROWNING
  - C. DANGER OF COLLISION WITH OTHER TRAFFIC

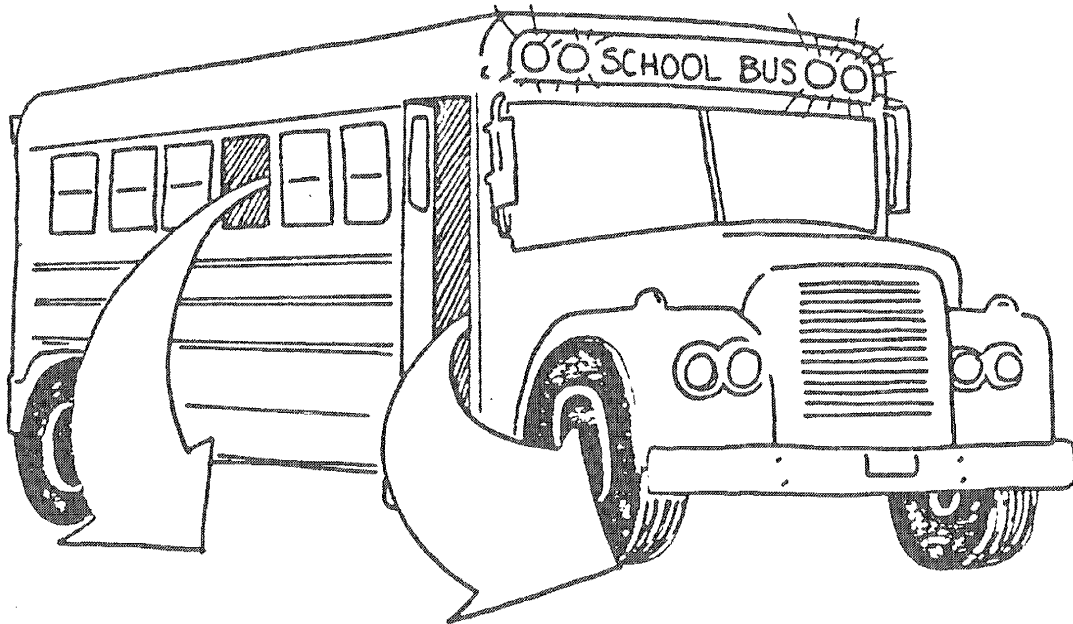
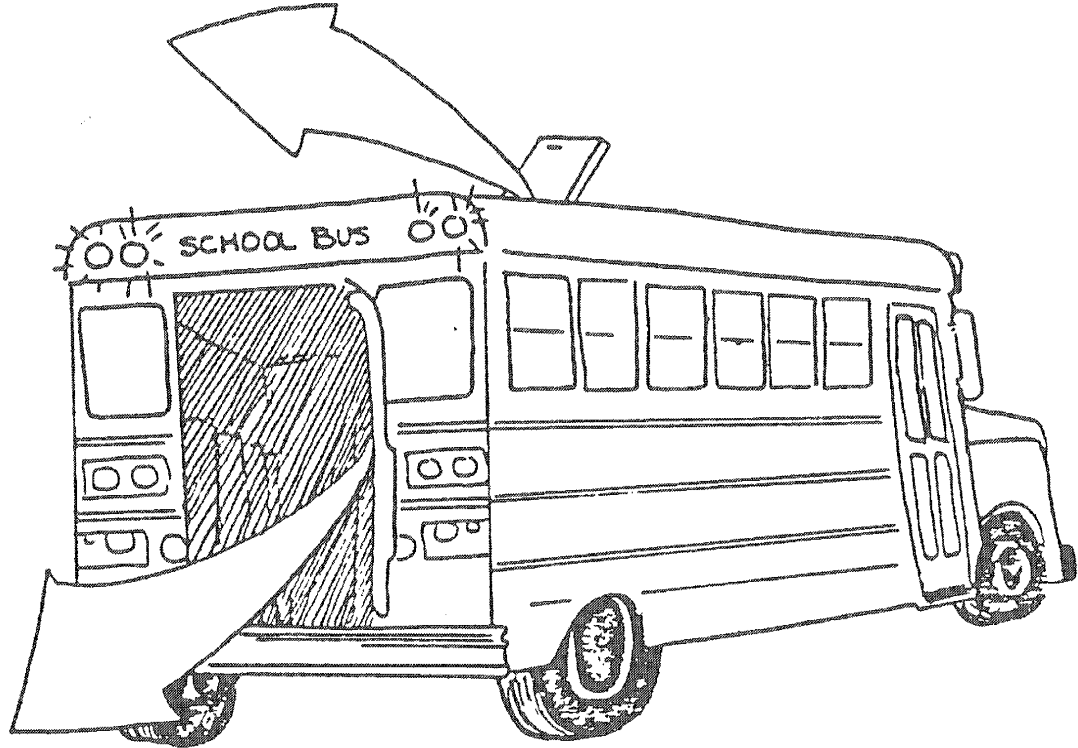
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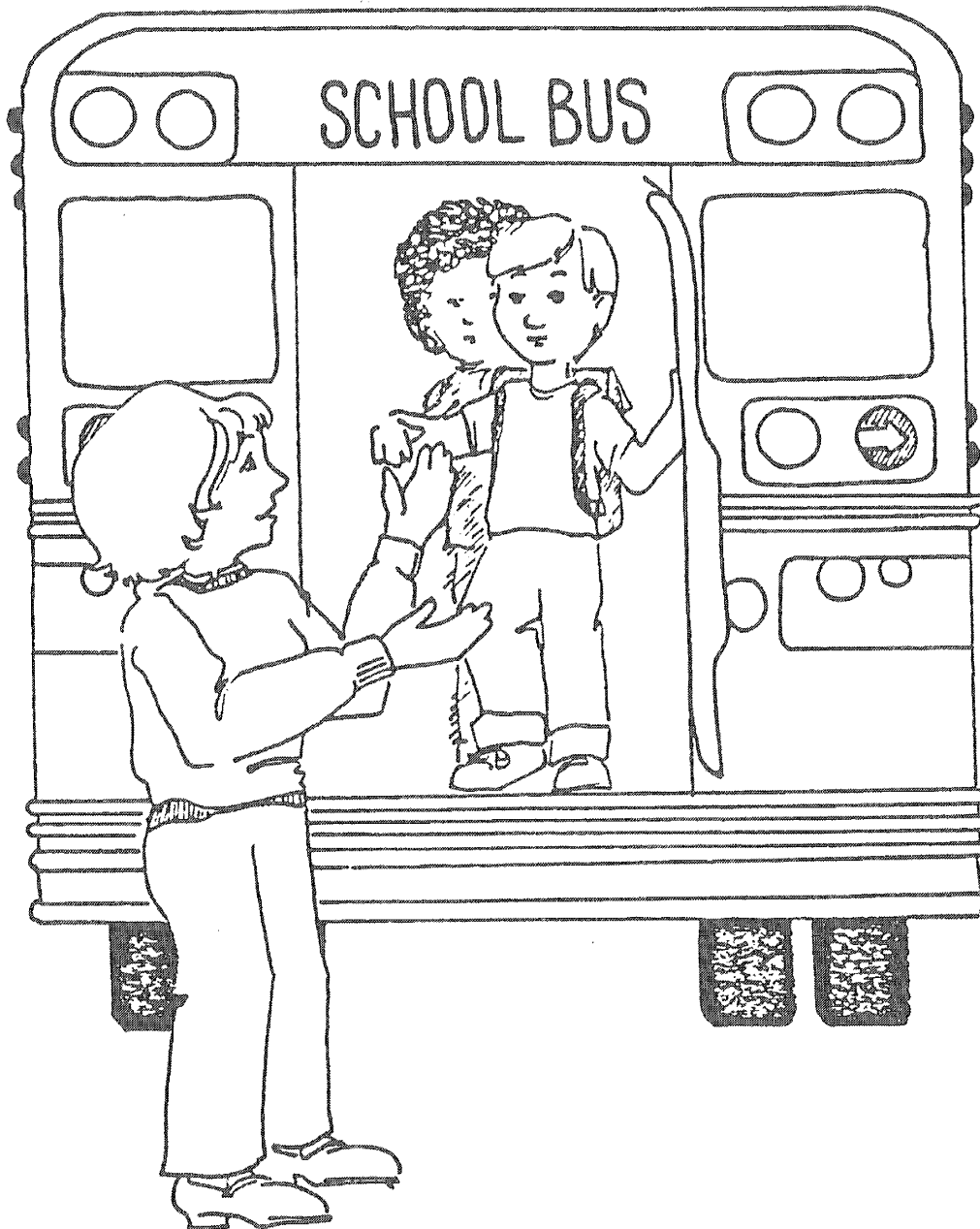
# DIAGRAM BUS SIMULATION FOR CLASSROOM PRESENTATIONS

KEY:    XX - CHAIRS  
           O - DESKS  
           BD - BUS DRIVER



# EMERGENCY EXITS





Bus Emergency Evacuation

# K-3 SCHOOL BUS SAFETY UNIT VI

## LESSON 2 - EMERGENCY DRILL/EVACUATION

CURRICULUM GOAL: STUDENTS WILL DEMONSTRATE SAFE EMERGENCY EVACUATION PROCEDURES AND BEHAVIORS DURING A BUS DRILL OR CLASSROOM SIMULATION.

CONCEPTS:

1. EMERGENCY
2. EMERGENCY EQUIPMENT

ATTITUDES:

1. THE BUS DRIVER IS IN CHARGE OF THE BUS AND ITS PASSENGERS.

SKILLS:

1. LOCATE ALL EMERGENCY EXITS
  - a. FRONT DOOR
  - b. EMERGENCY DOORS: REAR
  - c. PUSH-OUT WINDOWS (AT LEAST TWO (2) ON EACH SIDE OF BUS MARKED "EMERGENCY EXIT" IN RED LETTERS
  - d. ROOF HATCH
  - e. POP-OUT WINDSHIELD

2. USE ANOTHER EMERGENCY EXIT IF FRONT OR REAR DOORS ARE •  
BLOCKED.
3. FOLLOW DIRECTIONS TO EXIT AND USE PROPER EXITING  
PROCEDURES
  - a. HOLD LOOSE CLOTHING CLOSE TO BODY
  - b. SIT DOWN IN THE DOORWAY
  - \*c. GRASP ATTENDANT'S HAND, IF AVAILABLE
  - d. JUMP TO THE GROUND
  - e. LAND WITH KNEES BENT
  - f. NO BOOKS OR LUNCH BOXES
- \* USE OF ASSISTANT DURING EVACUATION VARIES AMONG  
SCHOOL DISTRICTS
4. LOCATE EMERGENCY DEVICES:
  - a. HORN
  - b. BUS (TWO-WAY) RADIO

MATERIALS: SCHOOL BUS AND DRIVER, OR SIMULATION (SEE DIAGRAM) ACTIVITY  
SHEETS VI:2-1, 2-2  
TEACHER QUESTIONS: "SCHOOL BUS EMERGENCY"



PROCEDURE:

1. REVIEW THE TERM AND CONCEPT "EMERGENCY" BY ASKING STUDENTS TO GIVE EXAMPLES OF REAL EMERGENCIES.
2. HAVE STUDENTS CLOSE THEIR EYES AND PICTURE THEMSELVES IN EACH EMERGENCY DESCRIBED. DIRECT THEM TO THINK ABOUT WHAT THEY COULD DO TO BE SAFE. REPEAT AND EMPHASIZE ANY IDEAS THAT ARE ALSO SAFETY RULES.
3. NEXT, ASK STUDENTS TO IMAGINE THAT THEIR SCHOOL BUS HAS BEEN STRUCK BY ANOTHER VEHICLE. DISCUSS:
  - a. HOW THEY WOULD ACT? (CALMLY, QUIETLY, WAIT FOR DIRECTIONS)
  - b. WHOSE DIRECTIONS SHOULD THEY FOLLOW? (DRIVER OR OTHER ADULT, OLDER STUDENT) WHY?
4. DISTRIBUTE ACTIVITY SHEET VI:2-1. ASK STUDENTS WHAT THEY WOULD DO IF THE BUS DOOR WERE BLOCKED OR WOULDN'T OPEN. POINT OUT THE EMERGENCY EXITS ON THE WORKSHEET, THEN LOCATE ON THE BUS OR SIMULATION SET UP.
5. REVIEW EMERGENCY EVACUATION PROCEDURES LEARNED IN UNIT VI, LESSON 1. PRACTICE EVACUATING AGAIN, THIS TIME BLOCKING EITHER THE FRONT OR REAR EXIT. ASK STUDENTS TO SHOW YOU WHAT OTHER WAYS THEY COULD EXIT THE BUS.

6. NOW ASK THE STUDENTS TO PRETEND THAT THEIR SCHOOL BUS DRIVER IS SICK OR HURT AND CANNOT GIVE THEM DIRECTIONS. IN THIS CASE THEY SHOULD:

a. FOLLOW THE DIRECTIONS OF ANOTHER ADULT OR OLDER STUDENT

OR

BLOW HORN TO GET ATTENTION OF AN ADULT OUTSIDE THE BUS

b. IF THERE IS SMOKE OR FIRE, LEAVE THE BUS IMMEDIATELY, USING ALL EMERGENCY EXITS.

