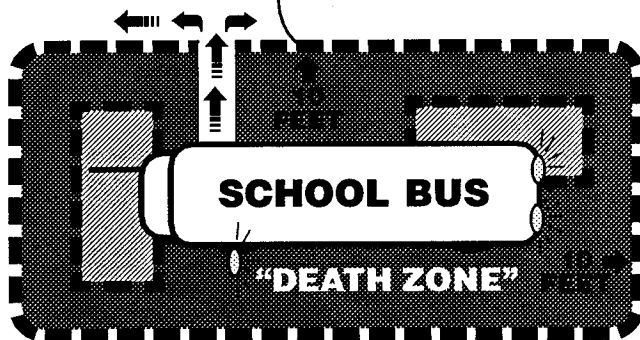
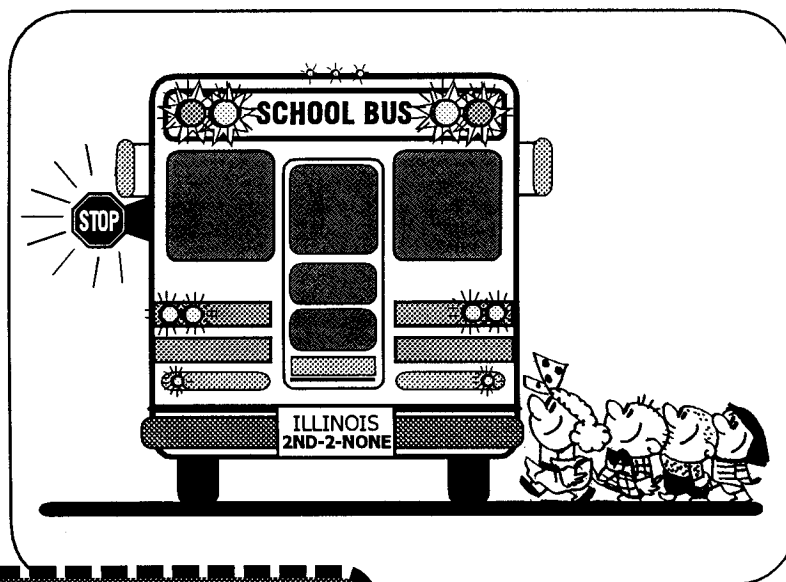


Illinois School Bus Safety Program for Pre-K and Grades K through 8

TEACHER'S GUIDE



A Teacher's Guide to Presenting the

***ABCs of
School Bus SAFETY***

The Illinois School Bus Safety Program

Presented by

Illinois State Board of Education

Making Illinois Schools Second to None

Funded by

National Highway Traffic Safety Administration

and

Illinois Department of Transportation - Division of Traffic Safety

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INTRODUCTION

Welcome to the ABCs of School Bus SAFETY.

Here is a valuable series of lessons designed to give your students a solid foundation in the "ABCs of School Bus Safety:" The objective is to cultivate conscientious, safety-minded school bus passengers in your school system. To accomplish this goal, a comprehensive 10-lesson program has been developed that should benefit students throughout their school years and later in life as drivers.

The "ABCs of School Bus Safety" was produced in the belief that school bus passenger safety is extremely important. Nearly one-half of all Illinois students ride a school bus daily, and all students will be bus passengers at some point in their extracurricular and educational outings.

At the heart of this program is the teacher's commitment to each student's personal safety. Your guidance through this instructional series will reinforce that safety and will be greatly appreciated by students and their parents or guardians now and in the future.

Here are the tools you'll be using:

- ***Videotape*** that contains all 10 lessons (two minutes or less each) and brief summaries that will familiarize you with video content and help you prepare for each lesson. (New video is being done in FY 03 to correspond with revised curriculum. However, the current video can still be used if evaluated prior to teaching this curriculum.)
- ***Suggested Activities*** to guarantee student involvement and reinforce each lesson's message. Materials for you and your students are enclosed. The lesson plans may be individual work sheets which you copy and distribute, or the lesson may involve a group activity. The program is divided into lessons targeted for grades K-2, grades 3-5 and 6-8. Work sheets for the appropriate grade level and lesson number can be identified in the bottom right-hand corner of the handouts located in the "Work Sheets" sections of the program book.
- ***Display Poster*** which will visually set the theme for school bus safety lessons when prominently displayed in your classroom.
- ***Student Progress Sheet (please photocopy for each student)*** which students mark at the completion of each day's lesson. At the end of the 10-lesson period, students can color the progress sheet and use it as a cover page for their take-home work sheets.
- ***Certificate of Completion (please photocopy for each student) (Pre-K-5 only)*** to remind students of the value of the lessons they've learned long after they've learned them.
- ***Teacher's Guide*** which contains step-by-step lesson plans for giving and reviewing each lesson. The "Lesson Plan" sections for grades K-2, 3-5 and 6-8 include teacher's guide material for each lesson, with answers to questions and suggested formats for conducting the lesson.

Approaches to Learning That

1. Briefly tell the class what they should learn from the lesson.
2. Show that lesson's video module.

3. Discuss the lesson to ensure the students understand its key points. Use the "Discussion Questions" suggested in this guide or make up your own.
4. Show the lesson's short video recap that's on the same tape, immediately following the lesson you've just discussed.
5. Use the suggested activities to further illustrate the lesson's message. Work sheets (which should be photocopied for each student) and activities are provided for your students. If you wish, supplement these activities with your own.
6. After each lesson, reminds the students to mark the lesson number on their progress sheets. They can check the number, and color the corresponding bus. At the end of the 10-lesson period, the students may use this progress sheet as a cover page for their school bus safety take-home book--a compilation of all work sheets and activities.

How the Program Is Organized

The *Illinois School Bus Safety Program* is divided into several sections:

Introduction
Lesson – Pre-K
Lesson – Getting to Bus Stop
Lessons for Grades K-2
Work Sheets for Grades K-2
Lessons for Grades 3-5
Work Sheets for Grades 3-5
Lessons for Grades 6-8

The teacher's guides for the lessons are found in sections marked "Lessons K-2", "Lessons 3-5" and "Lessons 6-8." Work sheets for age groups follow the respective lesson plans. The "Class Questions" may be used for each age groups.

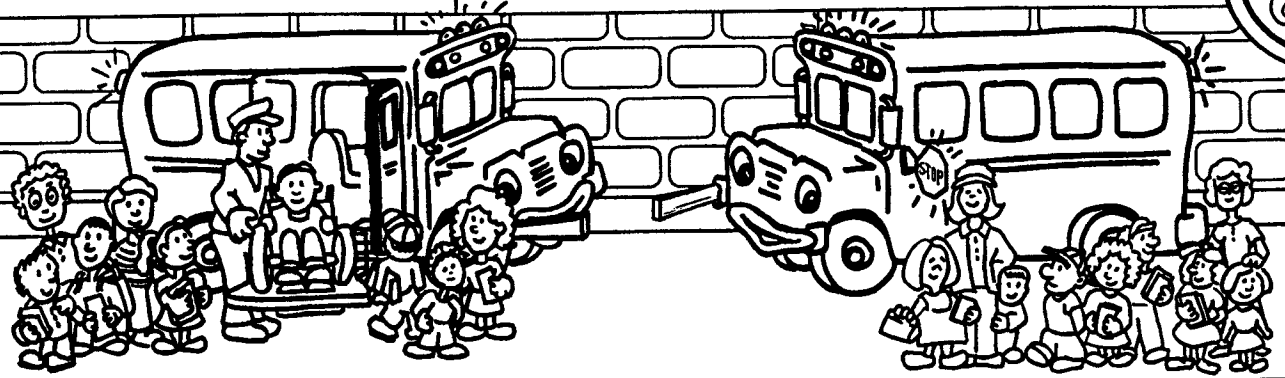
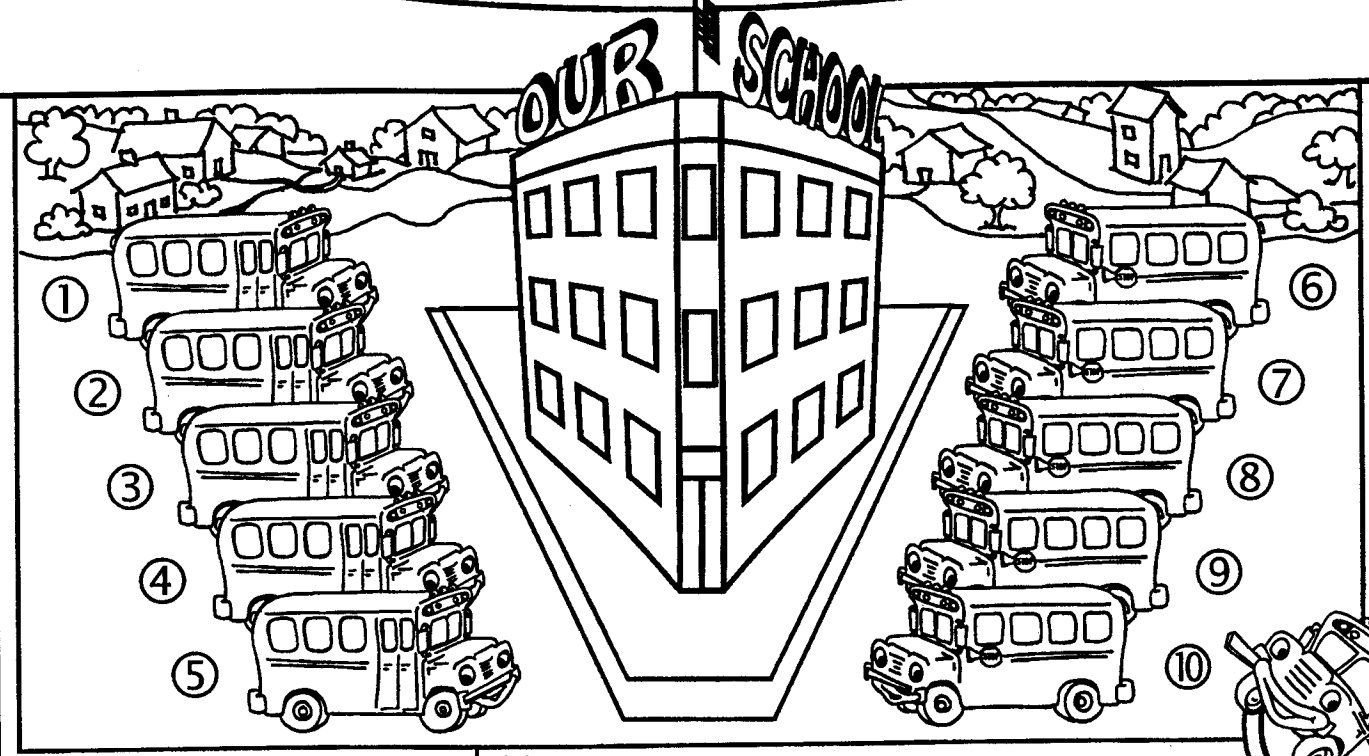
It may be helpful for the teacher to review the current Video Script ahead of time or view the actual video. Then review the lesson plans for the day and pull out applicable work sheets. (The video is being updated and will be available in FY 04. The current video may be used, but may not be sequenced with revised curriculum.)

Work sheets can be identified by age group and lesson in the bottom right-hand corner of each handout. For example: "Grades K-2; Lesson 8, Bus Departure." You should make copies of work sheets for your class before the day's lesson begins. When other materials are necessary--such as crayons or paste--you will be notified in the "Lesson Plan" for that day's lesson.

You may teach one lesson per day for two weeks, or two per day for one week, with each lesson (including discussion) lasting 15 minutes or less. For maximum effectiveness, please present them in the order indicated by this guide.

In some activities and lesson plans, the teaching approaches used for students in grades K-2 are different from those used for students in grades 3-5 and 6-8. Materials designed for K-2 are meant to be presented directly to the class, while those for grades 3-5 and 6-8 emphasize students' hands-on participation.

SCHOOL BUS SAFETY



NAME _____

Pre-K through Grade 2

Curriculum

Transporting Pre-School Children

Lesson Pre-K

Conduct safety lessons for pre-school children and teachers of the preschool children at the beginning of the school year and again at the beginning of the second semester. School bus drivers should be included in some classroom instruction and all emergency evacuation drills.