7. DEMONSTRATE HOW THE FRONT DOOR IS OPENED ON THE SCHOOL BUS. EXPLAIN THAT BUSES ALSO HAVE EMERGENCY DEVICES. SHOW THE LOCATION OF HORN, AND RADIO. EXPLAIN THEIR PURPOSE AS YOU POINT TO THEM AND TELL THE CHILDREN THAT IT'S IMPORTANT FOR THEM TO REMEMBER WHERE THESE THINGS ARE BECAUSE THEY MAY HAVE TO SHOW OTHERS WHERE THEY ARE IN AN EMERGENCY.

8. HAVE THE CHILDREN DRAMATIZE AN EMERGENCY SITUATION IN WHICH THE DRIVER IS DISABLED AND THEY MUST:

a. SHOW AN ADULT WHERE THE BUS RADIO IS LOCATED

b. EVACUATE THE BUS ON THEIR OWN

ASSESSMENT: USE TEACHER QUESTIONS, "SCHOOL BUS EMERGENCY", TO ASSESS STUDENT'S KNOWLEDGE OF APPROPRIATE BEHAVIOR DURING AN EMERGENCY.

BACKGROUND: SEE "BUS EMERGENCY BACKGROUND INFORMATION FOR TEACHERS" AND "YELLOW SCHOOL BUS EMERGENCY EVACUATION RULES."

ADDITIONAL ACTIVITIES:

1. HAVE CHILDREN DRAW A PICTURE OF A SITUATION IN WHICH THEY MAY NEED TO EVACUATE THE BUS.
2. MAKE A MOVIE SHOWING A BUS EMERGENCY EVACUATION PROCEDURE. CHILDREN ILLUSTRATE THE SEQUENCE ON A STRIP OF PAPER, RUN STRIP THROUGH SLOTS CUT IN THE TOP AND BOTTOM OF A THREE-SIDED CARTON.

GENERAL RIDERSHIP CONDUCT

- IN ORDER FOR THE DRIVER TO HEAR EMERGENCY VEHICLES AND OTHER DANGER SIGNALS, THE SOUNDS INSIDE THE BUS MUST BE AT A LOW DECIBEL LEVEL.
- PASSENGERS MUST REMAIN SEATED TO PREVENT INJURIES FROM FALLS, AND, IN SOME VEHICLES, TO GIVE THE DRIVER A CLEAR VIEW TO THE REAR.

- A CLEAN BUS IS A SAFER BUS; LITTER CAN CAUSE SLIPPING AND STUMBLING; EMERGENCY EVACUATION COULD BE HAMPERED.
- RULES AND PROCEDURES SHOULD BE UNDERSTOOD AND CONSISTENTLY ENFORCED. DISTRICT POLICY REGARDING RULE INFRACTIONS SHOULD BE MADE KNOWN TO PARENTS AND STUDENTS.

#### CONDUCT DURING A SCHOOL BUS EMERGENCY

- A CALM REACTION IS ESSENTIAL TO AVOID CREATING MORE INJURIES OR COMPOUNDING THE EMERGENCY.
- STUDENTS MUST BE PREPARED TO BE SELF RELIANT IN THE EVENT OF DRIVER/AIDE INJURY,
- STUDENT DECISIONS MUST BE MADE WITH INTELLIGENCE, AND SOMETIMES, SPEED.

## BUS EMERGENCY BACKGROUND INFORMATION FOR TEACHERS

Two emergency evacuation bus drills per year are mandated by Administrative Code [N.J.A.C. 6:21-11.3].

### General Ridership Conduct:

- In order for the driver to hear emergency vehicles and other danger signals, the sounds inside the bus must be at a low decibel level.
- Passengers must remain seated to prevent injuries from falls, and, in some vehicles, to give the driver a clear view to the rear.
- A clean bus is a safer bus; litter can cause slipping and stumbling; emergency evacuation could be hampered.
- Rules and procedures should be understood and consistently enforced. District policy regarding rule infractions should be made known to parents and students.

### Conduct During A School Bus Emergency:

- A calm reaction is essential to avoid creating more injuries or compounding the emergency:
- Students must be prepared to be self reliant in the event of driver/aide injury.
- Student decisions must be made with intelligence, and sometimes, speed.

YELLOW SCHOOL BUS  
EMERGENCY EVACUATION RULES

1. REMAIN CALM AND QUIET.
2. WAIT FOR DIRECTIONS FROM THE DRIVER.
3. EXIT FROM FRONT AND REAR DOORS FIRST.
4. USE OTHER EMERGENCY EXITS IF THE TWO MAJOR EXITS ARE BLOCKED.
5. KNOW THE LOCATION AND USE OF EMERGENCY EQUIPMENT (FIRE EXTINGUISHER, FIRST-AID KIT, REFLECTORS, TWO-WAY (BUS) RADIO, ENGINE SWITCH, BRAKE, HORN).
6. EVACUATE IN AN ORDERLY FASHION.
7. MOVE TO A SAFE PLACE AWAY FROM THE BUS (100 GIANT STEPS).
8. EVACUATE IF THERE IS:
  - A. FIRE OR SMOKE
  - B. DANGER OF DROWNING
  - C. DANGER OF COLLISION WITH OTHER TRAFFIC

## EMERGENCY EVACUATION RULES

### (MASS TRANSIT BUSES)

1. REMAIN CALM AND QUIET.
2. WAIT FOR DIRECTIONS FROM THE DRIVER.
3. EXIT FROM FRONT AND REAR DOORS FIRST.
4. USE OTHER EMERGENCY EXITS IF THE TWO MAJOR EXITS ARE BLOCKED.
5. KNOW THE LOCATION AND USE OF EMERGENCY EQUIPMENT (FIRE EXTINGUISHER, FIRST-AID KIT, REFLECTORS, TWO-WAY (BUS) RADIO, ENGINE SWITCH, BRAKE, HORN).
6. EVACUATE IN AN ORDERLY FASHION.
7. MOVE TO A SAFE PLACE AWAY FROM THE BUS (100 GIANT STEPS).
8. EVACUATE IF THERE IS:
  - A. FIRE OR SMOKE
  - B. DANGER OF DROWNING
  - C. DANGER OF COLLISION WITH OTHER TRAFFIC

### RULES FOR RIDING

1. TAKE YOUR SEAT QUICKLY.
2. TALK QUIETLY.
3. REMAIN IN YOUR SEAT FOR THE ENTIRE RIDE.
4. KEEP YOUR HEAD, ARMS, FEET AND ALL OBJECTS INSIDE THE BUS.
5. KEEP AISLES CLEAR AT ALL TIMES.
6. OBEY ALL THE RULES, AND FOLLOW DIRECTIONS GIVEN BY THE BUS DRIVER.
7. BE COURTEOUS TO YOUR BUS DRIVER AND ALL OTHER PASSENGERS.
8. CARRY ON THE BUS ONLY WHAT YOU CAN HOLD ON YOUR LAP.
9. THINK OF THE BUS AS YOUR PROPERTY; DON'T DAMAGE ANY PART OF IT.
10. ASK THE BUS DRIVER'S PERMISSION TO OPEN A WINDOW.
11. DON'T BOTHER THE BUS DRIVER; TALK TO HIM/HER ONLY IF AN EMERGENCY ARISES.



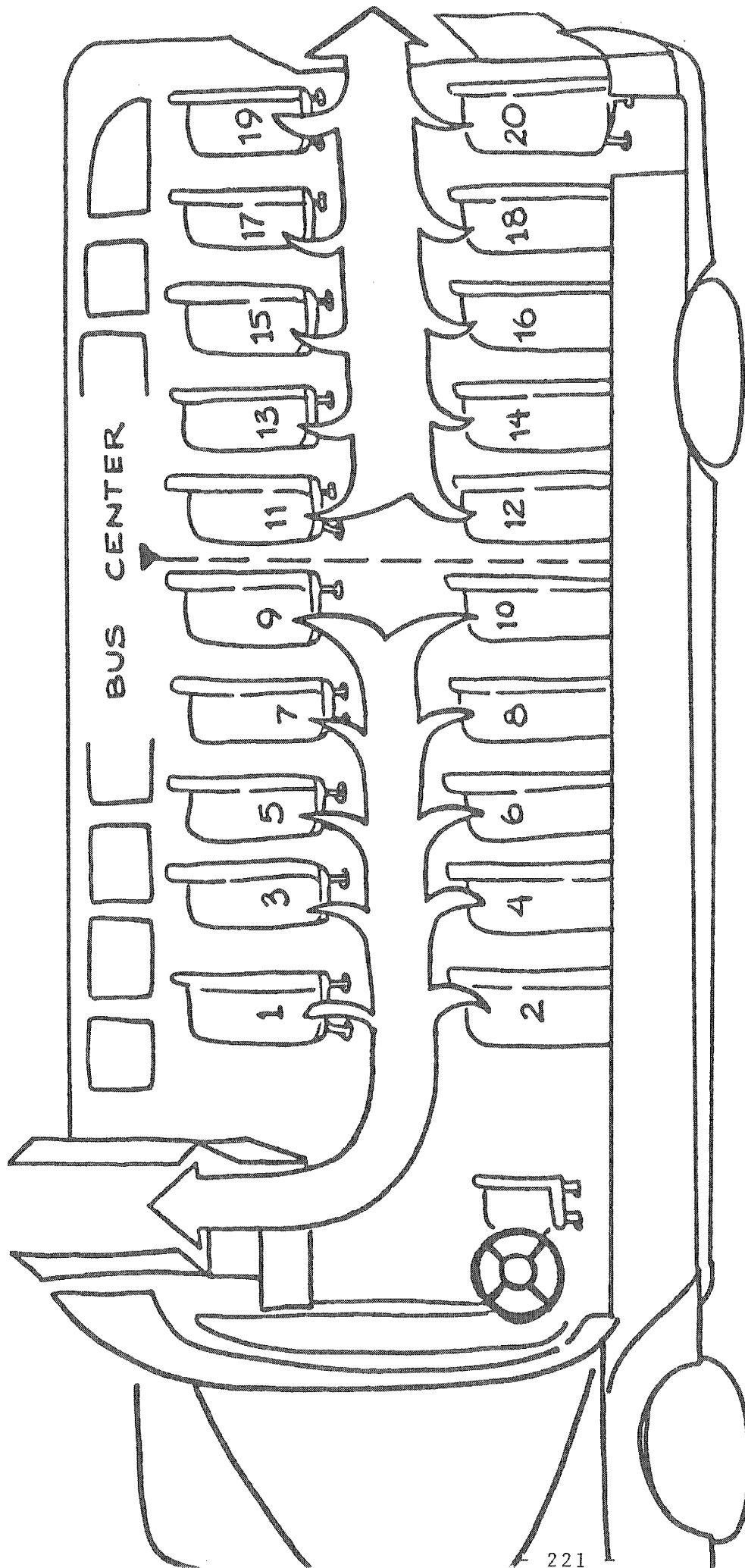
## TEACHER QUESTIONS

### SCHOOL BUS EMERGENCY

1. WHAT EMERGENCIES MIGHT OCCUR INVOLVING A SCHOOL BUS? (BUS, FIRE, ACCIDENT, ILL DRIVER, etc.)
2. HOW SHOULD YOU ACT DURING AN EMERGENCY? WHAT IS THE FIRST THING YOU SHOULD DO? (SIT QUIETLY AND WAIT FOR INSTRUCTIONS)
3. WHY SHOULD YOU BE VERY QUIET AND LISTEN CAREFULLY TO THE BUS DRIVER OR PERSON IN CHARGE? (BE QUIET SO DRIVER CAN MAKE IMPORTANT DECISIONS; LISTEN TO DIRECTIONS FOR WHAT TO DO)
4. WHAT SAFETY RULES SHOULD YOU REMEMBER DURING THIS TIME? (STAY SEATED AND WAIT FOR INSTRUCTIONS, LET THOSE CLOSEST TO THE EXIT OFF FIRST, DON'T PUSH OR SHOVE, COOPERATE, etc.)
5. IF THE BUS DOOR CANNOT BE OPENED, WHAT OTHER EMERGENCY EXITS CAN BE USED? (EMERGENCY DOOR, WINDOWS, KICK-OUT WINDSHIELD)
6. WHERE IS THE EMERGENCY DOOR LOCATED ON THE SCHOOL BUS? (REAR, AND/OR SIDE) WHO OPERATES THE EMERGENCY DOOR? (DRIVER, AIDE, OR DESIGNATED STUDENT)
7. WHY DO YOU HAVE TO BE VERY CAREFUL WHEN LEAVING THE BUS THROUGH THE EMERGENCY DOOR? (HIGH OFF THE GROUND.)
8. WHO SHOULD LEAVE THE BUS FIRST WHEN USING EMERGENCY EXITS? (THOSE CLOSEST TO IT.)
9. WHERE SHOULD YOU STAND AFTER LEAVING THE BUS? (AT LEAST 100 GIANT STEPS AWAY FROM THE BUS IN A SAFE PLACE) WHY IS WHERE YOU STAND IMPORTANT? (NEED TO BE OUT OF TRAFFIC AND AWAY FROM DANGER OF FIRE OR EXPLOSION)
10. WHY IS IT IMPORTANT NOT TO FOOL AROUND OR PUSH WHILE LEAVING THE BUS AND STANDING AWAY FROM THE BUS? (MAY ADD TO THE EMERGENCY BY GETTING IN THE WAY, CREATING A DISTURBANCE, etc.)