Some of the main points in the bus safety lessons, mostly geared toward teachers, aids, monitors and parents, should be:

- Show and discuss the danger (death) zones.
- Pre-K children are not walkers. They are picked up door-to-door or curb-to-curb based on safety and district policy.
- Cover in detail proper way to get on and off the school bus. Who is responsible for putting children on the school bus?
- Present the actual loading and unloading procedures such as, time, who loads first, the teachers or teacher's aides who will meet the students at the bus, etc. (Refer to **Infants, Toddlers and Preschool Transportation** at www.isbe.net/transportation.)
- Review general riding behavior and requirements, such as required use of Child Safety Seats.
- Point out that a post-trip inspection is always done to make sure everyone is off the bus.
- Review state and local policy regarding the use of Child Safety Seats. (CSS)
- Review when a school bus must be equipped with the CSS.
- Demonstrate how to properly install a CSS.
- Demonstrate how to properly seat a child in the CSS.
- Review action to take if a CSS is not available or cannot be installed.
- Show use of seat belt cutter.
- Demonstrate use of seat belts with children large enough.
- Practice emergency unloading through rear and front. Some children may be too small to participate, but the general safety procedures should be demonstrated.
- If a bus aide or monitor is used on the bus, review their duties and responsibilities.
- Each child should receive a certificate to be sent home to parents at the completion of each school bus safety program. Teachers can use the one provided in the curriculum or develop one more age appropriate.

Graduate of
SCHOOL BUS SAFETY

The

School District

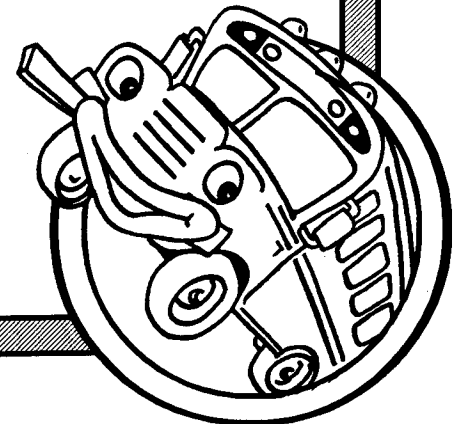
hereby certifies that

**having participated and completed the required assignments
is hereby declared an official member of the advanced Safe Riders Class
and is entitled to receive this certificate of recognition
authorized by the Illinois State Board of Education.**

Teacher

Principal

Date



LESSON

GETTING TO THE BUS STOP

Objective

To familiarize children with hazards associated with getting to the bus stop and safe choices to avoid these hazards.

Concerns

Below are some of the concerns for students on the way to the bus stop. There may be others associated with specific areas.

- Getting up in time to be early to bus stop
- Walking, bicycling, skating, etc. to stop
- Traffic in a specific area
- Strangers
- Walking conditions-rain, snow, fog, ice, etc.

Activity

Students are asked to think of hazards they may encounter from the time they leave their house until they arrive at the bus stop. The teacher will make a list of these hazards on the board. Each of the hazards is discussed and students are asked to come up with ways of avoiding these hazards. The list of hazards that students generate should include those covered by the CD ROM from the Illinois Department of Transportation, the U.S. Department of Transportation and the Federal Highway Administration, if not, these should also be discussed.

The individual educational setting will determine how the CD ROM is to be used. If possible allow students to use CD ROM in computer lab/cluster. If not available the teacher should direct the instruction using the CD ROM.

CD ROM covers:

- No sidewalk
- Multi lane road
- Public bus stops
- Crosswalks (city)
- Sidewalk
- Walking path
- Crosswalks (street signals)
- Visibility on street

Some lessons which follow use a "School Bus" story to establish themes for the day's lesson. After the video and discussion questions, teachers may use the following format to orally present activities. *Italicized words* denote: teacher speaking directly to the class during a "School Bus" story, questions, and appropriate responses to questions. (Review current video to coincide with lessons. Video may not correspond with revised curriculum.)

LESSON 1.

WAITING FOR THE BUS

Objective:

To familiarize children with safe conduct as they wait for a school bus.

Activity:

Learning themes illustrated in small drawings. Children circle the "right" picture, and cross out the "wrong picture."

TEACHER: *See this little guy on the corner of your page? That's our School Bus, and today School Bus is very happy. "I'm very lucky I have so many friends!" says School Bus. "My friends are the children of Elementary who ride me every day to school. I make sure my friends get to school safely in the morning, and I make sure they get home safely after school is over. But I need their help!" says School Bus. Why does School Bus need our help? Because for everybody to be safe, we must know our "ABCs" of bus safety: Always Be Careful!*

School Bus is on his way to pick up his friends who are waiting for him. "I surely hope my friends are careful as they wait for me to come and take them to school," says School Bus. There are things children should do, and things they should not do when they wait for the bus, so everyone will be safe. As School Bus travels the neighborhood to pick up his friends, he sees some who are waiting for him safely and carefully. He sees others who are not waiting safely, and this makes School Bus very worried.

Lesson Plan:

On your paper, you can see what School Bus sees as the children wait for the bus. Which children are waiting for the bus the right way, and which ones are doing things wrong? Put a big circle around the picture of the children who know the right way to wait for the bus, and put a big "X" across the picture of the children who are not doing the right thing.

"Children should always stand in the right area for bus loading," says School Bus. Which picture shows children standing where they are supposed to? What are the children in the other picture doing that is not right?

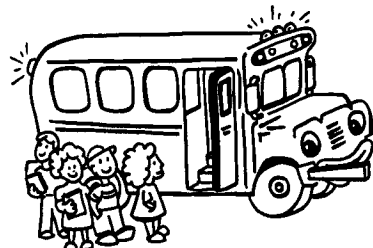
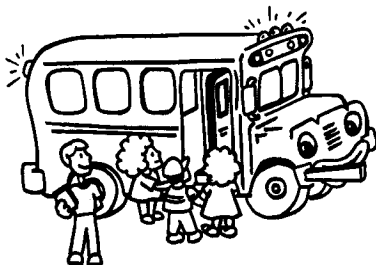
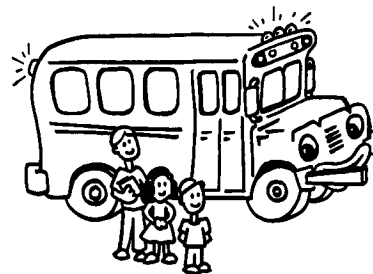
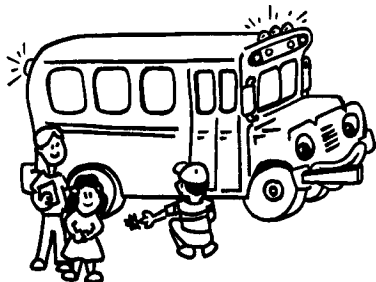
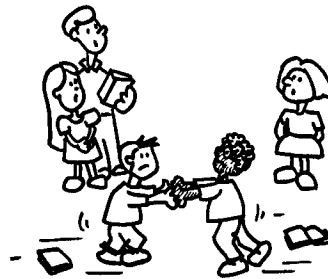
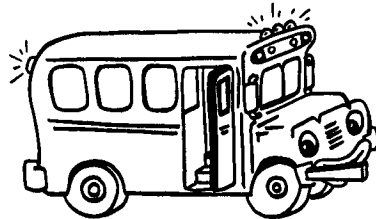
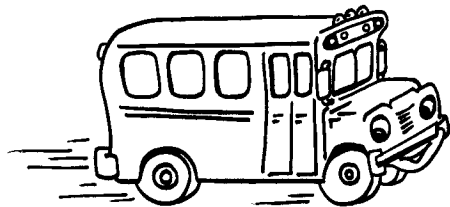
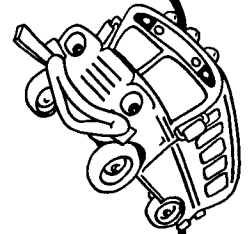
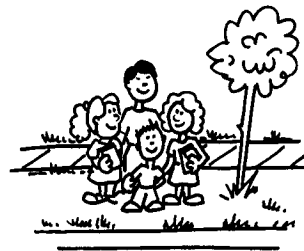
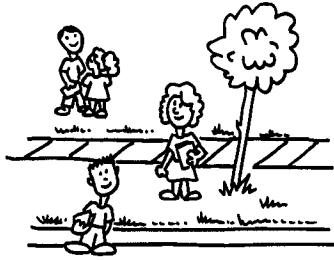
School Bus says: "Always wait until the bus comes to a complete stop and the red lights are flashing before you get near me." Which pictures shows School Bus at a complete stop?

"No rough games, pushing or fighting, while waiting for the bus." Can you see which picture to put a big "X" on?

"Don't drop things that might fall under the bus -- and never, ever try to reach under the bus to pick something up!" Which picture show someone not following school bus rules?

"Children should always stand in a line, single file, as they get ready to board the bus." Which picture shows a nice, single file line as they wait to board the bus?

NAME _____



DISCUSSION QUESTIONS

Following each lesson's video module, discuss the lesson with your class. Use these questions, or some of your own, to prompt student participation and check each child's retention of the lesson's key messages.

LESSON 1. -- WAITING FOR THE BUS

- * Why should we "Always Be Careful"?
- * What's the safest way to stand in line for the bus?
- * Why is it dangerous to push, fight or even play while waiting for the bus?
- * What are some fun and safe things you can do while waiting for the bus?
- * Is there any reason to be first in line to get on the bus?

LESSON 2.

APPROACHING THE BUS

Objective:

To help students distinguish right from wrong approaches to the bus.

Activity:

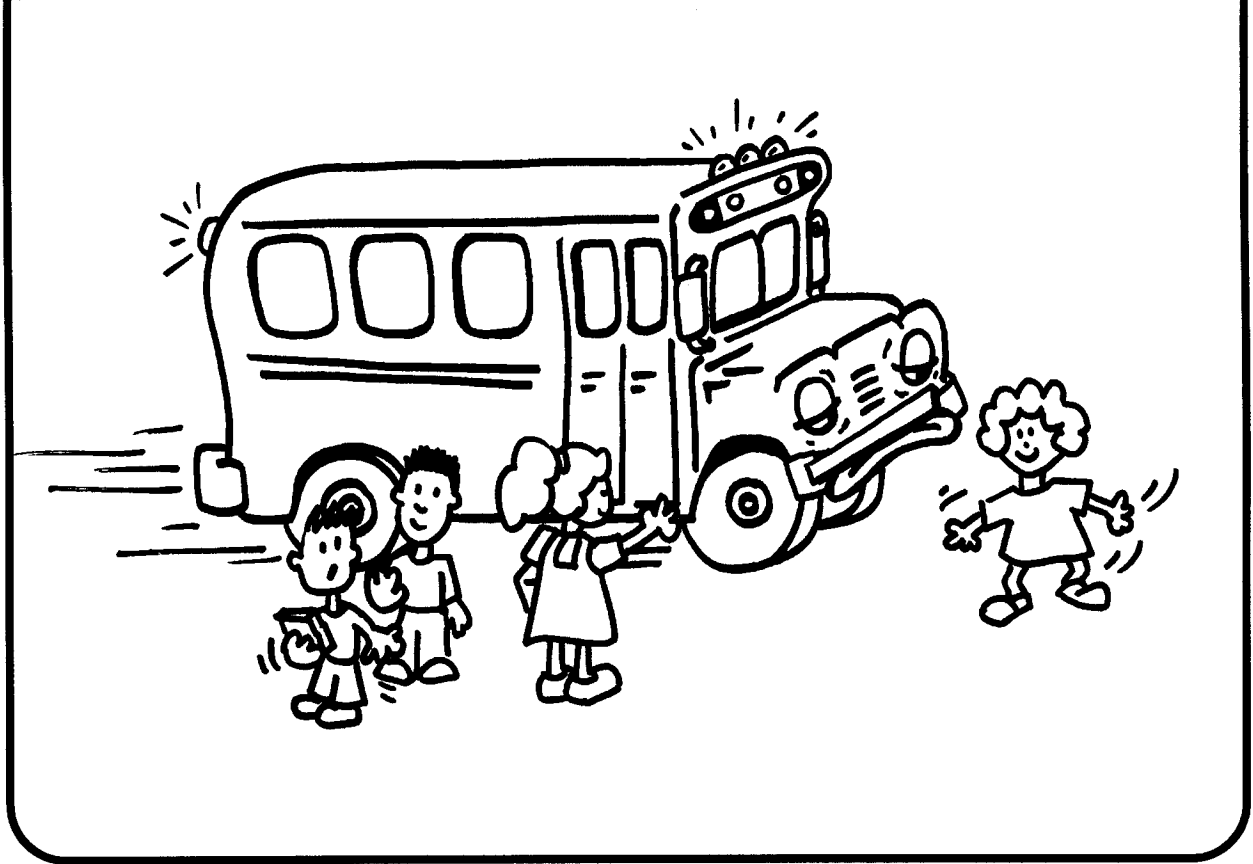
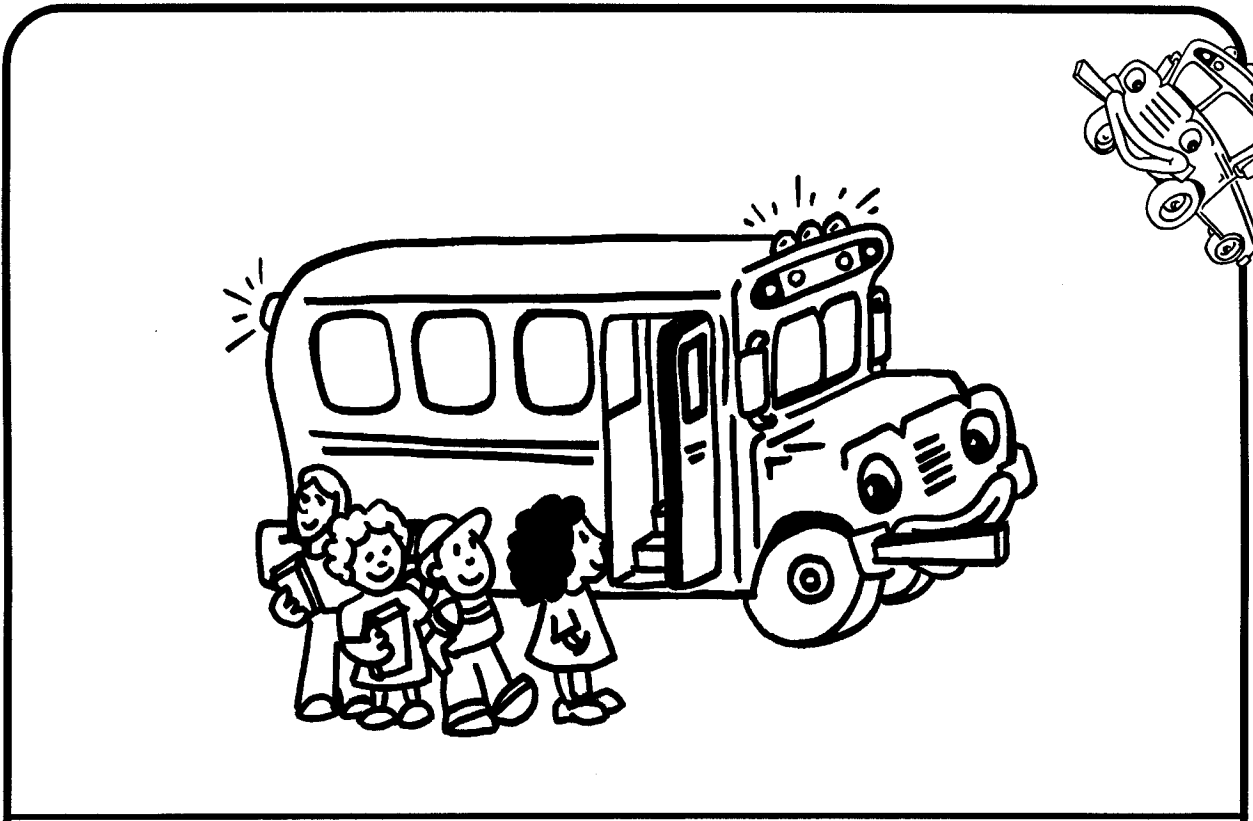
Students are given a work sheet with two large busses pictured on each. One bus has children approaching incorrectly; one bus has children approaching correctly. Children are asked to color the happy face bus.

TEACHER: "Here come the kids," says School Bus. "But wait a minute! Something is wrong. I'm worried," says School Bus. "Some of the children are not approaching me in a safe manner. Before I have a chance to stop, some of the kids are crossing the street to get over here. Some are reaching for the door before I can stop. That's dangerous!" *What should those children have done? They should have waited for School Bus to come to a complete stop. School Bus wants everyone to remember what they've learned about how to approach the bus safely. When the bus stops at the side of the street you're standing on, stay in line until the bus comes to a complete stop. Then wait for the driver to open the door and just step into the bus. If you're standing across the street from where the bus stops, look both ways and wait for the driver to give you the signal the road is clear for crossing. That means it's safe to cross. Then walk out in front of the bus, far enough away so that the driver can see you, and you can see the driver.*

Lesson Plan:

In our picture, we can see why School Bus was worried. One picture shows kids moving into the street before the bus has come to a complete stop. The bus is sad the children are not safe this way. The other picture shows a school bus at a complete stop, with the children waiting for the door to open. That bus has a happy face because the children are safe. Color the happy face bus and remember, Always Be Careful when going to the bus!

NAME _____



Grades K-2: Lesson 2, Approaching the Bus

DISCUSSION QUESTIONS

LESSON 2. -- APPROACHING THE BUS

- * Why is it dangerous to move toward your bus while it's still moving?
- * You may go ahead and get on your bus when the driver does what?
- * If you're standing across the street from where your bus stops, when should you cross the road?
- * When you cross the street, how far away should you stay from the front of the bus?

LESSON 3.

BOARDING THE BUS

Objective:

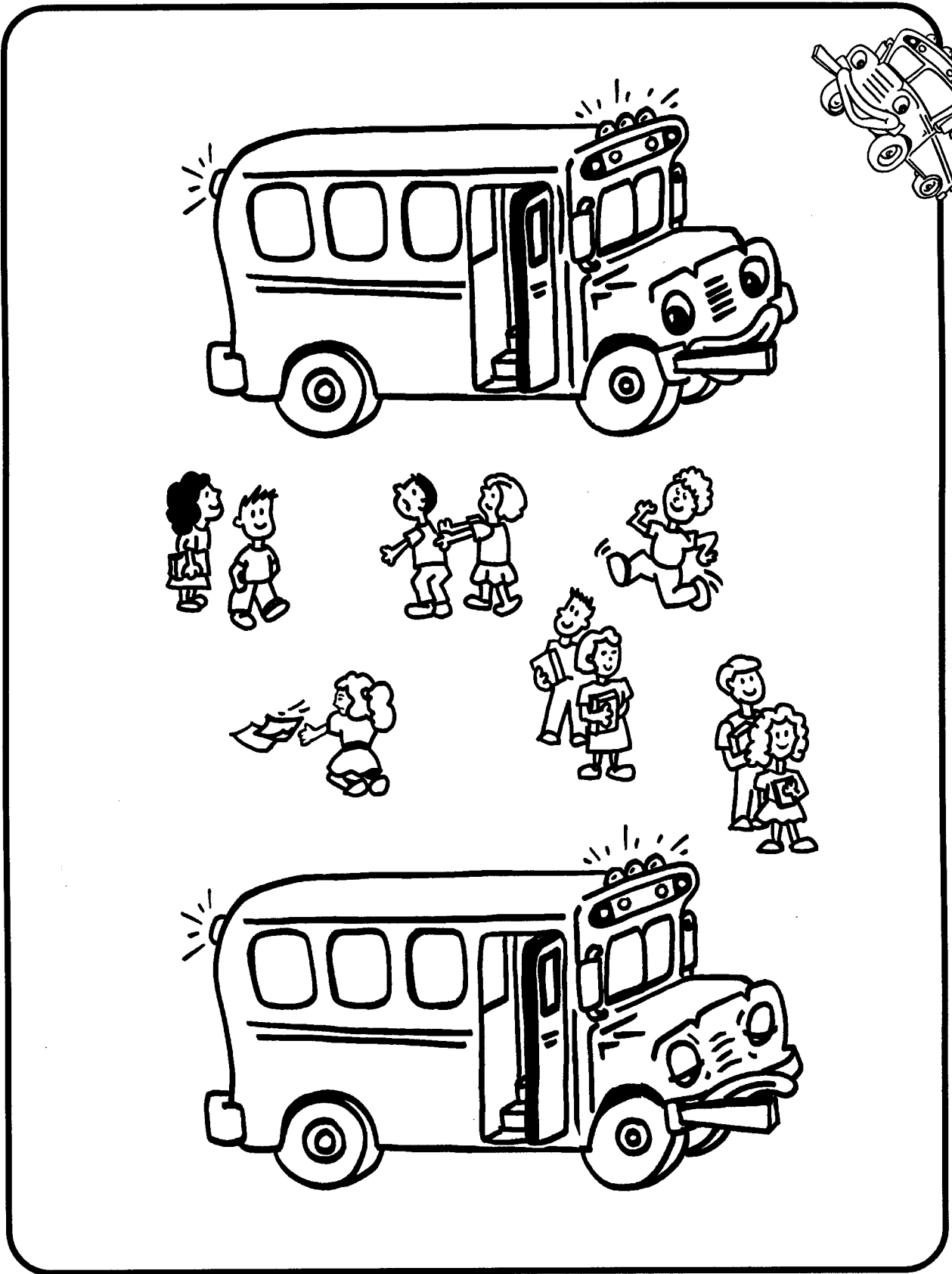
To help children identify safe and unsafe ways to board the bus.

Activity:

Work sheet matches illustrations of right and wrong behavior in boarding a bus with drawings of a "Sad Bus" and a "Glad Bus:" Three proper behavior pictures will match the "Glad Bus," and three improper behavior pictures will match the "Sad Bus."

TEACHER: *All aboard! The school bus, that is. As we talked about earlier and as we saw in our video, there are things boys and girls should remember as they get on board our school bus. When children forget, it makes School Bus Sad. Which school bus is sad, and which school bus is glad? Why do you suppose the sad school bus is so sad? Because children riding him today are not doing the right things when they get on board. But the other school bus is happy, isn't he? He's happy because the children are patient, and getting on board the correct way.*

NAME _____



Grades K-2: Lesson 3, Boarding the Bus

DISCUSSION QUESTIONS

LESSON 3. -- BOARDING THE BUS

- * Why should your manners be the same on your bus as they are when you're riding in your car?
- * Where should you put your books, gym bags, musical instruments and other things while you're on the bus?
- * How can your bus be a great place to meet new friends?
- * Why is the bus not a good place to play or be noisy?

LESSON 4.

BEHAVING ON THE BUS

Objective:

To help children identify themselves with positive behavior models.

Activity:

Teacher reads aloud from a list of behaviors on the bus. The class responds to each example with "No!" and "Yea!"

TEACHER: *When we watch a game and something happens we really like, we say "Yea!" And if something goes wrong, we say "No!" That lets others know we are happy for them when we say "Yea," or disappointed in them when we say "No." We saw in our video how sometimes boys and girls misbehave on the bus, and we discussed how that can distract the driver and keep the driver from doing his or her job safely. Sometimes others might get hurt.*

Lesson Plan:

I'm going to read to you what's happening today on our school bus. All the children are on board, and the school bus is on its way to school. But some children are misbehaving. After I read each line, you say, very quietly and all together, "Yea!" if the children are acting properly; and "No!" if they're misbehaving, OK? If they're being bad, say "No!" very low. If they're being good, say "Yea!" Ready?

*The bus door is closed, and the bus is leaving for school. In the back, two boys start throwing paper at each other. **NO***

*A girl sitting behind the bus driver turns around and yells loudly to her friend in the back of the bus. **NO***

*Two boys sitting next to each other are talking about the basketball game. The bus comes to a stop, and the boys quit talking for a moment so the driver can listen for other cars. **YEA***

*A girl with a trumpet for her band lesson places the trumpet case under the seat before the bus begins to move. **YEA***

*The bus stops at a railroad crossing. Three friends in the back of the bus keep yelling and laughing loudly. **NO***

*One boy sees his best friend poke his pencil into the bus seat, so he starts doing the same thing. **NO***

*Another boy sees the two boys poking their pencils into the bus seat and asks them to stop. **YEA***

*A boy clearing out his book bag throws paper away on the floor of the school bus. **NO***

*A girl sees her best friend sitting in front of her. While the bus is moving, the girl gets up from her seat and goes to the front so she can be with her friend. **NO***

DISCUSSION QUESTIONS

LESSON 4. -- BEHAVING ON THE BUS.