# BUS EVACUATION PROCEDURES

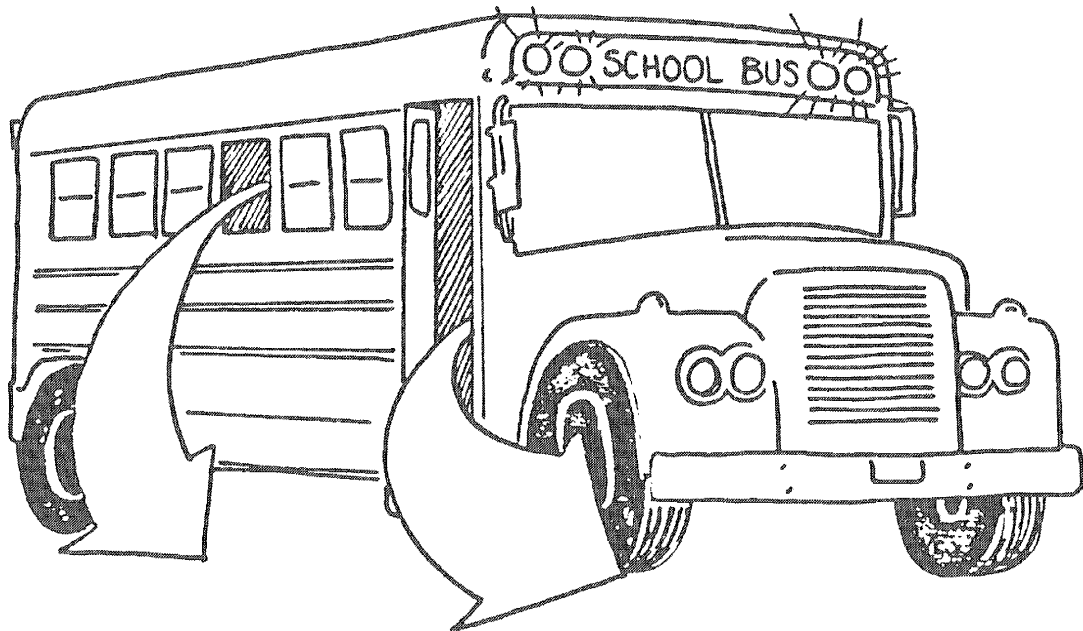
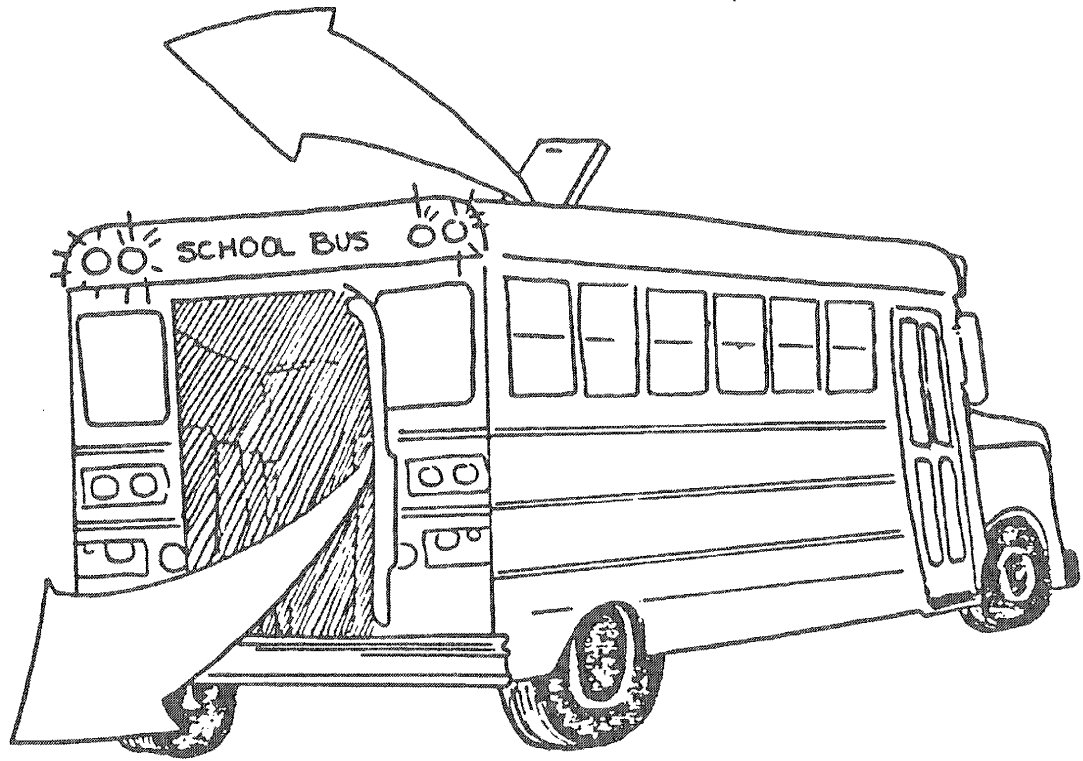


## METHODS:

- 1.) FRONT AND BACK EVACUATION - front half out front door, back half out rear door
- 2.) FRONT EVACUATION - use alternating seat method as shown in diagram, i.e. seat 1 then seat 2, then seat 3, etc.
- 3.) REAR EVACUATION - use alternating seat method as shown in diagram, i.e. seat 20, then seat 19, then seat 18, etc.

**ACTIVITY SHEET VI: 2-1**

# EMERGENCY EXITS



**ACTIVITY SHEET VI: 2--2**

## K-3 UNIT VI

### LESSON 3 - EMERGENCY EVACUATION AND DRILL

CURRICULUM GOAL: STUDENTS WILL CONSISTENTLY DEMONSTRATE SAFE EMERGENCY EVACUATION PROCEDURES AND BEHAVIORS DURING A BUS DRILL AND/OR CLASSROOM SIMULATION.

CONCEPTS:

1. EMERGENCY EVACUATION
2. EMERGENCY EQUIPMENT
3. SAFETY PROCEDURES

ATTITUDES:

1. THE BUS DRIVER IS IN CHARGE OF THE BUS AND ITS PASSENGERS.
2. UNDERSTANDING THE REASONS FOR SAFETY RULES MAKES OBEYING THEM MORE LIKELY TO BECOME A HABIT.

SKILLS:

1. LOCATE AND USE ALL EMERGENCY EXITS (UNIT VI, LESSON 1).
2. LOCATE AND USE ALTERNATIVE EXITS IF NECESSARY.
3. USE PROPER EXITING PROCEDURES (UNIT VI, LESSON 1).
4. LOCATE APPROPRIATE EMERGENCY DEVICES (UNIT VI, LESSON 2).

MATERIALS: SCHOOL BUS AND DRIVER, OR SIMULATION (SEE BUS SIMULATION DIAGRAM) ACTIVITY SHEETS VI:3-1 TO 3-8.

PROCEDURE:

1. DISTRIBUTE ACTIVITY SHEET VI:3-4. HAVE STUDENTS FIND THE WORD "EMERGENCY" ON IT. ASK STUDENTS WHEN THEY THINK THE EMERGENCY DOORS MIGHT HAVE TO BE USED: WHEN THERE IS SMOKE OR FIRE, THE BUS IS IN AN UNSAFE PLACE (COULD BE HIT BY OTHER CARS OR TIP OVER).
2. ASK STUDENTS TO RECALL HOW THEY WILL ACT IN AN EMERGENCY. (KEEP CALM, USE PROCEDURES TAUGHT; FOLLOW DIRECTIONS OF AN ADULT IF ONE IS THERE; LEAVE IF UNSAFE; DON'T STOP TO TAKE BELONGINGS; GO A SAFE DISTANCE AWAY).

NOTE: DISCUSS: DID PEOPLE HAVE TO LEAVE QUICKLY (EVACUATE)? WHY? DID THEY KNOW WHAT TO DO AND HOW TO ACT?

3. REMIND STUDENTS THAT THEY MAY SAVE THEIR LIVES SOMEDAY BY KNOWING HOW TO REACT IN AN EMERGENCY. THAT IS WHY WE PRACTICE WHAT TO DO (SAFETY PROCEDURES) AS OFTEN AS POSSIBLE.
4. ASK STUDENTS TO RECALL WHERE THE OTHER EMERGENCY EXITS ARE LOCATED. IF NO BUS IS AVAILABLE, USE A MODEL, PICTURE OF A BUS OR ACTIVITY SHEET VI:3-1 & 3-2. THEY CAN ALSO BE LISTED ON CHALKBOARD OR EXPERIENCE OPERATING FRONT DOOR HANDLE, OPERATING REAR/SIDE EMERGENCY DOOR HANDLES, PUSHING OUT EMERGENCY WINDOWS AND ROOF HATCH OR KICKING OUT WINDSHIELD.



5. ASK STUDENTS TO RECALL THE LOCATIONS OF EMERGENCY DEVICES, REVIEW THEIR OPERATION AND LET CHILDREN PANTOMIME USING THEM:

BLOWING HORN

OPERATING BUS (TWO-WAY) RADIO

6. DISTRIBUTE ACTIVITY SHEET VI:3-3 TO REVIEW THE PROPER PROCEDURE FOR EVACUATING THROUGH THE REAR EMERGENCY DOOR: (MASS TRANSIT STUDENTS SHOULD BE REMINDED THAT THIS PROCEDURE IS FOR YELLOW SCHOOL BUSES ONLY).

- A. HOLD LOOSE CLOTHING CLOSE TO BODY.
- B. SIT DOWN IN DOORWAY (OPTIONAL).
- C. GRASP ATTENDANT'S HAND (IF AVAILABLE).
- D. JUMP TO THE GROUND.
- E. LAND WITH KNEES BENT.

7. STRESS TO STUDENTS THAT IT IS IMPORTANT TO LISTEN FOR THE DRIVER TO TELL THEM WHAT TO DO. SOMETIMES THEY MAY BE TOLD TO USE THE FRONT (OR SIDE) DOORS.

8. USING AN ACTUAL BUS, OR SIMULATED SET-UP, PRACTICE THE THREE METHODS OF EMERGENCY EXITING:

- A. ALTERNATING SEATS, OUT THE REAR DOOR
- B. ALTERNATING SEATS, OUT THE FRONT DOOR

- C. ALTERNATING SEATS: FRONT HALF OUT FRONT DOOR, BACK HALF OUT REAR DOOR.

NOTE: IF AVAILABLE, THE BUS DRIVER SHOULD TAKE CHARGE OF THE DRILL

REMIND STUDENTS:

- a) TO REMAIN CALM AND QUIET.
- b) FOLLOW DIRECTIONS OF DRIVER, OR OLDER STUDENT IF DRIVER IS UNABLE TO GIVE DIRECTIONS.
- c) STUDENTS CLOSEST TO OPEN EXIT WILL LEAVE FIRST, WITH OTHERS FOLLOWING IN ORDER.
- d) DON'T PUSH OR SHOVE.
- e) DON'T TAKE BELONGINGS WITH YOU.
- f) MOVE AT LEAST 100 GIANT STEPS AWAY FROM THE BUS OR TO THE LOCATION INDICATED BY THE DRIVER.

ASSESSMENT: USE ACTIVITY SHEET VI:3-5 AS A GROUP ASSESSMENT OF STUDENTS' BEHAVIOR DURING THE DRILL.

BACKGROUND: SEE "BUS EMERGENCY BACKGROUND INFORMATION FOR TEACHERS", "YELLOW SCHOOL BUS EMERGENCY EVACUATION RULES."

ADDITIONAL ACTIVITIES:

1. STUDENTS FROM DIFFERENT BUSES CAN USE ACTIVITY SHEET VI:3-5 TO EVALUATE EACH OTHER DURING A BUS DRILL.

2. DISTRIBUTE ACTIVITY SHEET VI:3-1, 3-6, OR 3-7 FOR COMPLETION.
3. DESCRIBE POSSIBLE ACCIDENT SITUATIONS AND ASK STUDENTS TO DECIDE:
  - A. SHOULD THEY EVACUATE?
  - B. WHAT EXIT SHOULD THEY USE?
  - C. WHAT DETAILS OF THE ACCIDENT SHOULD BE REPORTED?
4. MAKE A MOVIE OF AN EMERGENCY BUS EVACUATION. CHILDREN ILLUSTRATE THE SEQUENCE ON A STRIP OF PAPER. RUN STRIP THROUGH SLOTS CUT IN THE TOP AND BOTTOM OF A THREE-SIDED CARTON.

RESOURCES:

FILMS: (SEE "FILM GUIDE")

EMERGENCY SCHOOL BUS EVACUATION (7 MIN)

THE YELLOW SCHOOL BUS (10 MIN)

SAFETY ON OUR SCHOOL BUS (13 MIN)

FILMSTRIP: (SEE "FILM GUIDE")

SAFETY SERIES: "SCHOOL BUS SAFETY"

## BUS EMERGENCY BACKGROUND INFORMATION FOR TEACHERS

Two emergency evacuation bus drills per year are mandated by Administrative Code. [N.J.A.C. 6:21-11.3]

### General Ridership Conduct:

- In order for the driver to hear emergency vehicles and other danger signals, the sounds inside the bus must be at a low decibel level.
- Passengers must remain seated to prevent injuries from falls, and, in some vehicles, to give the driver a clear view to the rear.
- A clean bus is a safer bus; litter can cause slipping and stumbling; emergency evacuation could be hampered.
- Rules and procedures should be understood and consistently enforced. District policy regarding rule infractions should be made known to parents and students.