- * What are some safe, quiet things you can do to pass time on the bus?
- * Why is it important that you be quiet so the driver can hear other sounds?
- * If you have old gum or trash on the bus, when should you throw it away? Whose job is it to keep the bus clean?
- * Why should you stay in your seat while the bus is moving?

LESSON 5.

EMERGENCY EXITS

Objective:

To reinforce learning of Lessons 1, 2 and 3 (WAITING FOR THE BUS, APPROACHING THE BUS, BOARDING THE BUS) and further familiarize children with how to react in an emergency situation.

Activity:

A role playing game, "On the Bus."

TEACHER: *School Bus always likes to be healthy and clean. Do you know how a bus like School Bus stays healthy? That means he always has good tires, and his motor is running smoothly. It also means he likes to be neat and tidy inside and outside. But sometimes things go wrong. Sometimes School Bus is not healthy. He might get a flat tire. His motor might stop. Sometimes children might get sick, too. Today, School Bus wants us to think of the right things to do when something goes wrong; and the things we should not do!*

Lesson Plan:

Teacher has appropriate number of children arrange chairs in four rows, with an aisle between two-row pairs to simulate a bus. A chair for the bus driver is at the front.

The role playing begins with review of waiting for a bus and getting on the bus. Children help in reviewing pertinent points and act out the proper behavior for waiting and getting on the bus, with the "ABCs" -- Always Be Careful -- rule in mind. After the children are settled on the bus, the teacher commences with "Emergency Exits:" The directions could follow this format:

TEACHER: *You know why we have fire drills in school, don't you? We have fire drills so that we will know what to do if there's an emergency, and we must leave the school. Now that we remember what we've learned about how to wait for the bus and how to get on the bus, we're going to do as we do in school -- have a drill. We do this so we know just what to do if there's a real emergency on the bus.*

Now let's say (Student 1) is our driver. The driver is here to make sure you will be safe in an emergency. (Student 2), if you started to feel sick, what should you do? (Student 2) should come to the driver right away and trade seats with (Student 3), and the driver will know how to help you until you get to school or to your bus stop.

Now if something goes wrong and the bus has to stop, should we get worried and cry? No, we should sit very still in our seats, and wait for (Student 1), our driver, to tell us what to do. (Student 1), tell the kids on the bus there's a flat tire, and you have to check it. What should we do while we wait on the bus? We should sit still and not get into the aisles, or throw things, or put our hands out the window, right?

If something goes wrong, should we leave the bus? No, we should stay on the bus until the driver tells us we should get off the bus. How will we get off the bus if there's an emergency? We might use the regular bus door, or we might use the emergency exit door. Where is the emergency exit door? Right here, in the back. Now let's have a drill. Let's say the driver, (Student 1), tells us there is an emergency and we must get off the bus. (Student 1), can you tell the kids on the bus what to do? Let's help (Student 1) think of what we should do. If (Student 1) can open the emergency door, (s)he will

do it for us. If (s)he cannot open it, the kids in the back should open it. Once the emergency exit door is open, should we run and jump to get out of the bus? No, we should go in single file, starting first with the kids closest to the door. If the front door is open, the kids in the front of the bus should leave through the front door. Let's try it now. (Student 1), tell the kids there is an emergency, and they should open the back emergency door and leave the bus in single file.

What do we do once we are out of the bus? We should get away from the bus as soon as we can and get off the street or the road. We should stay together off the street and not run around or leave, so that the driver knows we are safe. Let's practice that drill one more time [**or have second half of the class walk through the exercise**].

DISCUSSION QUESTIONS

LESSON 5. --EMERGENCY EXITS

- * How many ways are there to exit a bus in an emergency?
- * If your bus were in an emergency situation, who would you listen to for directions?
- * If there's an emergency and you have to leave your bus in a hurry, should you take your books and other things with you? Why not?

LESSON 6.

TEACHING DRIVERS OF OTHER CARS WHAT TO DO

Objective:

To urge children to memorize the safety jingle and pass their knowledge along to their parents or guardians.

Activity:

On blackboard, teacher draws a representation of a street, with center line. A large rectangle represents the bus, stopped at a bus stop. Smaller rectangles represent approaching cars, with arrows depicting the direction the car is moving. Students are given work sheet with jingle to color and take home to parents.

Lesson Plan:

Teacher can lead the class through the jingle by starting with: "School bus, school bus, from behind..." then drawing a car approaching the stopped bus from behind -- the class is urged to complete the jingle. Repeat the process several times through whole jingle. Practice verses until memorized. Hand out copy to take home, emphasizing this jingle is "especially for grownups!"

A SCHOOL BUS SAFETY JINGLE (ESPECIALLY FOR GROWNUPS!)

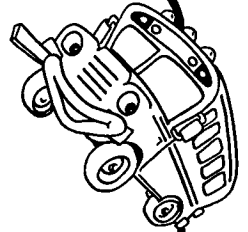
School bus, school bus
from behind...
Flashing lights mean
stop in line.

School bus, school bus
from ahead...
Slow on yellow,
stop on red.

School bus, school bus
four lanes or wider...
Approach with caution, be a safe driver.

NAME _____

**A SCHOOL BUS SAFETY JINGLE
(ESPECIALLY FOR GROWNUPS!)**



**School bus, school bus
from behind...
Flashing lights mean
stop in line.**

**School bus, school bus
from ahead...
Slow on yellow,
stop on red.**

**School bus, school bus
four lanes or wider...
Approach with caution,
be a safe driver.**

DISCUSSION QUESTIONS

LESSON 6. -- TEACHING DRIVERS OF OTHER CARS WHAT TO DO

- * If your parents or other adults drive up behind a school bus that's stopped, they should
- * When the bus drives on, they can
- * Yellow lights on a bus mean
- * Red lights on a bus mean

LESSON 7.

LEAVING THE BUS

Objective:

To reinforce learning the appropriate rules for leaving the bus.

Activity:

A picture of a leaving-the-bus scene the children can color, with a space “me.” Children are asked to color the picture and include a drawing of themselves “doing the right thing” in the picture after getting off the bus. The teacher will "walk" through the picture with the children, pointing out how the children in the picture are all "doing right" in this situation.

TEACHER: "We've made it to school!" calls School Bus to the children. "We've learned so much about bus safety, I feel very proud of you!" says School Bus. "We've learned the safe way to wait for the bus, the careful way of getting on the bus, what to do if there's an emergency, what other cars do, and how to behave on the bus. Now we must learn the safe way to leave the bus! That's really important, isn't it! We must remember our 'ABCs' of bus safety, right?" *What are they? "Always Be Careful!" Especially when you're leaving the bus to go into the school or getting back on the bus after school. Here are some things you should always remember.*

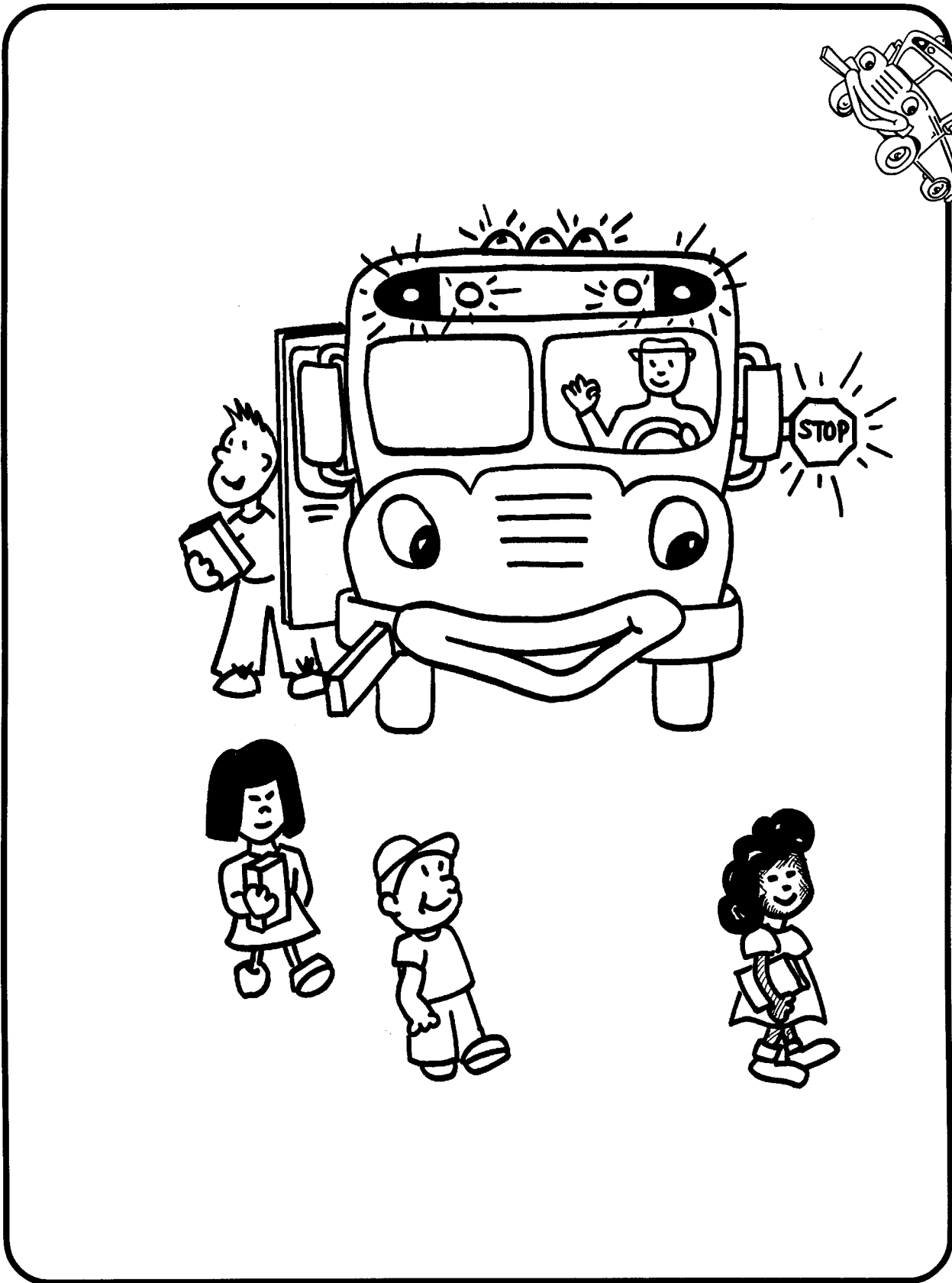
Lesson Plan:

In our picture, the bus has come to a complete stop, and the children have begun to get off. But you know that before the bus comes to a complete stop, you should remain seated. That's important, isn't it? Now look at the picture again. Do not try to leave the bus until the red lights are flashing and the driver has opened the bus door. When we color our picture, we want the lights to be flashing red. Always walk in single file through the aisles. Don't try to push.

Walk directly away from the bus to the bus stop. Or, if you must walk in front of the bus, always wait until you see a safe signal from the driver. The driver in our picture is letting the children know, "OK, it is safe to walk in front of the bus now! Walk to the center of the road. Stop, look both ways, and wait for the driver's signal to cross to the other side." Always stay in view of the driver. That means always make sure the driver can see where you are. If there are other busses or cars parked nearby, do not run between them.

Let's color our picture. And as you color, think about the safe way to leave the bus. Draw a picture of yourself leaving the bus safely. Maybe you could draw yourself waiting for the "safe signal" from the driver. Or draw yourself walking directly from the bus. Have fun! And be safe!

NAME _____



Grades K-2: Lesson 7, Leaving the Bus

DISCUSSION QUESTIONS

LESSON 7. -- LEAVING THE BUS

- * Why should you stay seated until the bus comes to a complete stop?
- * Why shouldn't you stand and talk when you first get off the bus?
- * Why is it important that the bus driver always be able to see you if you're near the bus?

LESSON 8.

BUS DEPARTURE

Objective:

To reinforce the lessons of safe bus departure using a time-sequence exercise.

Activity:

Children are presented a four-panel picture story showing the safe departure from a bus. Children cut the four panels and arrange them on a separate sheet of paper in the correct sequence of the story or number the pictures in the proper sequence.

Before beginning, the teacher should distribute a sheet of light construction paper to each student, have the children take out scissors and paste, and cut the four panels into four separate pieces. **OR:** Have class color the pictures, and number them, 1-2-3-4, in the proper sequence. Have students take turns telling what is happening in the picture story and how it applies to what they've learned about safe bus departure.

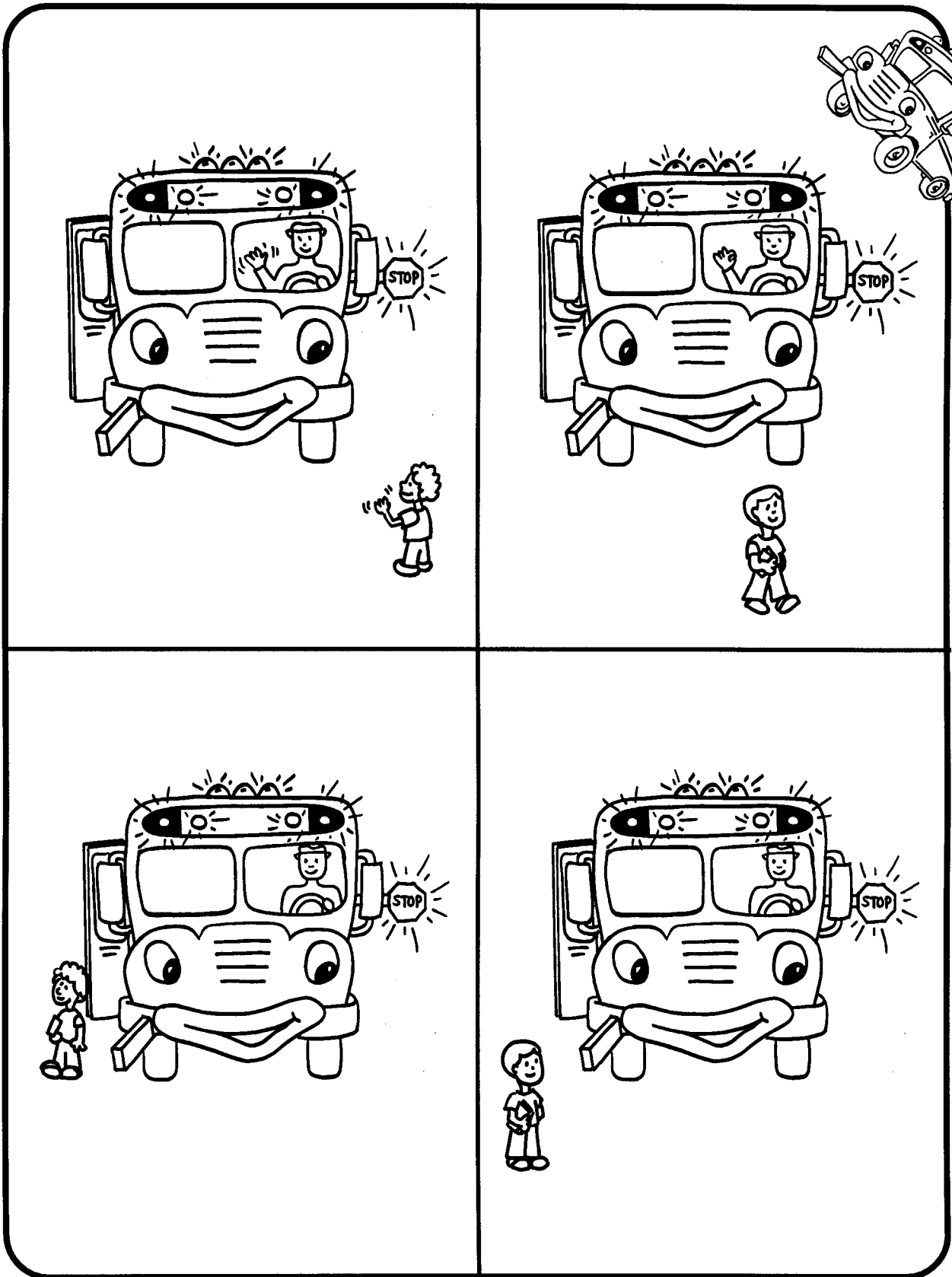
TEACHER: *Heading home, after a busy day at school! School Bus is proud of how much his young friends at _____ Elementary have learned. Especially about school bus safety. After all that learning, the kids are very excited about getting home and playing. "And that's OK," says School Bus, "as long as the children don't get in too big a hurry and forget that there are safe ways to get off the bus when I take them home:" Sometimes School Bus drops off children right on the side of the street where they live. These children should walk straight away from School Bus and not stop to talk or play near the bus. And sometimes the kids who get off School Bus must cross the street. "When my friends have to cross the street," says School Bus, "I have to be extra careful, and so do they!" Can you remember what we learned about crossing the street after we leave the bus? Wait until the bus driver has stopped all the cars, wait for the bus driver to give you the signal it's safe to cross, and when you do, walk in front of the bus so the driver can see you. "Then, when you're on the other side of the street," says School Bus, "give me a big wave! That means, 'I'm safe, School Bus. You can go now.' And now I'm off to take other children home. See you tomorrow!"*

Lesson Plan:

Now on our work sheet, you see four pictures that tell the story of how one little boy waits to be dropped off by the bus at his stop, and how he remembers the safety rules for leaving the bus and crossing the street. It's a picture story, right? But the story is mixed up. Can you put the pictures in the right order?

Have children cut-and-paste or number the order and color.

NAME _____



Grades K-2: Lesson 8, Bus Departure

DISCUSSION QUESTIONS

LESSON 8. -- BUS DEPARTURE

- * You shouldn't cross in front of the bus, even if it's stopped, until the driver does what?
- * How does the bus driver help you cross the street safely?
- * Why should you wave to the driver when you've reached the other side of the street?

LESSON 9.

DROPPING AND RETRIEVING PAPERS

Objective:

The best way to avoid dropping books and papers under the bus is to keep articles in a book bag. The lesson plan will reinforce this by encouraging children to use a book bag.

Activity:

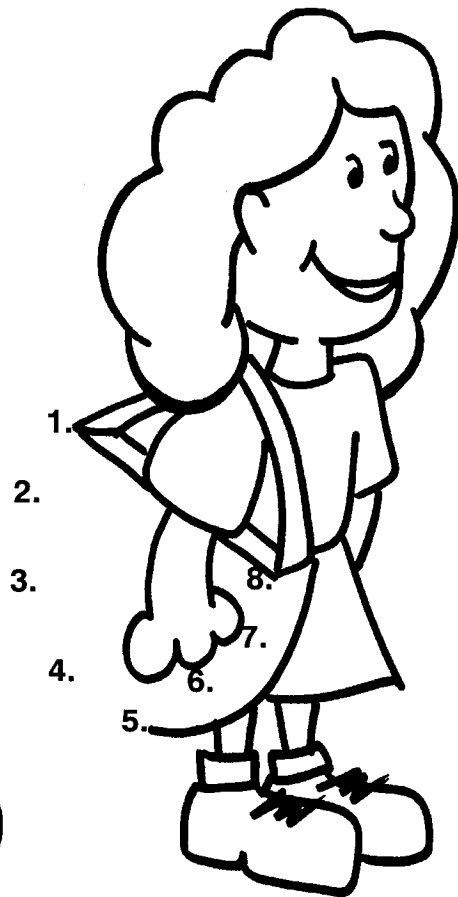
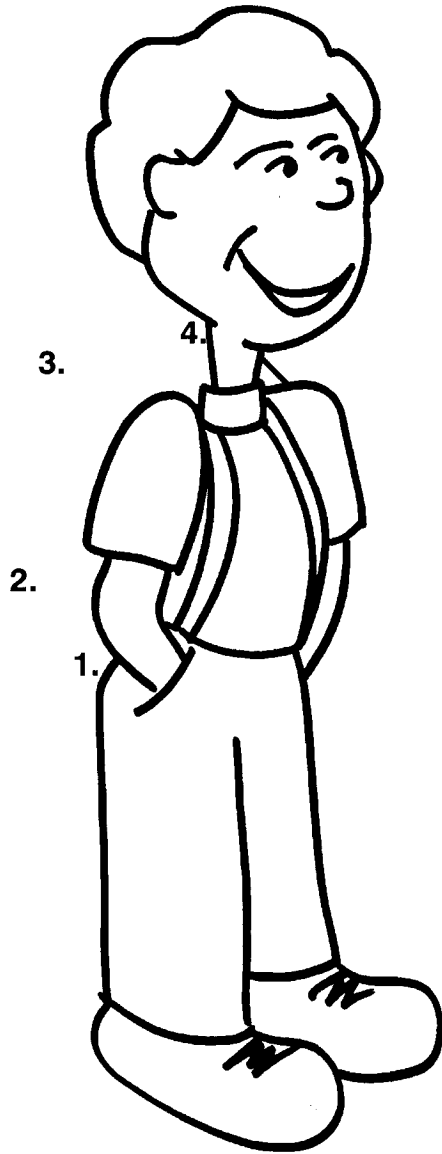
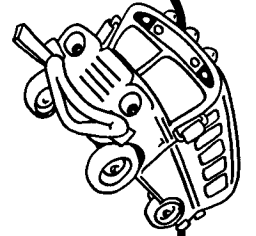
A connect-the-dot drawing of a boy and girl departing the bus with book bags slung over their shoulders.

TEACHER: "As everybody knows by now," says School Bus, "nothing is more important than the safety of my friends -- in other words -- you! You are certainly more important than a book, a piece of paper, a work sheet, or a ball. Sometimes my friends accidentally drop things as they get on and off the bus. When that happens I say, 'Stand back!' Don't try to get what you dropped. I might not see you, and something terrible could happen." *What should children do if they drop something near the bus or under the bus? Stand well away from the bus and wait for it to take off again. You can get what you dropped then, if the road is clear. Or wait for an adult to help you retrieve it.* "What can really help is a book bag," says School Bus. *Why is that? Because we can carry everything we have in the book bag and not worry about dropping papers and books and things. Everything is safely kept inside.*

Lesson Plan:

In our picture, we will find out why this little boy and girl don't have to worry about dropping their papers near the bus. Can you guess why they don't have to worry about dropping their papers? Connect all the dots and see why.

NAME _____



DISCUSSION QUESTIONS

LESSON 9. --DROPPING AND RETRIEVING PAPERS

- * If you drop a piece of paper and it goes under the bus, whom should you ask for help?
- * What's the safest way to carry your things?
- * Are any of your things as important as your safety?

LESSON 10.

GRADUATION DAY/REVIEW

Objective:

To reinforce the entire Bus Safety learning series by reviewing orally with the class major learning objectives.

Activity:

Teacher will conduct a discussion with the class, emphasizing major learning objectives. Discussion will end with passing out graduation certificates for the children. Teacher should photocopy graduation certificates and fill in students' names before the lesson begins.

TEACHER: "Well," says School Bus happily, "all my friends at Elementary have become such safe bus riders I think each and every one deserves a big round of applause." *Let's all clap our hands -- we deserve it after all we've learned about bus safety, don't we?* "So," says School Bus, "from now on, I don't have to worry so much. My friends know how to be safe riders. Let's help each other review what we've learned. Then we are going to get something special we can keep as a reward for all the learning we've done. And remember," says School Bus, "I'll see you bright and early for the next school day!"

Lesson Plan:

This is graduation day for us! That means we've learned just about everything we need to know to be safe bus riders. We've watched the videos and discussed what we've learned, and we've done some fun activities that help us remember how to stay safe. Let's review.

First we learned how to wait for the bus. Can you remember? Stand in line, single file, and don't push each other or play around.

Next we learned the right way to walk up to the bus. There are two ways to approach the bus.-- from across the street and from the side the bus stops on. Can you remember the safe ways to cross the street? Always look both ways on the street. Don't run up to the bus.

Then we learned how to get on the bus. What did we say? No pushing or shoving. Just find a seat, and put heavy things under the seat so they won't fly around if the bus stops suddenly.