### Conduct During A School Bus Emergency:

- A calm reaction is essential to avoid creating more injuries or compounding the emergency.
- Students must be prepared to be self reliant in the event of driver/aide injury.
- Student decisions must be made with intelligence, and sometimes, speed.

YELLOW SCHOOL BUS  
EMERGENCY EVACUATION RULES

1. REMAIN CALM AND QUIET.
2. WAIT FOR DIRECTIONS FROM THE DRIVER.
3. EXIT FROM FRONT AND REAR DOORS FIRST.
4. USE OTHER EMERGENCY EXITS IF THE TWO MAJOR EXITS ARE BLOCKED.
5. KNOW THE LOCATION AND USE OF EMERGENCY EQUIPMENT (FIRE EXTINGUISHER, FIRST-AID KIT, REFLECTORS, TWO-WAY (BUS) RADIO, ENGINE SWITCH, BRAKE, HORN).
6. EVACUATE IN AN ORDERLY FASHION.
7. MOVE TO A SAFE PLACE AWAY FROM THE BUS (100 GIANT STEPS).
8. EVACUATE IF THERE IS:
  - A. FIRE OR SMOKE
  - B. DANGER OF DROWNING
  - C. DANGER OF COLLISION WITH OTHER TRAFFIC

## EMERGENCY EVACUATION RULES

### (MASS TRANSIT BUSES)

1. REMAIN CALM AND QUIET.
2. WAIT FOR DIRECTIONS FROM THE DRIVER.
3. EXIT FROM FRONT AND REAR DOORS FIRST.
4. USE OTHER EMERGENCY EXITS IF THE TWO MAJOR EXITS ARE BLOCKED.
5. KNOW THE LOCATION AND USE OF EMERGENCY EQUIPMENT (FIRE EXTINGUISHER, FIRST-AID KIT, REFLECTORS, TWO-WAY (BUS) RADIO, ENGINE SWITCH, BRAKE, HORN).
6. EVACUATE IN AN ORDERLY FASHION.
7. MOVE TO A SAFE PLACE AWAY FROM THE BUS (100 GIANT STEPS).
8. EVACUATE IF THERE IS:
  - A. FIRE OR SMOKE
  - B. DANGER OF DROWNING
  - C. DANGER OF COLLISION WITH OTHER TRAFFIC

BUS SAFETY AGREEMENT

WHEREAS, \_\_\_\_\_, located at \_\_\_\_\_  
(Name of School) (Address)  
desires that all students arrive at school and home without risk to personal safety, and

WHEREAS, \_\_\_\_\_ is a bus rider whose behavior can significantly affect the risk of personal safety as well as that of fellow passengers.

The undersigned promises to faithfully observe the following:

- (1) Respect the personal rights of others and their property, while walking to and from, waiting for, and riding the bus.
- (2) Board the bus in an orderly fashion without pushing or shoving other students in front of me.
- (3) Remain in my seat for the entire ride.
- (4) Refrain from loud talking or singing.
- (5) Refrain from punching, shoving, fighting, or horseplay on the bus.
- (6) Refrain from placing any part of my body out an open window, or throwing things out the windows.
- (7) Refrain from eating, drinking, or smoking on the school bus.
- (8) Go directly home when leaving the bus at the close of school.

THEREFORE, in return for consistently demonstrating safe behavior, including those specified above, \_\_\_\_\_, promises to transport  
(Name of School)

\_\_\_\_\_ to and from school safely, and in timely fashion.  
(Name of Student)

FURTHER, if \_\_\_\_\_ fails to live up to this agreement,  
(Name of Student)

her/his transportation privileges may be withdrawn at the discretion of, and for a period of time specified by, an official of the above named school district. In the event of such action, it is understood that

\_\_\_\_\_ assumes full responsibility for getting to and from  
(Name of Student)  
school each day on time.

This agreement, executed this \_\_\_\_\_ day of \_\_\_\_\_, \_\_\_\_\_, will be in  
effect for the \_\_\_\_\_ school year, and is made in good faith, with all  
parties pledging to make every effort to comply herewith.

Signed \_\_\_\_\_  
(Student)

Signed \_\_\_\_\_  
(Bus Driver)

Signed \_\_\_\_\_  
(Parent)

Signed \_\_\_\_\_  
(Teacher)

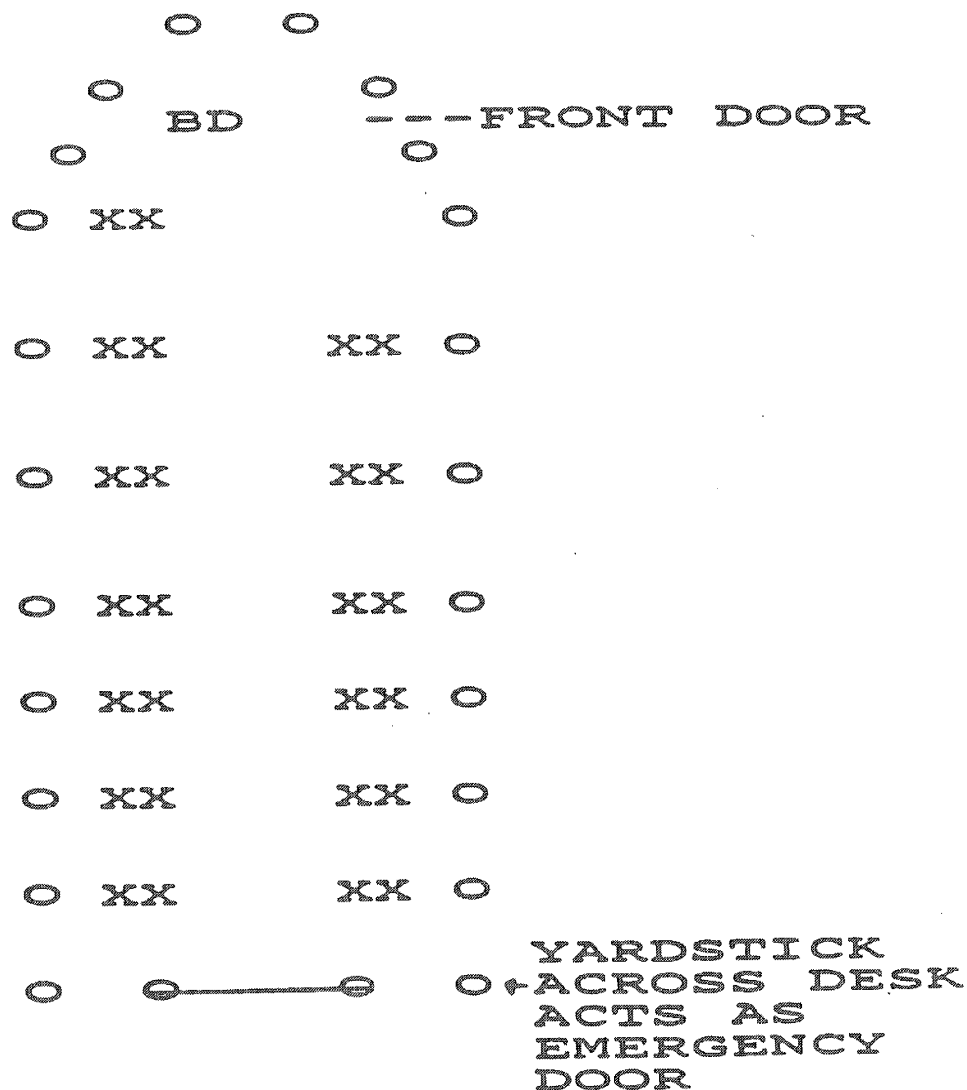
Signed \_\_\_\_\_  
(Parent)

Signed \_\_\_\_\_  
(Principal)