What about behaving on the bus? Why is that important? So the driver can drive safely, and so no one gets hurt. And remember -- always stay in your seat. What else did we learn about behaving?

What about emergencies? If there's an emergency, we try to stay calm and wait for instructions from the driver, right? What else? Where are the emergency exits? In the back of the bus.

Then, when we get off the bus, we walk straight out and don't weave in between parked cars or other busses. Do you remember how to get back on the bus after school? Just the same. Walk straight onto the bus, and don't play around.

Then we learned that grownups have to remember school bus safety, too. Do you remember the jingle we learned for cars coming up behind the bus, and in front of the bus, and on four-lane streets by the bus when the school bus is stopped?

School bus, school bus
from behind...
flashing lights mean
stop in line.

School bus, school bus
from ahead...
Slow on yellow,
stop on red.

School bus, school bus
four lanes or wider...
Approach with caution,
be a safe driver.

We should make sure the grownups at home know these rules, and you can help them learn. When the school bus takes us home, we must remember to walk directly away from the bus after we get out. If we have to cross the street, what should we remember? Wait until the driver has stopped all the cars. Wait for the driver's signal to go ahead. Walk out in front of the bus so that the driver can see us the whole way across the street. And when we get there, what do we do? Give the driver a wave that says, OK!"

The last thing we learned was if you drop something under the bus or too near the bus, never try to pick it up when the bus is there. What should you do? Wait for the bus to leave, or ask an adult for help if one is nearby.

Great! You've all done very well. Now, it's graduation time.

Teacher offers to each student the personal certificate of graduation. For the graduation ceremony, teacher should emphasize the significance of the personal certificate of graduation, and congratulate each student as they come forward when their individual names are called. This certificate demonstrates students know the "ABCs" of bus safety -- "Always Se Careful" - and as such, are safety-minded bus riders. This culminating activity can leave the bus safety program a positive experience shared by the entire class.

DISCUSSION QUESTIONS

LESSON 10. -- GRADUATION DAY/REVIEW

Use discussion questions from the first nine lessons to review the ABCs of *School Bus SAFETY* with your class.

Graduate of
SCHOOL BUS SAFETY

The

School District

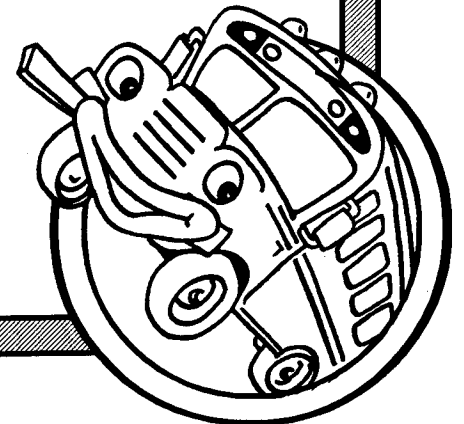
hereby certifies that

**having participated and completed the required assignments
is hereby declared an official member of the advanced Safe Riders Class
and is entitled to receive this certificate of recognition
authorized by the Illinois State Board of Education.**

Teacher

Principal

Date



Grades 3 through 5

Curriculum

LESSON 1.

WAITING FOR THE BUS

DIRECTIONS: Draw a circle around the picture that correctly completes each blank space.
Connect the picture to the blank space with a line.

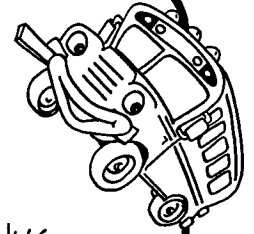
When "smart" children
wait for the **bus**,
they stand at the **bus stop**
in the right area.

When the bus comes,
they wait for the bus to stop.
They wait for the red **lights**
to flash, and for the driver
to open the **door**.

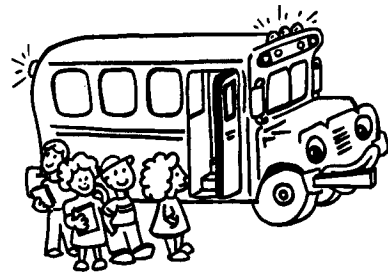
They get on the bus one at a time,
like this: **single file line**

The children remember their ABCs
of Bus Safety. ABC stands for:
Always Be Careful!

DIRECTIONS: Draw a circle around the picture that correctly completes each blank space. Connect the picture to the blank space with a line.

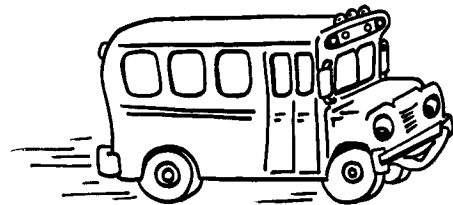


When smart children wait for the _____, they stand at the _____ in the right area.



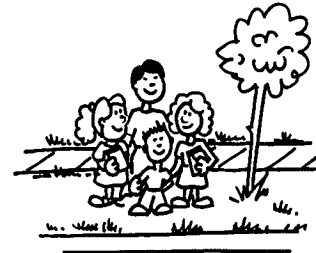
single file line

When the bus comes, they wait for the bus to stop. They wait for the red _____ to flash, and for the driver to open the _____.



bus

They get on the bus one at a time, like this:



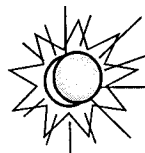
bus stop

The children remember their ABCs of Bus Safety. ABC stands for:

A _____

B _____

C _____



lights



door

DISCUSSION QUESTIONS

Following each lesson's video module, discuss the lesson with your class. Use these questions, or some of your own, to prompt student participation and check each child's retention of the lesson's key messages.

LESSON 1. -- WAITING FOR THE BUS

- * Why should we "Always Be Careful"?
- * What's the safest way to stand in line for the bus?
- * Why is it dangerous to push, fight or even play while waiting for the bus?
- * What are some fun and safe things you can do while waiting for the bus?
- * Is there any reason to be first in line to get on the bus?

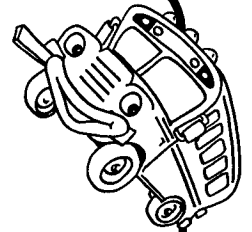
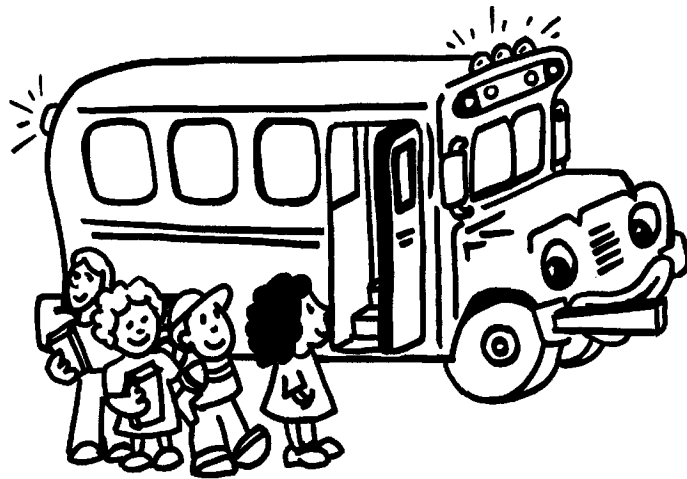
LESSON 2.

APPROACHING THE BUS

DIRECTIONS: Using the words below, fill in the blank spaces of the following sentences.

1. Before you get near the bus door, make sure the bus has come to a full **stop**.
2. Wait for the driver to open the **door**.
3. Wait for the bus driver to give you the signal to cross the **street**.
4. When you must walk in front of the bus, walk where the driver can **see** you.
5. Stay in **line** when getting on the bus.

signal	door
line	see
driver	stop



DIRECTIONS: Using the words below, fill in the blank spaces of the following sentences.

1. Before you get near the bus door, make sure the bus has come to a full _____.
2. Wait for the driver to open the _____.
3. Wait for the bus _____ to give you the _____ to cross the street.
4. When you must walk in front of the bus, walk where the driver can _____ you in front of the crossing arm.
5. Stay in _____ when getting on the bus.

signal

door

line

see

driver

stop

DISCUSSION QUESTIONS

LESSON 2. -- APPROACHING THE BUS

- * Why is it dangerous to move toward your bus while it's still moving?
- * You may go ahead and get on your bus when the driver does what?
- * If you're standing across the street from where your bus stops, when should you cross the road?
- * When you cross the street, how far away should you stay from the front of the bus?

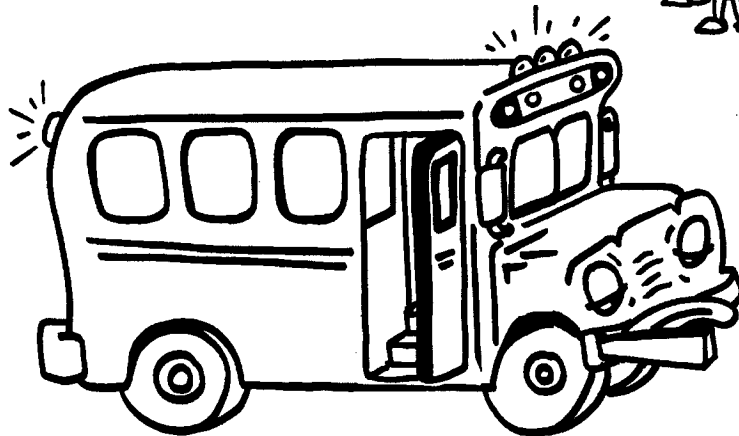
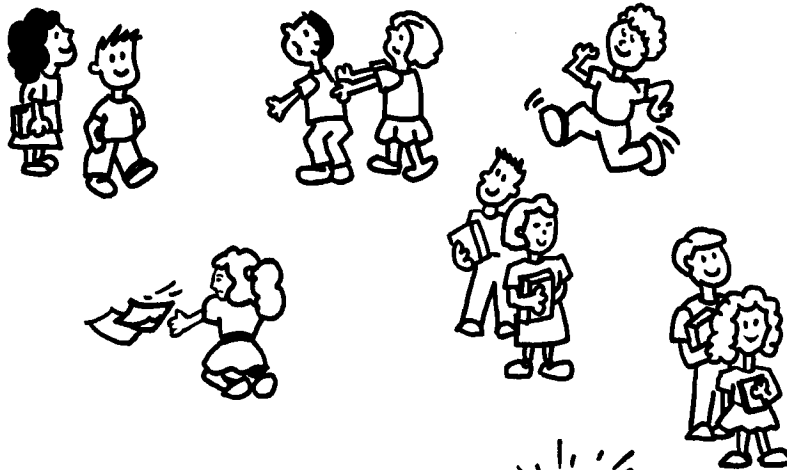
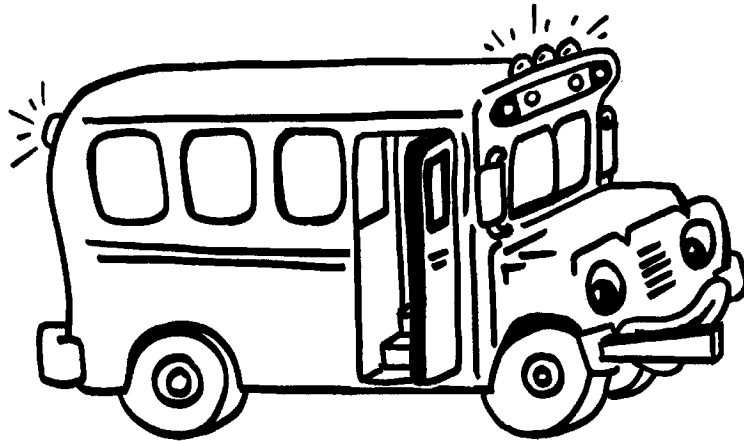
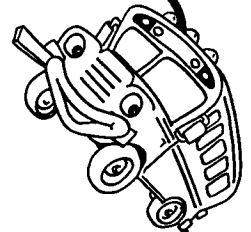
LESSON 3.

BOARDING THE BUS

DIRECTIONS: Here is a picture of "Glad Bus" and "Sad Bus." Draw a circle around children who are getting on the bus the right away, and draw a line to Glad Bus. Do the same for children who are not behaving --draw a circle around them, then draw a line to Sad Bus.

NAME _____

DIRECTIONS: Here is a picture of “Glad Bus” and “Sad Bus.” Draw a circle around children who are getting on the bus the right way, and draw a line to Glad Bus. Do the same for children who are not behaving — draw a circle around them, then draw a line to Sad Bus.



DISCUSSION QUESTIONS

LESSON 3. -- BOARDING THE BUS

- * Why should your manners be the same on your bus as they are when you're riding in your car?
- * Where should you put your books, gym bags, musical instruments and other things while you're on the bus?
- * How can your bus be a great place to meet new friends?
- * Why is the bus not a good place to play or be noisy?

LESSONS 1-3

WAITING FOR THE BUS APPROACHING THE BUS & BOARDING THE BUS

Parents - Please spend a few minutes reviewing the following bus safety lesson(s) with your child. Sign the bottom of this summary and return it to school with your child. Thank you for your time and continued support in your child's education.

1. Stand at the **BUS STOP** in the proper location.
2. Before you get near the bus door, make sure the bus has come to a **FULL STOP**.
3. Wait for the **RED LIGHTS** to flash.
4. Wait for the **DRIVER TO OPEN THE DOOR**.
5. Wait for the bus driver to give you the **SIGNAL TO CROSS THE STREET**.
6. When you walk in front of the bus, **WALK WELL IN FRONT OF THE CROSSING ARM** where the driver can see you.
7. Form a **SINGLE FILE LINE** at the bus stop.
8. Board the bus **ONE AT A TIME** in an orderly fashion.

Student Signature _____

Parent Signature _____

LESSON 4.

BEHAVING ON THE BUS

DIRECTIONS: Follow along as your teacher reads what is happening on the school bus this morning. Is the action "Cool" or "Uncool"? Circle the right answer.

The bus door is closed, and the bus is leaving for school. In the back, two boys start throwing paper at each other.

Cool Uncool

A girl sitting behind the bus driver turns around and yells loudly to her friend in the back of the bus.

Cool Uncool

Two boys sitting next to each other are talking about the basketball game. The bus comes to a stop, and the boys quit talking for a moment so the driver can listen for other cars.

Cool Uncool

A girl with a trumpet for her band lesson places the trumpet case under the seat before the bus begins to move.

Cool Uncool

The bus stops at a railroad crossing. Three friends in the back of the bus keep yelling and laughing loudly.

Cool Uncool

One boy sees his best friend poke his pencil into the bus seat, so he starts doing the same thing.

Cool Uncool

Another boy sees the two boys poking their pencils into the bus seat and asks them to stop.

Cool Uncool

A boy cleaning out his book bag throws paper away on the floor of the school bus.

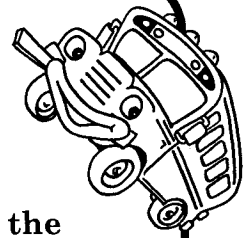
Cool Uncool

A girl sees her best friend sitting in front of her. While the bus is moving, the girl gets up from her seat and goes to the front so she can be with her friend.

Cool Uncool

NAME _____

DIRECTIONS: Follow along as your teacher reads what is happening on the school bus this morning. Is the action “Cool” or “Uncool”? Circle the right answer.



The bus door is closed, and the bus is leaving for school. In the back, two boys start throwing paper at each other. **Cool Uncool**

A girl sitting behind the bus driver turns around and yells loudly to her friend in the back of the bus. **Cool Uncool**

Two boys sitting next to each other are talking about the basketball game. The bus comes to a stop, and the boys quit talking for a moment so the driver can listen for other cars. **Cool Uncool**

A girl with a trumpet for her bank lesson places the trumpet case under the seat before the bus begins to move. **Cool Uncool**

The bus stops at a railroad crossing. Three friends in the back of the bus keep yelling and laughing loudly. **Cool Uncool**

One boy sees his best friend poke his pencil into the bus seat, so he starts doing the same thing. **Cool Uncool**

Another boy sees the two boys poking their pencils into the bus seat, and asks them to stop. **Cool Uncool**

A boy cleaning out his book bag throws paper away on the floor of the school bus. **Cool Uncool**

A girl sees her best friend sitting in front of her. While the bus is moving, the girl gets up from her seat and goes to the front so she can be with her friend. **Cool Uncool**

DISCUSSION QUESTIONS

LESSON 4. -- BEHAVING ON THE BUS.

- * What are some safe, quiet things you can do to pass time on the bus?
- * Why is it important that you be quiet so the driver can hear other sounds?
- * If you have old gum or trash on the bus, when should you throw it away? Whose job is it to keep the bus clean?
- * Why should you stay in your seat while the bus is moving?

LESSON 4

BEHAVING ON THE BUS

Parents - Please spend a few minutes reviewing the following bus safety lesson(s) with your child. Sign the bottom of this summary and return it to school with your child. Thank you for your time and continued support in your child's education.

1. **DO NOT** throw things on the bus.
2. **DO NOT** yell or make loud noises on the bus.
3. **DO** be extra quiet when the bus comes to a stop.
4. **DO** store big items under your seat.
5. **DO NOT** make any noise at railroad crossings.
6. **DO NOT** cut, write on or damage the bus in any way.
7. **DO NOT** litter on the bus. Throw any trash away when leaving the bus.
8. **DO** stay in your seat while you are on the bus.

Student Signature _____

Parent Signature _____

LESSON 5.

EMERGENCY EXITS

DIRECTIONS: Some of these statements are true. Some are false. Color the star if the statement is true.

If I feel sick on the bus, I should not tell anybody.

- ☆ If I feel sick on the bus, I should tell the driver. **TRUE**

If the bus stops when something is wrong, I should get out of my seat and find out what has happened.

- ☆ If the bus stops when something is wrong, I should sit in my seat and wait for the driver to tell me what to do. **TRUE**

- ☆ I should stay on the bus until I am told to leave by the driver. **TRUE**

If the bus stops, I get off the bus before the driver tells me to.

The emergency exit door is in the front of the bus.

- ☆ An emergency exit door is in the back of the bus. **TRUE**

- ☆ I should only leave the bus through the emergency exit door if the driver tells me to. **TRUE**

I should leave the bus through the emergency exit door when I want to.

I should run as fast as I can through the emergency exit door.

- ☆ I should walk, in single file, out the emergency exit door. **TRUE**

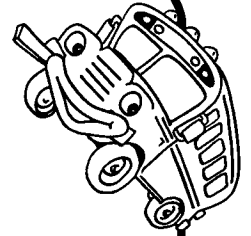
- ☆ After I have left the bus, I should get away from the bus and off the street. **TRUE**

After I have left the bus, I should stay by the bus on the street.

After I have left the bus, I should walk home.

- ☆ After I have left the bus, I should wait with the other children. **TRUE**

DIRECTIONS: Some of these statements are true. Some are false. Color the star if the statement is true.



- ★ If I feel sick on the bus, I should not tell anybody.
- ★ If I feel sick on the bus, I should tell the driver.
- ★ If the bus stops when something is wrong, I should get out of my seat and find out what has happened.
- ★ If the bus stops when something is wrong, I should sit in my seat and wait for the driver to tell me what to do.
- ★ I should stay on the bus until I am told to leave by the driver.
- ★ If the bus stops, I get off the bus before the driver tells me to.
- ★ The emergency exit door is in the front of the bus.
- ★ The emergency exit door is in the back of the bus.
- ★ I should only leave the bus through the emergency exit door if the driver tells me to.
- ★ I should leave the bus through the emergency exit door when I want to.
- ★ I should run as fast as I can through the emergency exit door.
- ★ I should walk, in single file, out the emergency exit door.
- ★ After I have left the bus, I should get away from the bus and off the street.
- ★ After I have left the bus, I should stay by the bus on the street.
- ★ After I have left the bus, I should walk home.
- ★ After I have left the bus, I should wait with the other children.

DISCUSSION QUESTIONS

LESSON 5. --EMERGENCY EXITS

- * How many ways are there to exit a bus in an emergency?
- * If your bus were in an emergency situation, who would you listen to for directions?
- * If there's an emergency and you have to leave your bus in a hurry, should you take your books and other things with you? Why not?

LESSON 5

EMERGENCY EXITS

Parents - Please spend a few minutes reviewing the following bus safety lesson(s) with your child. Sign the bottom of this summary and return it to school with your child. Thank you for your time and continued support in your child's education.

- If you feel sick on the bus, you should tell the driver.
- If the bus stops because something is wrong, stay in your seat and wait for the driver to tell you what to do.
- Stay on the bus, in your seat, until the driver tells you to exit.
- An emergency exit door is in the back of the bus.
- Leave the bus through the emergency exit door only if the driver tells you to.
- Walk, in single file, out of the emergency exit door.
- After you leave the bus, get away from the bus and off of the street.
- After you are safely away from the bus and out of the street, wait for the other children and do what the driver tells you to do.

Student Signature _____

Parent Signature _____

LESSON 6.

TEACHING DRIVERS OF OTHER CARS WHAT TO DO

DIRECTIONS: This lesson will reinforce learning of the "School Bus" jingle. On the blackboard, the teacher draws a representation of a street, with center line. A large rectangle represents the bus, stopped at a bus stop. Smaller rectangles represent approaching cars, with arrows depicting the direction the cars are moving. Students are given work sheet with jingle to take home to **GROWNUPS**.

Teachers can lead the class through the jingle by starting with: "School bus, school bus, from behind..." then drawing a car approaching the stopped bus from behind --the class is urged to complete the jingle. Repeat process several times through whole jingle. After several repetitions, teacher hands out work sheet with jingle and asks the class to draw either one picture representing one verse, or three pictures representing all three verses.

A SCHOOL BUS SAFETY JINGLE (ESPECIALLY FOR GROWNUPS)

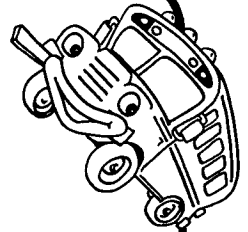
School bus, school bus
from behind...
Flashing lights mean
stop in line.

School bus, school bus
from ahead...
Slow on yellow,
stop on red.

School bus, school bus
four lanes or wider...
Approach with caution,
be a safe driver.

NAME _____

**A SCHOOL BUS SAFETY JINGLE
(ESPECIALLY FOR GROWNUPS!)**



**School bus, school bus
from behind...
Flashing lights mean
stop in line.**

**School bus, school bus
from ahead...
Slow on yellow,
stop on red.**

**School bus, school bus
four lanes or wider...
Approach with caution,
be a safe driver.**

DISCUSSION QUESTIONS

LESSON 6. -- TEACHING DRIVERS OF OTHER CARS WHAT TO DO

- * If your parents or other adults drive up behind a school bus that's stopped, they should
- * When the bus drives on, they can
- * Yellow lights on a bus mean
- * Red lights on a bus mean

LESSON 6

TEACHING DRIVERS OF OTHER CARS WHAT TO DO

Parents - Please spend a few minutes reviewing the following bus safety lesson(s) with your child. Sign the bottom of this summary and return it to school with your child. Thank you for your time and continued support in your child's education.

Cars approaching from behind should stay a safe distance from the bus and stop in single file when the lights are flashing.

Cars approaching from ahead should slow down when the yellow lights are flashing.

Cars approaching from ahead should stop when the red lights are flashing.

On four-lane roads or wider, cars approaching from ahead should slow down and use extreme caution when any lights are flashing.

A SCHOOL BUS SAFETY SONG **(Especially for Grownups)**

School bus, school bus
From behind...
Flashing lights mean
Stop in line.

School bus, school bus
From ahead...
Slow on yellow,
Stop on red.

School bus, school bus
Four lanes or wider...
Approach with caution,
Be a safe driver.

Student Signature _____

Parent Signature _____

LESSON 7.

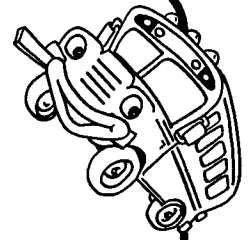
LEAVING THE BUS

DIRECTIONS: Circle the correct word - "Always" or "Never."