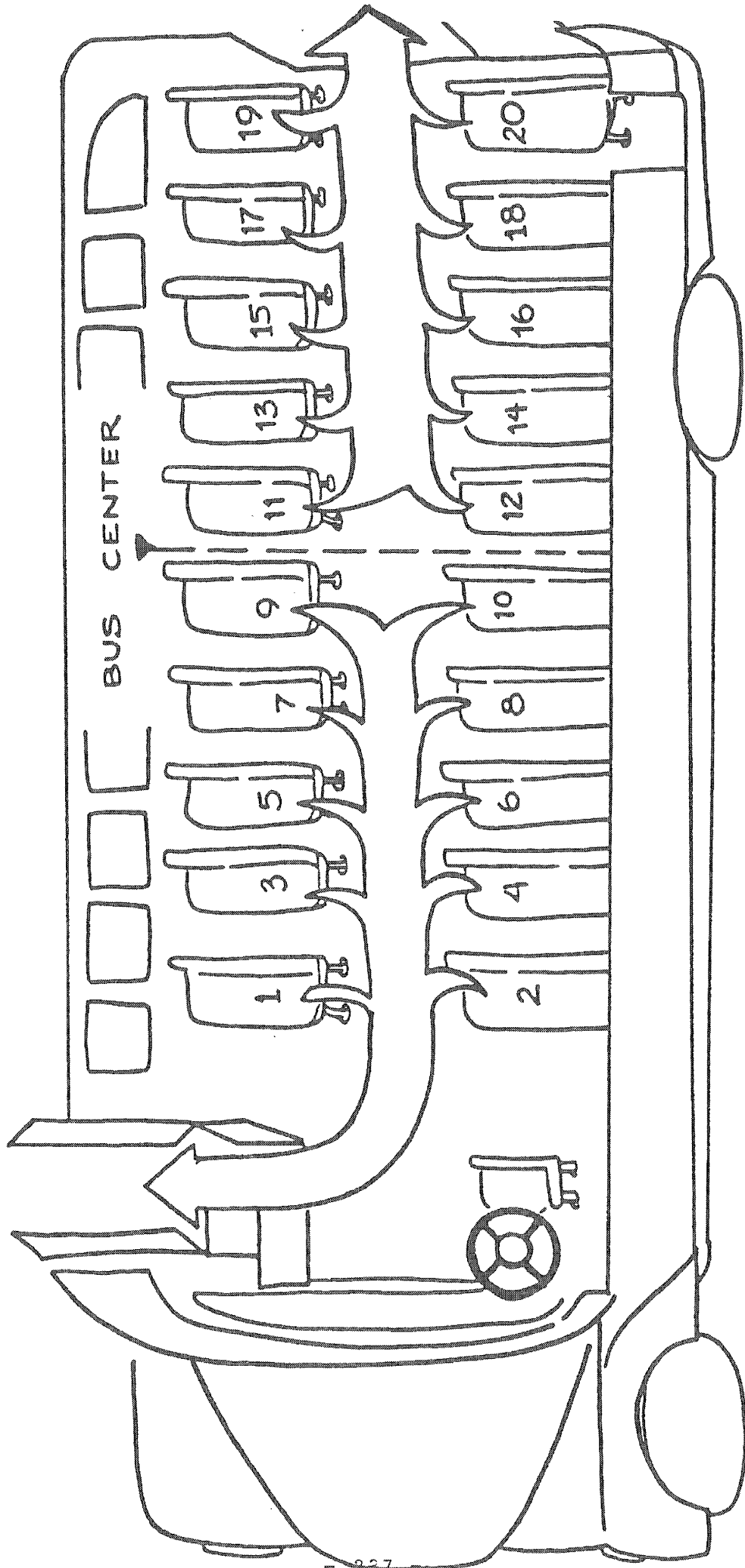
DIAGRAM  
BUS SIMULATION  
FOR CLASSROOM PRESENTATIONS

KEY:    XX - CHAIRS  
          O - DESKS  
          BD - BUS DRIVER



**ACTIVITY SHEET VI: 3-1**

# BUS EVACUATION DRILL

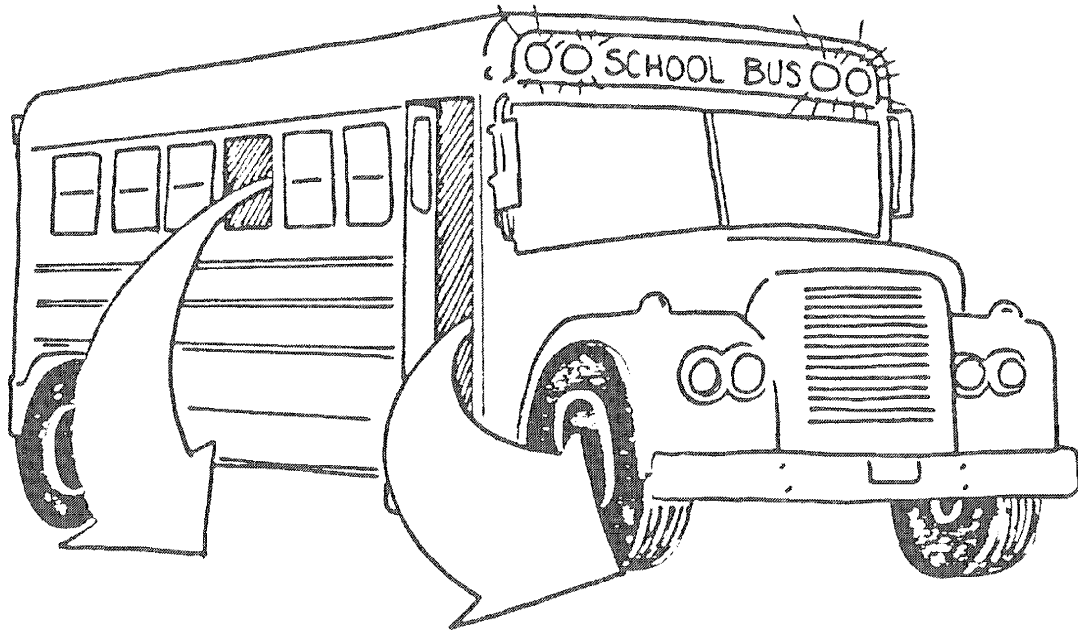
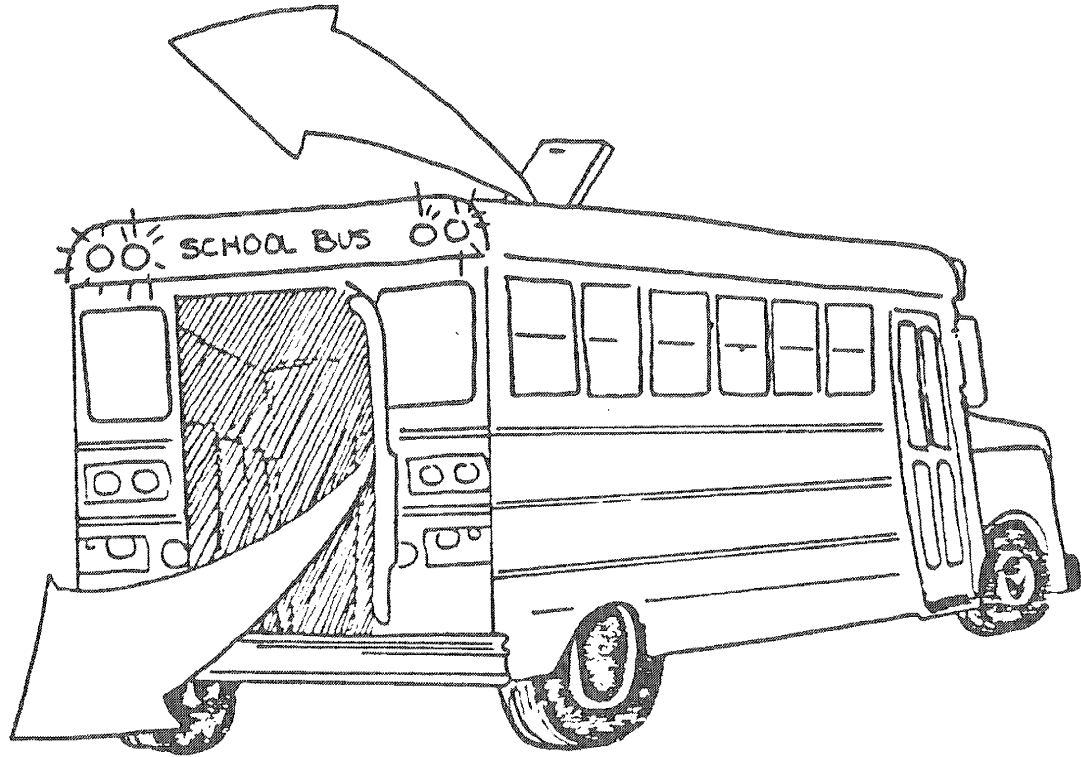


1. Color path to front red.

2. Color path to back blue.

**ACTIVITY SHEET VI: 3-2**

# EMERGENCY EXITS



**ACTIVITY SHEET VI: 3-3**



Bus Emergency Evacuation

**ACTIVITY SHEET VI: 3-4**

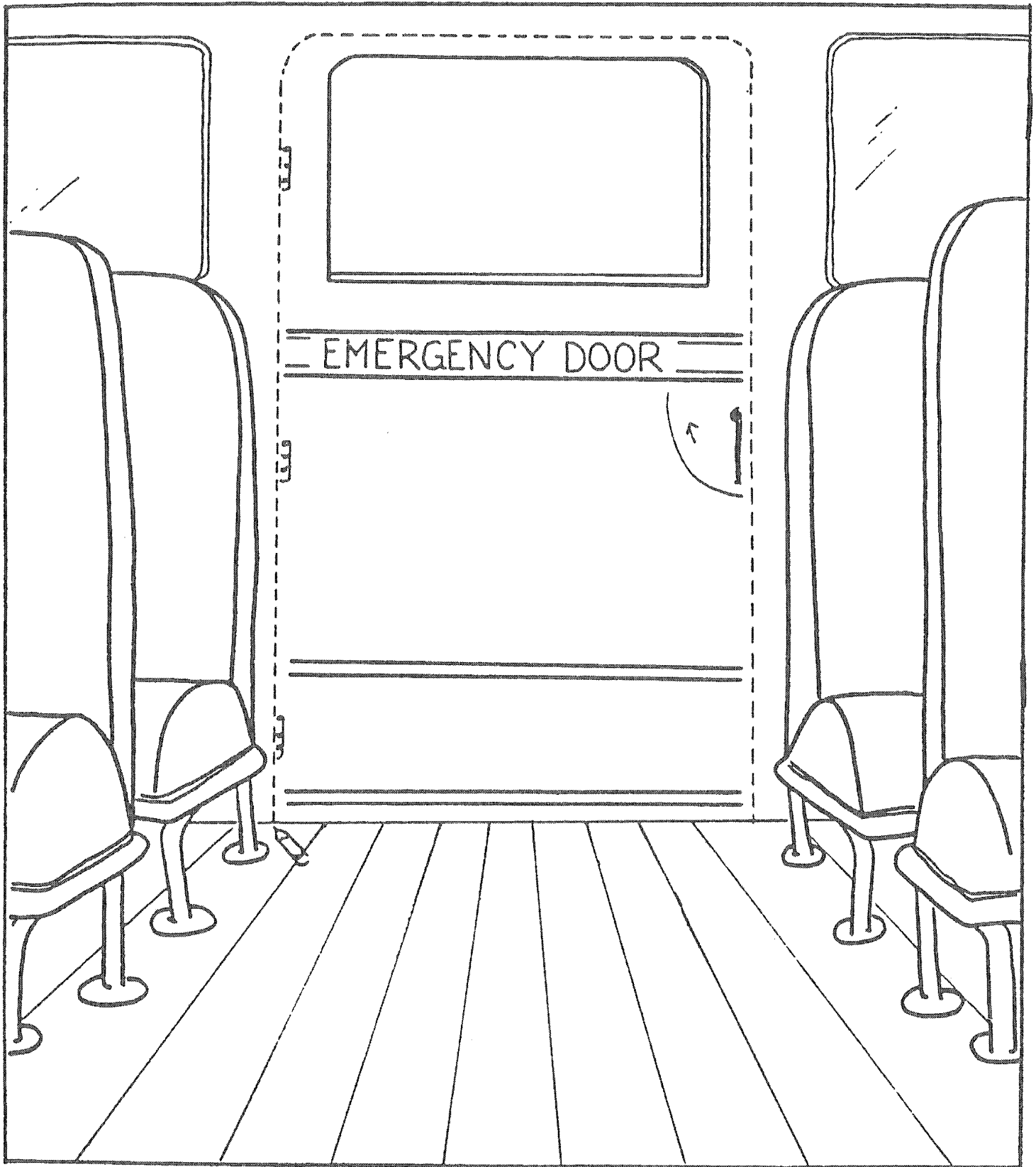


Yes	No

ACTIVITY SHEET VI: 3-5

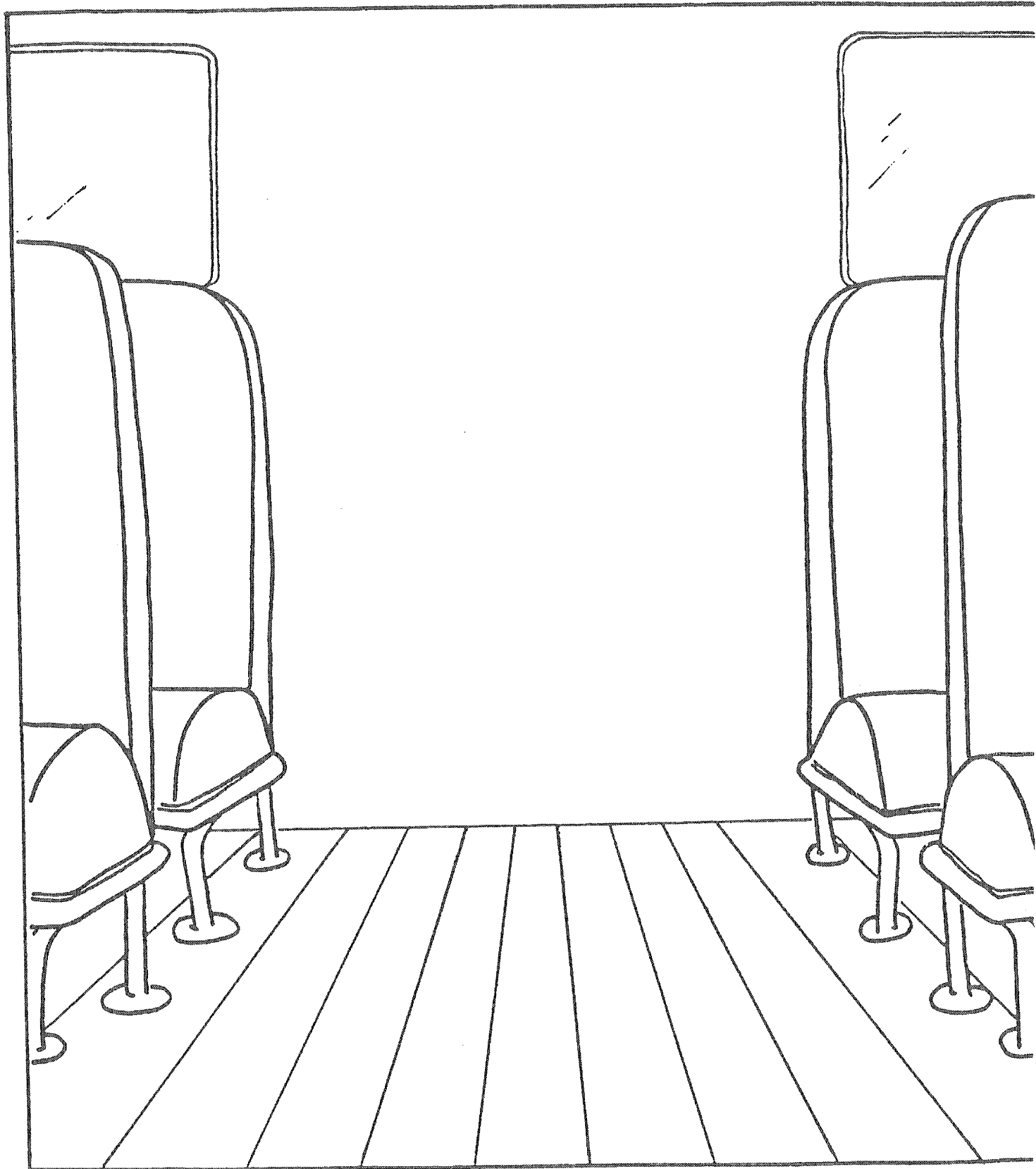


**ACTIVITY SHEET VI: 3-6**



1. Connect the dots to draw the emergency door.
2. Color the picture.

**ACTIVITY SHEET VI: 3-7**



Draw The Emergency Door On The  
School Bus

**ACTIVITY SHEET VI: 3-8**



## *Additional Activities*



SCRAMBLED WORDS

Can you Unscramble These Safe Behaviors for Riding A School Bus?

T E I U Q

\_\_\_\_\_

O D L Y R E R

\_\_\_\_\_

K N I D

\_\_\_\_\_

T E D B O E I N

\_\_\_\_\_

P L T N E A A S

\_\_\_\_\_

T H O F U L U G H T

\_\_\_\_\_

F U H P E L L

\_\_\_\_\_

A E T N

\_\_\_\_\_

ANSWER KEY

QUIET

ORDERLY

KIND

OBEDIENT

PLEASANT

THOUGHTFUL

HELPFUL

NEAT

MAKE UP YOUR OWN  
HIDDEN WORD PUZZLE

Directions:

1. Find the hidden words in the puzzle below and circle them. Remember that the words are written either across, down, diagonally, forwards, or backwards.

S	A	F	E	T	Y	G	S	T	L	E	B
B	R	I	K	E	I	A	T	L	A	M	G
E	T	R	A	F	E	R	S	S	W	T	A
L	A	N	R	G	L	T	E	A	S	L	S
P	R	O	B	I	D	Y	F	E	B	E	R
L	G	A	S	O	L	I	N	E	A	R	B

SAFETY  
BELTS  
BRAKE  
YIELD

LAWS  
PARK  
GASOLINE

2. Check your answers using the answer key. You may want to choose a partner to work with.
3. Now you are ready to make your own.
  - a. Brainstorm words connected with bus safety, e.g., traffic signs, emergency door, driver, etc.
  - b. Write at least 10 words on a separate sheet of paper.
  - c. Use the grid below to create your own puzzle. Remember that each word must connect to another word by a common letter. Words can be written across, down, forwards, backwards, or diagonally.


4. When completed, give your puzzle to another friend to do.

Adapted from Traffic Safety Teacher's Guide for Junior High.  
1982-83 American Automobile Association

ANSWER KEY  
MAKE UP YOUR OWN  
HIDDEN WORD PUZZLE

Directions:

1. Find the hidden words in the puzzle below and circle them. Remember that the words are written either across, down, diagonally, forwards, or backwards.

S	A	F	E	T	Y		S	T	L	E	B
			K		I				A		
		R	A		E	R			W		
	A		R		L		E		S		
P			B		D						
	G	A	S	O	L	I	N	E			

SAFETY  
BELTS  
BRAKE  
YIELD

LAWS  
PARK  
GASOLINE

2. Check your answers using the answer key. You may want to choose a partner to work with.
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4. When completed, give your puzzle to another friend to do.

Adapted from Traffic Safety Teacher's Guide for Junior High.  
1982-83 American Automobile Association

RULES FOR RIDING  
MATCHING

DIRECTIONS:

- 1) MATCH EACH PHRASE IN COLUMN "A" WITH ONE FROM COLUMN "B" TO MAKE A COMPLETE AND ACCURATE SENTENCE.
- 2) DRAW A LINE THAT CONNECTS THE TWO PHRASES.

<u>"A"</u>	<u>"B"</u>
Take your seat	in a backpack.
Stay in your seat	with the driver's permission.
Talk	damage any part of it.
Always keep all body parts	quickly.
Keep aisles	bus driver and other riders.
Obey the rules	for the entire ride.
Be courteous to the	there is an emergency.
Carry your belongings	clear at all times.
Think of the bus as your property; Don't	inside the bus.
Open windows only	quietly.
Talk to the driver only if	and the bus driver.

ANSWER KEY

RULES FOR RIDING  
MATCHING

DIRECTIONS:

- 1) MATCH EACH PHRASE IN COLUMN "A" WITH ONE FROM COLUMN "B" TO MAKE A COMPLETE AND ACCURATE SENTENCE.
- 2) DRAW A LINE THAT CONNECTS THE TWO PHRASES.

\*\*\*\*\*

Take your seat quickly.

Stay in your seat for the entire ride.

Talk quietly.

Always keep all body parts inside the bus.

Keep aisles clear at all times.

Obey the rules and the bus driver.

Be courteous to the bus driver and other riders.

Carry your belongings in a backpack.

Think of the bus as your property; Don't damage any part of it.

Open windows only with the driver's permission.

Talk to the driver only if there is an emergency.



## RULES FOR RIDING

- Teacher: 1) Cut apart on dotted lines  
2) Mix up for student to assemble correctly

Take your seat

quickly

Remain in your seat

for the entire ride

Keep your head, arms, and all objects

inside the bus at all times

Keep aisles

clear at all times

Obey all the rules

and directions of the bus driver

Be courteous

to the bus driver and other passengers

Only carry on the bus

what you can hold on your lap

Think of the bus as your property;

don't damage any part of it

Open windows

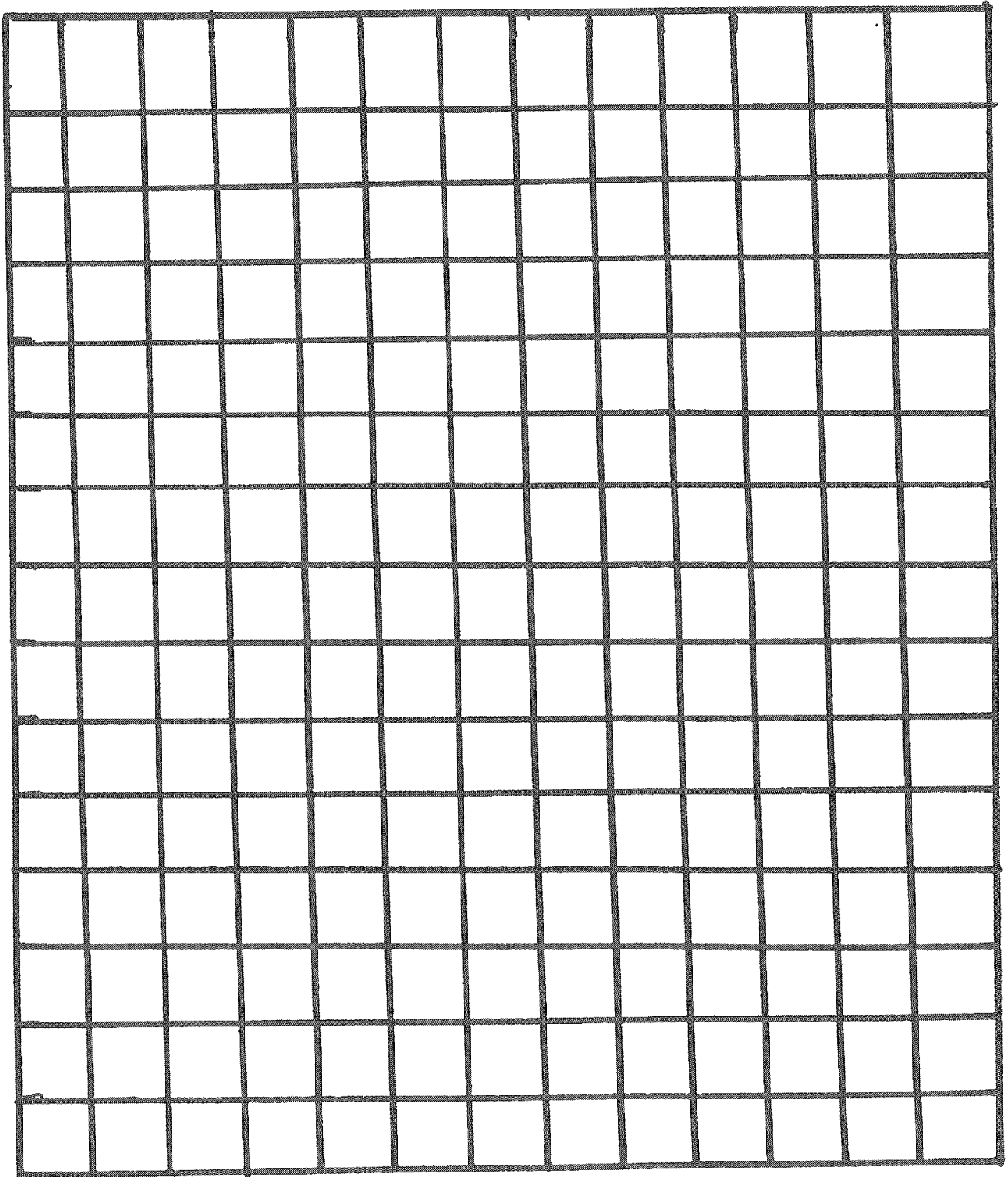
only with the driver's permission

Don't distract driver; talk

to him/her only if an emergency arises

## BUS SAFETY SCRABBLE

Here is a version of scrabble to play with a friend. The first player writes a bus safety word that covers the center square. The next player uses one of those letters to write another Bus Safety Word, as in a crossword puzzle. Players score 1 point for each letter in their word.



HOW SAFE A RIDER ARE YOU?

DIRECTIONS: THE FOLLOWING STATEMENTS CONCERN SCHOOL BUS SAFETY. READ EACH STATEMENT CAREFULLY, AND THEN DECIDE WHETHER YOU FOLLOW THE PRACTICE ALWAYS, SOMETIMES, OR NEVER. WHEN YOU HAVE DECIDED, PLACE AN "X" IN THE COLUMN THAT INDICATES YOUR ANSWER.

WRITE ONLY ONE "X" FOR EACH STATEMENT.

	<u>ALWAYS</u>	<u>SOMETIMES</u>	<u>NEVER</u>
1. When there are no sidewalks, do you walk on the left side of the road and face approaching traffic?			
2. Do you wait back from the road until the school bus has stopped and the door is open before moving forward to get on?			
3. Do you line up to board the bus?			
4. Do you allow smaller children to get on the bus ahead of you?			
5. Do you use the handrail when boarding and leaving the bus, to avoid slipping and falling?			
6. Do you take your seat immediately?			
7. When the bus approaches your stop, do you wait until it comes to a complete stop before leaving your seat to get off?			
8. After getting off, do you move away from the bus quickly, so that there is no danger of slipping under the wheels?			
9. After getting off the bus, do you cross the road with other pupils who got off with you?			
10. Do you look both left and right carefully before crossing the road?			



## GOT THE MESSAGE?

### Directions:

1. Complete the following sentence by filling in the blanks with a word from the list below.
2. Answer the question at the bottom of the page by copying only the letters in the squares in each sentence into the squares across the bottom of the page.

touch	help	early	see
front	off	talk	bookbags
bus	step	head	seat

1. Get to the bus stop five minutes \_\_\_\_\_.
2. Cross in \_\_\_\_\_ of the bus.
3. \_\_\_\_\_ quietly.
4. Keep your \_\_\_\_\_ inside the window.
5. Stay in your \_\_\_\_\_.
6. Place \_\_\_\_\_ on your lap.
7. Wait till the \_\_\_\_\_ stops before you stand.
8. Watch your \_\_\_\_\_.
9. Make sure you can \_\_\_\_\_ the bus driver before crossing.
10. Don't \_\_\_\_\_ emergency doors or windows.
11. Get \_\_\_\_\_ the bus carefully.
12. Remember to \_\_\_\_\_ the bus driver at all times.

WHERE ARE THE CHILDREN?

\_\_\_\_\_

## ANSWER KEY

### GOT THE MESSAGE?

DIRECTIONS: 1) Complete the sentences below by filling in the blanks with words chosen from the following list. 2) Answer the question at the bottom of the page by copying the letters that fall into square.

touch	help	early	see
front	off	talk	bookbags
bus	step	head	seat

1. Get to the bus stop five minutes E A R L Y.
2. Cross in F R O N T of the bus.
3. T A L K quietly.
4. Keep your H E A D inside the window.
5. Stay in your S E A T.
6. Place B O O K B A G S on your lap.
7. Wait till the B U S stops before you stand.
8. Watch your S T E P.
9. Make sure you can S E E the bus driver before crossing.
10. Don't T O U C H emergency doors or windows.
11. Get O F F the bus carefully.
12. Remember to H E L P the bus driver at all times.

### WHERE ARE THE CHILDREN?

A T T H E B U S S T O P

### SENTENCE SCRAMBLE

DIRECTIONS: Re-arrange the words to make complete, sensible, safety sentences. The underlined word is the FIRST word in each sentence.

EXAMPLE: according to weather the Dress.

Dress according to the weather.

1. strangers go or Don't talk with.

---

2. distance a safe stand You should the away from road.

---

3. safe play to a place A bus is not stop.

---

4. file in up single Line board the bus to.

---

5. You the bus handrail use should the when boarding and leaving.

---

6. property other's Treat respect with.

---

7. Use procedures crossing safe.

---

8. home after directly Go school.

---

BONUS ITEM (For Super Unscramblers Only!)

Walk traffic facing; sidewalk available on stay when the.

---

### ANSWER KEY

1. Don't talk or go with strangers.
2. You should stand a safe distance away from the road.
3. A bus stop is not a safe place to play.
4. Line up in single file to board the bus.
5. You should use the handrail when boarding and leaving the bus.
6. Treat other's property with respect.
7. Use safe crossing procedures.
8. Go directly home after school.

BONUS: Walk facing traffic, stay on the sidewalk when available.



## HOW SAFE A RIDER ARE YOU?

DIRECTIONS: THE FOLLOWING STATEMENTS CONCERN SCHOOL BUS SAFETY. READ EACH STATEMENT CAREFULLY, AND THEN DECIDE WHETHER YOU FOLLOW THE PRACTICE ALWAYS, SOMETIMES, OR NEVER. WHEN YOU HAVE DECIDED, PLACE AN "X" IN THE COLUMN THAT INDICATES YOUR ANSWER.

WRITE ONLY ONE "X" FOR EACH STATEMENT.

	<u>ALWAYS</u>	<u>SOMETIMES</u>	<u>NEVER</u>
1. Do you keep all body parts inside the school bus windows?			
2. When it is necessary to stand in the aisle of the bus, do you grasp and hold a hand support securely?			
3. Do you talk in a quiet voice when on the school bus, so that you will not distract the driver's attention or make it impossible to hear emergency sounds outside the bus?			
4. Do you save all refuse to dispose of in containers at school or at home after leaving the school bus?			
5. Do you hold your knapsack or book bag on your lap, so there is room for someone else to sit down?			
6. When seats face forward, do you remain seated in a forward position for the entire trip?			
7. Do you obey all directions given by your school bus driver or attendant?			
8. Do you obey the rule that no one may touch the emergency door handles, except in a real emergency situation?			
9. When you notice a loose seat or torn upholstery, do you report it to your driver?			
10. Do you ask your driver's permission before opening a window?			

A GOOD JOB FOR YOU

YOU ARE A SCHOOL BUS ATTENDANT. YOUR JOB IS TO MAKE SURE EVERYONE GETS A SAFE RIDE. WHAT PROBLEMS DO YOU THINK YOU WOULD HAVE? LIST THEM BELOW, AND EXPLAIN HOW YOU WOULD SOLVE EACH.

1. PROBLEM: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

SOLUTION: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. PROBLEM: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

SOLUTION: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. PROBLEM: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

SOLUTION: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## DECODE THE SECRET MESSAGE

### DIRECTIONS:

- 1) Read each question carefully.
- 2) Cross out the letters that SPELL your answer in the "Answers" Column.
- 3) Fill in the blanks with the letters NOT crossed out.
- 4) Write the words formed by filling in the blanks on the lines below.

### QUESTIONS

### ANSWERS

Example: Where should you sit when  
riding the bus?

t s a e l a t k

t a l k

1. What kind of line should you  
stand in while waiting for the  
bus?

s i g n u i g e l e f t i l l e y

-----

2. What should you hold onto  
when you get on the bus?

w h a h n d - r e a i n l

-----

3. What should you not open  
unless the bus drive says  
it's ok?

y w o u i n d r o e w

-----

4. You should keep your feet  
out of the \_\_\_\_\_.

r a i i d i s l n g e

-----

5. As you get on the bus, step  
on each \_\_\_\_\_.

s t t h e p e

-----

6. If you must cross the road,  
cross \_\_\_\_\_ of the bus.

i n f r b u o n s t

-----

These are the words that you'll cross out:

single file  
step

in front  
aisle

seat  
window

handrail

WRITE THE SECRET MESSAGE HERE:

Talk \_\_\_\_\_

# ANSWER KEY

## DECODE THE SECRET MESSAGE

### DIRECTIONS:

- 1) Read each question carefully.
- 2) Cross out the letters that SPELL your answer in the "Answers" Column.
- 3) Fill in the blanks with the letters NOT crossed out.
- 4) Write the words formed by filling in the blanks on the lines at the bottom of the page.

### QUESTIONS

### ANSWERS

Example: Where should you sit when  
riding the bus?

t s a e l a t k

t a l k

1. What kind of line should you  
stand in while waiting for  
the bus?

s i q n u i c e l e f t i l l e y

q u i e t l y

2. What should you hold onto  
when you get on the bus?

w h a h n - r e a i n l

w h e n

3. What should you not open  
unless the bus driver says  
it's ok?

y w o u i n d r o e w

y o u ' r e

4. You should keep your feet  
out of the \_\_\_\_\_.

r a i i d i s l n g e

r i d i n g

5. As you get on the bus, step  
on each \_\_\_\_\_.

s t t h e p e

t h e

6. If you must cross the road,  
cross \_\_\_\_\_ of the bus.

i n f r b u o n s t

b u s

These are the words that you'll cross out:

single file  
step

in front  
aisle

seat  
window

handrail

WRITE THE SECRET MESSAGE HERE:

Talk      quietly      when      you're      riding      the      bus.

# HIDDEN WORDS

## RIDING THE SCHOOL BUS

Can you find these words hidden the puzzle?

bus manners  
single file  
dangerous  
bicycle

littering  
manners  
safety  
student

windows  
weather  
aisle  
listen

pedestrian  
passenger  
traffic  
quietly

concentrate  
emergency  
driver  
car

B	A	W	I	N	D	O	W	S	B	D	F	H	G	O	P
L	U	D	P	R	I	S	T	U	C	E	G	I	K	Q	R
M	V	S	Q	E	L	I	F	E	L	G	N	I	S	S	T
X	W	E	M	E	R	G	E	N	C	Y	Z	B	C	U	V
Y	E	G	I	A	K	L	N	P	A	T	A	Q	D	W	N
S	T	U	D	E	N	T	O	P	R	U	X	U	Y	Y	A
A	Z	B	D	W	G	N	I	R	E	T	T	I	L	A	I
F	A	C	I	F	G	H	E	I	J	K	L	E	M	C	R
E	C	O	N	C	E	N	T	R	A	T	E	T	N	E	T
T	O	P	R	T	Y	X	Z	B	S	R	D	L	F	G	S
Y	P	M	A	U	W	C	A	C	G	A	E	Y	N	I	E
I	K	A	M	S	O	P	L	R	H	F	T	V	A	K	D
J	L	N	E	T	S	I	L	E	A	F	U	W	N	M	E
Z	A	N	C	E	E	E	H	J	Y	I	K	M	D	O	P
O	B	E	D	F	Q	L	N	K	R	C	S	N	R	Q	T
P	U	R	W	Y	R	A	I	G	T	E	F	L	A	S	R
J	V	S	X	Z	L	B	M	S	E	E	H	I	E	U	A
K	R	E	V	I	R	D	O	P	A	R	R	T	L	X	F
D	A	N	G	E	R	O	U	S	V	W	S	U	A	Z	F
A	N	P	U	K	L	A	B	E	D	B	X	Q	R	E	I
J	P	U	N	N	O	P	Q	R	S	T	U	V	W	X	W

# ANSWER KEY

## HIDDEN WORDS

### RIDING THE SCHOOL BUS

Can you find these words hidden in the puzzle?

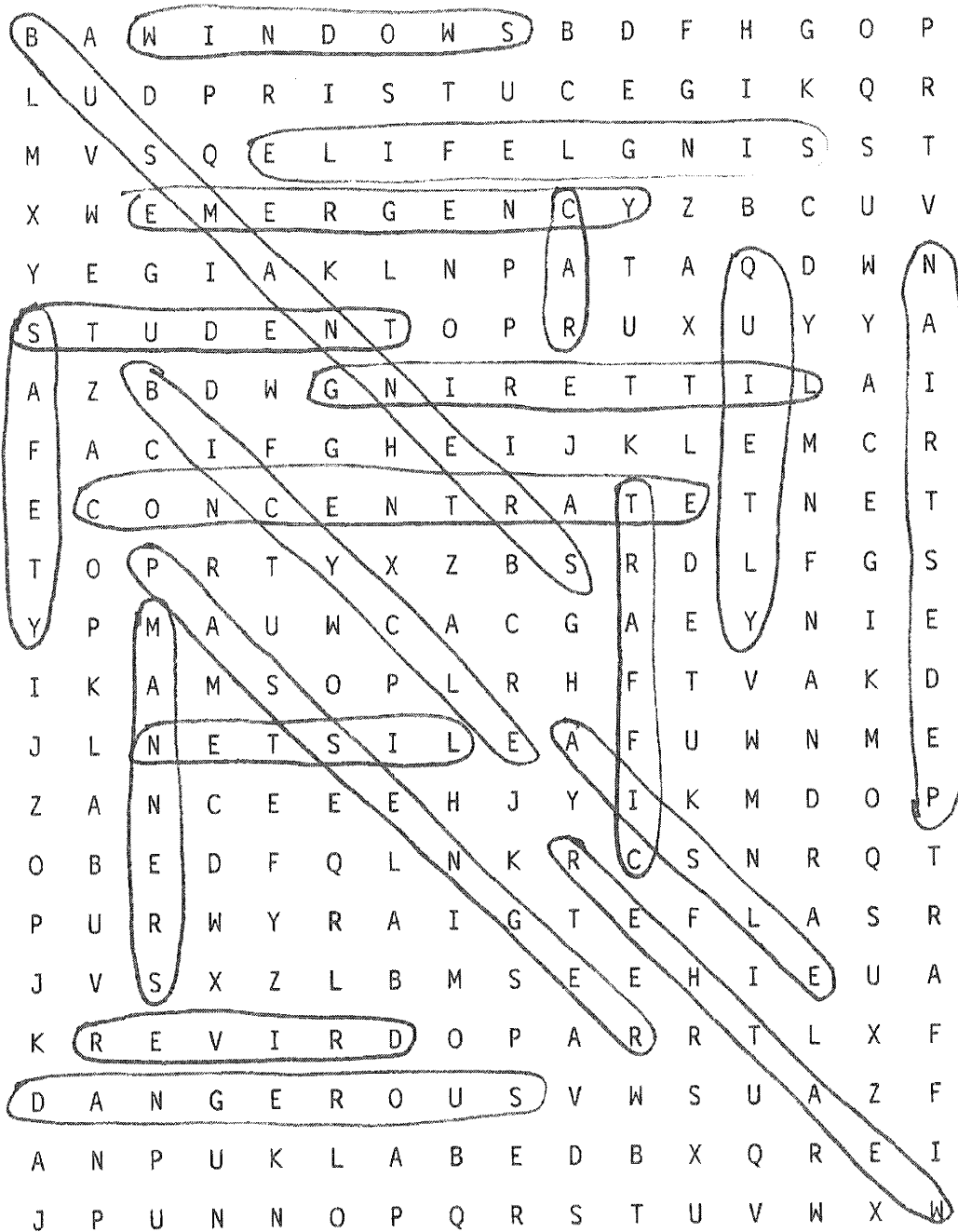
bus manners  
single file  
dangerous  
bicycle

littering  
manners  
safety  
student

windows  
weather  
aisle  
listen

pedestrian  
passenger  
traffic  
quietly

concentrate  
emergency  
driver  
car



# FILM GUIDE

## FILMS, VIDEOS, FILMSTRIPS

### KEY:

P=PRIMARY K-3  
I=INTERMEDIATE 4-6  
J=JUNIOR HIGH 6-8

V=VIDEO CASSETTE AVAILABLE

### FILMS

EMERGENCY SCHOOL BUS EVACUATION (P, I, J)      1976      7 MIN      V

Covers when to evacuate, rear and front door procedures, suitable for use as orientation prior to bus drill.

INSIDE THE SCHOOL BUS (P)      4 MIN      V  
OUTSIDE THE SCHOOL BUS (P)      4 MIN      V

Both are from Otto the Auto Series; cartoon approach, needs setting up by teaching/reviewing danger zones before viewing; basic message is don't get too close to the bus.

THINKING ABOUT SCHOOL BUS SAFETY (I)      8 MIN

Children give eyewitness accounts of school bus accidents caused by cluttered aisles, noise, putting head/arms out windows, going back to get a dropped book. Good review of danger zones and basic riding rules. (NOTE: Crossing is shown with the use of a safety patrol and does not observe the "ten foot rule" (i.e. children cross too close to the front of the bus).

AAA Foundation for Traffic Safety  
8111 Gate House Road  
Falls Church, VA 22047

SAFETY ON OUR SCHOOL BUS (P, I)      13 MIN      V SFL

Covers drivers' check and training; arriving, waiting, boarding, riding responsibilities; emergency equipment, evacuation, crossing, emphasizes six safety rules.

Encyclopedia Britannica  
425 North Michigan Avenue  
Chicago, ILL 60611

THE BIG YELLOW FELLOW (P)  
(available in Spanish)

15 MIN

V

Covers arriving, waiting, riding, and crossing. (NOTE: crossing procedures do not include waiting for a signal from the driver.)

Walter J. Klein Company, LTD.  
6311 Carmel Road, Box 2087  
Charlotte, NC 28211

DEATH ZONES (P, I, J, S)

Part 1     9 MIN  
Part 2     6 MIN  
Part 3     7 MIN

Part 1 shows primary level children, Part 2 junior high age, and Part 3 senior high. Each vignette illustrates the death or injury of a child. Approach is emotional and obviously attempts to shock students into an awareness of the consequences of not following safety rules and procedures. Emphasis on dangers zones and riding behaviors. Suitable for elementary grades with preparation.

ARE YOU READY? (I, J, S)

18 MIN

Depicts a school bus accident that happens on the way home from a game. Good illustration of how poor visibility affects driver judgment and appropriate emergency behavior by students when driver is injured. Illustrates the role of bus helpers and covers different types of evacuation including mechanical, rear end collision, and side collision.

IF... (P, I, J) 1986

31 MIN

Three segments of approximately 10 minutes each illustrates the use of seat belts. (Parts can be shown separately).

1st Segment - Seat belt use in automobiles. Features children of all ages commenting on the importance of using seat belts; demonstrates fastening/unfastening and adjusting all types of lap and shoulder models.

2nd Segment - Seat belt use in vans and mini buses. Also includes evacuation procedures and some special problems of the disabled.

3rd Segment - Seat belt use on regular school buses. Demonstrates fastening/unfastening and adjusting several types and models, proper procedures for evacuation, and maintenance suggestions.

Seven Oaks Productions  
9145 Sligo Creek Parkway  
Silver Springs, Maryland 20901



RIDE A MILE IN MY SEAT (I, J, S)

Narrated mime approach to create awareness of driver's skills and the effect of poor riding behaviors on the driver's ability to cope with problems both inside and outside the bus. Uses relevant analogies and inserts discussion time approximately half way through by posing the questions: "Whose responsibility is to see that the driver is not distracted?" "What recommendations would you make to keep the driver from being distracted?" Film ends by setting up another student discussion/activity with the questions: "Why is it that the vast majority of serious problems caused by students on the bus occur in the p.m.? How do you think those problems could be eliminated?"

Visucom Productions, Inc.  
Box 5472  
Redwood City, CA 94063

PRIMARY SAFETY: ON THE WAY TO SCHOOL (P,I) 11 min

Addresses safety of walkers as well as riders including don't go with strangers, obeying traffic signals/safety patrol, arriving/waiting/boarding procedures, riding behaviors, and exiting/crossing with a safety patrol. Relationship of weather and clothing to safety is also covered.

Coronet Films and Video  
108 Wilmot Road  
Deerfield, IL 60015

THE YELLOW SCHOOL BUS (P,I) 10 min

Depicts a youngster's first day on the school bus; includes promptness, waiting, evacuation.

Filmfair  
10900 Ventura Boulevard  
Box 1728  
Studio City, CA 91604  
(818) 958-0244

BUS TRIPPING: AS AN ELEMENTARY SCHOOL BUS PASSENGER (P, I) 1976 11 min

Includes driver's check, arriving/waiting at the bus stop, riding behaviors, emergency door evacuation, boarding/exiting and danger zones.

SAFELY WALK TO SCHOOL (P,I) 1983 12 min

Follows intermediate-age boy and girl as they walk to school. Focuses exclusively on safe behaviors, including crossing streets. Nice summary and review of safe behaviors presented at the end.

Aims Media  
6901 Woodley Avenue  
Van Nuys, CA 91406-487  
1-800-367-2467

## VIDEO CASSETTES

### RESCUEMAN (P,I) 1981

14 min

An elementary school boy dreams he becomes a hero in a bus accident by directing the evacuation of the bus and rescuing the driver.

### GHOST RIDER (J) 1981

15 min

Appealing story in which the ghost of a school bus accident victim appears to a new junior high student to emphasize the importance of obeying bus safety rules. When the school bus has an accident that leaves the driver unconscious, the new student takes charge and oversees an orderly evacuation with the help of his ghostly friend.

### THE PANIC FACTOR (I,J,HS) 1981

18 min

High school student reporters investigate a school bus accident. Includes the use of bus helpers, shows and describes use of pop-out windows and rear door evacuation procedure.

### BUS NUT (P) 1980

8½ min

Mostly focuses on arriving, waiting, and boarding the bus. Poor behaviors are highlighted.

### OL' #23 (I) 1980

18½ min

Vandalism is the message. After students refurbish the inside of a bus to save it from being junked, a baseball team takes it to a game. On the way home a victory celebration gets out of hand and the bus is unintentionally vandalized. Also illustrates a safety regulations for buses.

### ONE LOUSY SECOND (J,S)

14 min

Illustrates accident caused due to driver distraction.

Commonwealth Media Services  
333 Market Street - 2nd Floor  
Harrisburg, PA 17123  
(717) 787-9823

### POOH'S GREAT SCHOOL BUS ADVENTURE

14 min

Christopher Robin's friends try to remember all the rules when they ride the school bus to take Christopher his lunch. Covers arriving/waiting, boarding/exiting, crossing, and riding. Catchy tunes reinforce and review safety rules. (NOTE: Waiting distance from curb given as "Two Big Step;" Crossing Procedures are "Walk Eight Steps Forward;" Being able to see driver's face is stressed, but no driver signal is shown).

## FILMSTRIPS

### POOH'S GREAT SCHOOL BUS ADVENTURE (see description above)

Multimedia kit includes filmstrip, cassettes, teachers' guide, activity masters, song sheet, posters, and stickers (\$99).

### WINNIE THE POOH ON THE WAY TO SCHOOL (P) 1974 Series

Teacher's guide includes objectives and pre/post test questions for each filmstrip.

#### 1) "POOH RIDES THE BUS" 14 min

Well done. Story describes Christopher Robin's first school bus ride accompanied by his friends including the Mischievous Tigger. Covers arriving, riding, crossing behaviors as well as school trips.

#### 2) "TIGGER BECOMES A PEDESTRIAN" 11 min

Includes taking a safe route, clothing, and walking facind traffic.

#### 3) "EEYORE TAKES A WALK" 11 min

Includes promptness, using sidewalks/crosswalks, respect for property, going directly to destination.

#### 4) "POOH MEETS A STRANGER" 12 min

### ON THE ALERT - TIMOTHY MOUSE (P)

Three strips each have a stop-action feature that allows students to consider what they would do, then shows what they should do. Includes teacher's guide and spirit masters.

#### 1) "CAREFUL WITH STRANGERS"

Explains approaches often used by strangers; includes how to handle phone calls and answering the door as well.

#### 2) "SHORT CUT TO TROUBLE"

Stresses avoiding vacant buildings, shortcuts through alleys, etc.

#### 3) "SIZING UP STRANGERS"

Stresses not accepting gifts or rides from strangers.

Walt Disney Educational Media Co.  
500 South Buena Vista Street  
Burbank, CA 91521

SAFETY SERIES: "SCHOOL BUS SAFETY" (P)

A lot of poor behavior illustrated but somewhat balances by good exiting and crossing procedures. Includes arriving, waiting, riding, evacuation (how to open emergency door).

ACI Productions  
35 West 45th Street  
New York City, NY 10036

BELTMAN: A TRAFFIC SAFETY EDUCATION KIT (P)  
"ADVENTURES OF BELTMAN"

Filmstrip covers concept of passenger, riding behaviors, lap and shoulder seat belt; reviews main rules. Kit includes a book, audio tape of upbeat songs, and a lap-type seat belt for practice.

Film Loops, Inc.  
P.O. Box 2233  
Princeton, NJ 08540

SCHOOL BUS SAFETY (P,I) 1974

Illustrates poor behavior, then shows proper behavior. Stresses driver's "jobs" and passenger responsibilities. Includes waiting, riding, crossing (with driver signal). Has built-in assessment at end: look at picture, decide if safe or unsafe.

WALKING TO SCHOOL (P,I) 1974

Good pictures that illustrate using sidewalks, facing traffic, bad weather, strangers, going directly home. Assessment as above.

Imperial Educational Resources Inc.  
19 Marble Avenue  
Pleasantville NY 10570

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FC/pe:1/7813d & 8567d

## **K-3 SCHOOL BUS SAFETY UNIT VII**

### **LESSON I: Seat Belt Orientation**

**Curriculum Goal:** Students will demonstrate proper use of seat belts.

**Concepts:**

1. Seat belts provide additional protection in the event of an accident.
2. Seat belts must be properly fastened to be safe.

**Attitudes:**

1. Seat belts help keep you safer while riding the bus.
2. Seat belts should always be worn when seated on the bus.

**Skills:**

1. Students will be able to properly fasten a seat belt.
2. Students will be able to properly adjust seat belts around hips.
3. Students will be able to unfasten seat belts quickly.

**Materials:** School bus equipped with seat belts. Handout: Seat Belt Use

**Procedure:**

1. In the classroom: Ask students how many know what a seat belt is. Ask how many use seat belts in their family car. Ask students why they think seat belts are in cars. Discuss purpose of seat belts. Describe how to fasten seat belts; insert "tongue" into buckle and adjust by pulling loose end tight around hips. Tell students to feel their hips and then their stomachs. Ask what the difference is, (hips are hard vs. stomach is soft.) Explain that seat belts must be worn around the hips because they are hard and bony and less likely to be injured than the stomach, which is soft.
2. Take students to bus and have them board. Review procedure for fastening and adjusting seat belts. Have students fasten and adjust seat belts. Check students to see that belt is

properly placed across hips and not across stomach. The bus driver can help with this process. Have students unfasten seat belts.

3. Pass out the "Seat Belt Use" handout.

**Assessment:** Each student should be able to fasten, adjust and unfasten a lap-type seat belt.

**Additional Activities:**

1. Have students draw a picture of themselves properly wearing seat belts on the bus.
2. Ask students to count the students on their bus who are wearing seat belts as they board, or disembark.

**Resources:** "Beltman" or "Beltwoman" Instructional Kit; Film Loops, Inc., P.O. Box 2233, Princeton, NJ 08540.



## SEAT BELT USE

**To fasten:**

- 1) Hold the ends of the belt in each hand.
- 2) Sit straight up with your back touching the seat back.
- 3) Insert the “tongue” end into the end with the buckle. Listen for the “click”. If it doesn’t go around you, pull on the tongue end to make it longer.

**To adjust:**

Pull the loose end down towards the floor to tighten. Wear it low across the hips.

**To unfasten:**

Push the button on the buckle (or pull the lip up.)

### RULES

1. Fasten your belt immediately after taking a seat.
2. Never swing loose ends of the belt.
3. Keep fingers away from the parts that click together.
4. Do not unfasten your seat belt before the bus has stopped and you are ready to stand up to get off.
5. When leaving the bus, lay both ends of the belt flat against the seat.
6. Never put any objects other than the “tongue” of the belt in the slot on the buckle.

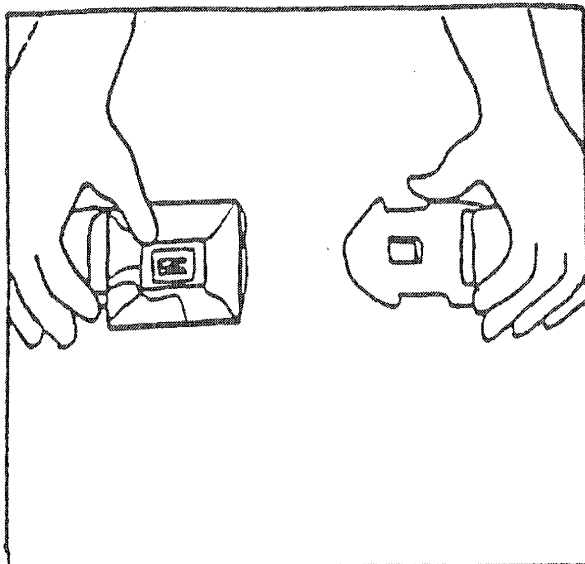
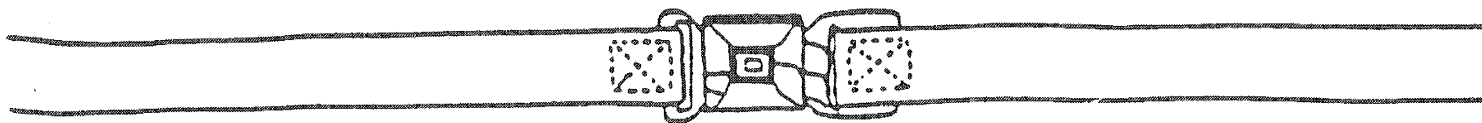
**Additional Activities:**

1. Make seat belts from strips of paper, 3 inches wide (adding machine paper works well.)  
Make up safety slogans and write them on each half of the "belt." Have students "buckle"  
the seat belts so that the correct slogan can be read.



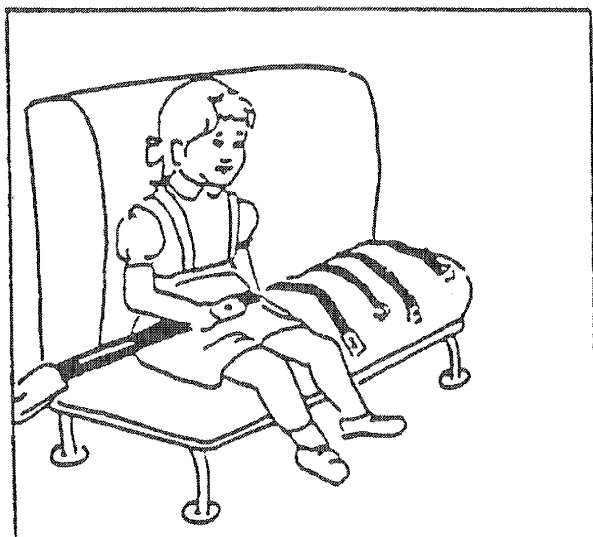
**Films:**

- |  |              |
|--|--------------|
| <u>Inside the School Bus</u>                           | (4 minutes)  |
| <u>Safety On Our School Bus</u>                        | (13 minutes) |
| <u>The Big Yellow Fellow</u>                           | (15 minutes) |
| <u>Bus Tripping: As An Elementary School Passenger</u> | (14 minutes) |
- (Refer to Film Guide.)



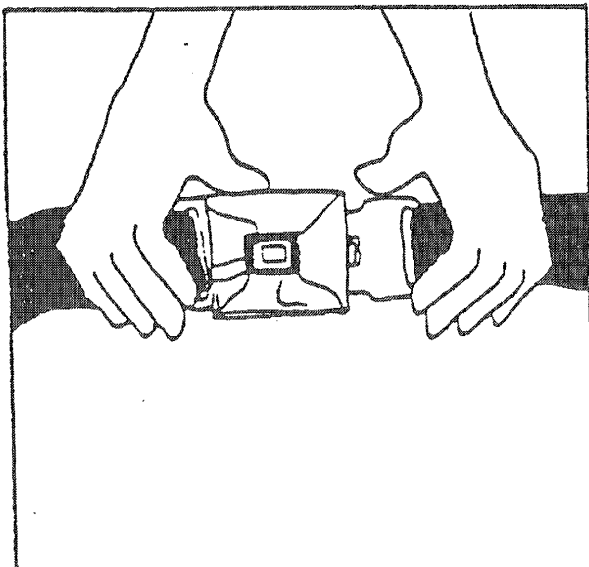
**1. Hold one end of the belt in each hand.**

**2. Sit straight up with your back  
Touching the seat back.**



**3. Insert the "tongue" end into the end  
with the buckle. Listen for the "click".**

**If the belt doesn't go around you, pull  
on the buckle end to make it longer.**



**4. Pull the belt tight around your hips.**



We find a seat quickly, and remain seated until arriving at our stop.

## K-3 UNIT VII

### LESSON II: Riding Behaviors/Seat Belt Use

**Curriculum Goal:** Students will demonstrate safe riding behaviors and the proper use of seat belts while riding the bus.

**Concepts:**

1. Riders who follow the safety rules are less likely to be injured.
2. Seat belts help to keep riders in their seats.
3. Seat belts can help to prevent serious injury.

**Attitudes:**

1. Riders can increase their safety and the safety of others by following safety rules.
2. Seat belts must always be worn while seated on the bus.
3. Safety is everyone's job.

**Materials:**

1. Lap-type seat belt
2. Wagon and dolls
3. Activity Sheets VII: 2-1, 2-2

**Procedure:** Review rules for riding covered in Unit V, Lesson 1. Discuss each rule and its importance. Ask how many students wear a seat belt while riding in the family car. Ask students if they know why seat belts are important.

Put dolls into wagon. Demonstrate what happens when a vehicle:

- Stops suddenly
- Starts suddenly
- Goes around a sharp curve quickly
- Is hit by, or collides with, another object

Ask students how seat belts would help in each of these situations.

**Assessment:**

1. Students will be able to describe safe riding behaviors.
2. Students will describe how seat belts protect riders.