When leaving the bus:

1. **Always** **Never** stay seated on the bus until it comes to a full stop.
2. **Always** **Never** leave the bus until the red lights are flashing.
3. **Always** **Never** get up from your seats and try to leave the bus until the driver has opened the door.
4. **Always** **Never** walk in single file when leaving the bus.
5. **Always** **Never** push as you leave the bus.
6. When leaving the bus, **always** **never** walk directly away from the bus.
7. When crossing the road, **always** **never** walk out from the bus so the driver can see you, and move to the center of the road. Look both ways, and wait for the driver's signal to cross to the other side.
8. **Always** **Never** be sure the driver can see you.
9. **Always** **Never** run between parked busses or cars.
10. **Always** **Never** throw things under the bus.
11. When getting back on the bus, **always** **never** walk straight to the bus and get on in single file.
12. **Always** **Never** stand close to the bus to talk to your friends.

DIRECTIONS: Circle the correct word — “ Always” or “Never.”



When leaving the bus:

1. **Always** **Never** stay seated on the bus until it comes to a full stop.
2. **Always** **Never** leave the bus until the red lights are flashing.
3. **Always** **Never** get up from your seats and try to leave the bus until the driver has opened the door.
4. **Always** **Never** walk in single file when leaving the bus.
5. **Always** **Never** push as you leave the bus.
6. When leaving the bus, **always** **never** walk directly away from the bus.
7. When crossing the road, **always** **never** walk out from the bus in front of the crossing arm so the driver can see you, and move to the center of the road. Look both ways, and wait for the driver’s signal to cross to the other side.
8. **Always** **Never** be sure the driver can see you.
9. **Always** **Never** run between busses, if there are others parked nearby.
10. **Always** **Never** throw things under the bus.
11. When getting back on the bus, **always** **never** walk straight to the bus and get on in single file.
12. **Always** **Never** stand close to the bus to talk to your friends.

DISCUSSION QUESTIONS

LESSON 7. -- LEAVING THE BUS

- * Why should you stay seated until the bus comes to a complete stop?
- * Why shouldn't you stand and talk when you first get off the bus?
- * Why is it important that the bus driver always be able to see you if you're near the bus?

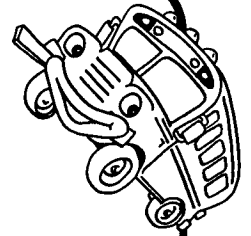
LESSON 8.

BUS DEPARTURE

DIRECTIONS: The bus drops Billy off across the street from his house. He needs to cross the street to get home. The following sentences tell the story of Billy as he gets off the bus and goes home. But the story is all mixed up! Re-write the sentences so that the story follows the right order, from beginning to end.

- As he crosses the street, Billy stays well out in front of the bus so that the driver can see him at all times. **(THIRD SENTENCE)**
- Billy must wait for the bus driver to stop the cars. The bus driver will stop the cars with the stop sign on the side of the bus and the red flashing lights. **(FIRST SENTENCE)**
- When he is finally across the street, Billy turns and gives the driver a big wave. That means, "I'm safe!" **(FOURTH SENTENCE)**
- When the cars have all stopped, the bus driver will signal Billy that it is OK to cross the street. **(SECOND SENTENCE)**

DIRECTIONS: The bus drops Billy off across the street from his house. He needs to cross the street to get home. The following sentences tell the story of Billy as he gets off the bus and goes home. But the story is all mixed up! Read, number and re-write the sentences so the story follows the right order from beginning to end.



- As he crossed the street, Billy stays well out in front of the bus so that the driver can see him at all times.
- Billy must wait for the bus driver to stop the cars. The bus driver will stop the cars with the stop sign on the side of the bus, the red flashing lights, and the crossing arm out.
- When he is finally across the street, Billy turns and gives the driver a big wave. That means, "I'm safe!"
- When the cars have all stopped, the bus driver will signal Billy that it is OK to cross the street.

DISCUSSION QUESTIONS

LESSON 8. -- BUS DEPARTURE

- * You shouldn't cross in front of the bus, even if it's stopped, until the driver does what?
- * How does the bus driver help you cross the street safely?
- * Why should you wave to the driver when you've reached the other side of the street?

LESSON 9.

DROPPING AND RETRIEVING PAPERS

DIRECTIONS: Can you guess why children do not have to worry about dropping their papers near the bus? Use the words in the list to complete the sentences. For each sentence, write the correct word in the puzzle space that matches the sentence number. Sentence number one is finished for you. The letters in the first column will be the answer!

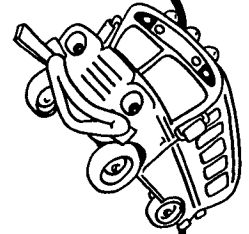
go on know bus always off back

(PUZZLE)

1. The emergency exit is in the **back** of the bus.
2. Do not run or push **on** the bus.
3. When you get **off** the bus, walk straight out to your stop.
4. Grownups should **know** our "School Bus Safety Song" for safe driving near the bus.
5. We are learning safety on the **bus**.
6. **Always** Be Careful!
7. Wait for the bus to **go** before picking up a lost paper.

The children carry a **book bag**!

DROPPING AND RETRIEVING PAPERS



Why don't children have to worry about dropping their papers near the bus?

DIRECTIONS: Use the words in the list to complete the sentences. For each sentence, write the correct word in the puzzle space that matches the sentence number. Sentence number one is finished for you. The letters in the first column will be the answer!

GO ON KNOW BUS ALWAYS OFF BACK

1. The emergency exit is in the () of the bus.
2. Do not run or push () the bus.
3. When you get () the bus, walk straight out to your stop.
4. Grownups should () our "School Bus Safety Jingle" for safe driving near the bus.
5. We are learning safety on the ().
6. () Be Careful!
7. Wait for the bus to () before picking up a lost paper.

1.	B	A	C	K				
2.								
3.								
4.								
5.								
6.								
7.								

The children carry a (_____):

DISCUSSION QUESTIONS

LESSON 9. --DROPPING AND RETRIEVING PAPERS

- * If you drop a piece of paper and it goes under the bus, whom should you ask for help?
- * What's the safest way to carry your things?
- * Are any of your things as important as your safety?

LESSONS 7-9

LEAVING-THE BUS BUS DEPARTURE & DROPPING AND RETRIEVING ITEMS

Parents - Please spend a few minutes reviewing the following bus safety lesson(s) with your child. Sign the bottom of this summary and return it to school with your child. Thank you for your time and continued support in your child's education.

1. ALWAYS stay seated until the bus comes to a full stop and the driver opens the door.
2. ALWAYS walk in single file when leaving the bus.
3. NEVER push others when you leave the bus.
4. ALWAYS walk directly away from the bus when leaving and remain a safe distance from the bus at all times.
5. ALWAYS walk in front of the crossing arm, look both ways, and wait for the driver to signal to you when crossing the road.
6. ALWAYS make sure the driver can see you.
7. NEVER walk or run between parked busses or cars.
8. NEVER throw things under the bus or try to retrieve things that are under the bus.
9. NEVER walk behind the bus.

Student Signature _____

Parent Signature _____

LESSON 10.

GRADUATION DAY/REVIEW

DIRECTIONS: Teacher will conduct a discussion with the class, emphasizing major learning objectives. Discussion will end with passing out graduation certificates for the children. Teacher should photocopy graduation certificates and fill in students' names before the lesson begins.

TEACHER: *This is graduation day for us! That means we've learned just about everything we need to know to be safe bus riders. We've watched the videos and discussed what we've learned, and we've done some fun activities that help us remember how to stay safe. Let's review.*

First we learned how to wait for the bus. Can you remember? Stand in line, single file and don't push each other or play around.

Next we learned the right way to walk up to the bus. There are two ways to approach the bus -- from across the street and from the side the bus stops on. Can you remember the safe ways to cross the street? Always look both ways on the street. Don't run up to the bus.

Then we learned how to get on the bus. What did we say? No pushing or shoving. Just find a seat, and put heavy things under the seat so they won't fly around if the bus stops suddenly.

What about behaving on the bus? Why is that important? So the driver can drive safely, and so no one gets hurt. And remember -- always stay in your seat. What else did we learn about behaving?

What about emergencies? If there's an emergency, we try to stay calm and wait for instructions from the driver, right? What else? Where are the emergency exits? In the back of the bus.

Then we learned that grownups have to remember school bus safety, too. Do you remember the jingle we learned for cars coming up behind the bus, and in front of the bus, and on four-lane streets by the bus when the school bus is stopped?

*School bus, school bus
from behind...
Flashing lights mean
stop in line.*

*School bus, school bus
from ahead...
Slow on yellow,
stop on red.*

*School bus, school bus.
four lanes or wider...
Approach with caution,
be a safe driver.*

We should make sure the grownups at home know these rules, and you can help them learn.

When the school bus takes us home, we must remember to walk directly away from the bus after we get out. If we have to cross the street, what should we remember? Wait until the driver has stopped all the cars. Wait for the driver's signal to go ahead. Walk out in front of the bus so that the driver can see us the whole way across the street. And when we get there, what do we do? Give the driver a wave that says, "OK!"

The last thing we learned was if you drop something under the bus or too near the bus, never try to pick it up when the bus is there. What should you do? Wait for the bus to leave, or ask an adult for help if one is nearby.

Great! You've all done very well. Now, it's graduation time.

Teacher offers to each student the personal certificate of graduation. For the graduation ceremony, teacher should emphasize the significance of the personal certificate of graduation, and congratulate each student as they come forward when their individual names are called. This certificate demonstrates students know the "ABCs" of bus safety -- "Always Be Careful" -- and as such, are safety-minded bus riders. This culminating activity can leave the bus safety program a positive experience shared by the entire class.

LESSON 10 – GRADUATION DAY/REVIEW

Use discussion questions from the first nine lessons to review the ABCs of *School Bus SAFETY* with your class.

LESSON 10

GRADUATION DAY

Parents - Congratulations, you and your child have successfully completed the bus safety program. Please spend a few minutes reviewing the past nine (9) lessons with your child. We hope that both students and parents will continually observe the importance of school bus safety. Thank you.

- LESSON 1** - WAITING FOR THE BUS
- LESSON 2** - APPROACHING THE BUS
- LESSON 3** - BOARDING THE BUS
- LESSON 4** - BEHAVING ON THE BUS
- LESSON 5** - EMERGENCY EXITS
- LESSON 6** - TEACHING DRIVERS OF OTHER CARS WHAT TO DO
- LESSON 7** - LEAVING THE BUS
- LESSON 8** - BUS DEPARTURE
- LESSON 9** - DROPPING AND RETRIEVING ITEMS

Grades 6 through 8

Curriculum

GRADES 6-8 LESSON PLANS

DAY 1 – LESSONS 1-3 (WAITING FOR, APPROACHING, & BOARDING THE BUS)

Objective:

To familiarize students with safety guidelines as they wait for the bus, approach the bus, and board the bus.

Activity: (10-15 minutes)

Read LESSONS 1-3 REVIEW SHEET and write a one (1)-paragraph essay about why it is important to follow these guidelines.

Lesson Plan:

Read, or have the students read, the safety guidelines listed on the LESSONS 1-3 REVIEW SHEET and have the students write a one (1)-paragraph essay about why it is important to follow these guidelines. Encourage students to identify some possible consequences that could result from not following these safety guidelines. Collect the essays to be placed in a BUS SAFETY PORTFOLIO at the end of the week.

DAY 2 – LESSON 4 (BEHAVING ON THE BUS)

Objective:

To help students identify themselves with positive behavior models, understand consequences for inappropriate behavior, and maintain a safe and orderly environment on the bus to and from school.

Activity: (10-15 minutes)

Read LESSON 4 REVIEW SHEET and answer TRUE or FALSE about each statement.

Lesson Plan:

Read, or have the students read, the safety guidelines listed on the LESSON 4 REVIEW SHEET and have the students choose between TRUE and FALSE for each statement. If the statement is FALSE, have the students make it into a TRUE statement by changing the underlined work. Encourage students to identify some possible consequences that could result from breaking and/or ignoring these safety guidelines.

Answers-

1. FALSE (*unacceptable*), 2. FALSE (*unacceptable*), 3. TRUE, 4. TRUE, 5. TRUE,
6. FALSE (*unacceptable*), 7. FALSE (*unacceptable*).

DAY 3 – LESSONS 5, 6, & 9 (EMERGENCIES, TEACHING DRIVERS OF OTHER CARS WHAT TO DO, & RETRIEVING ITEMS FROM UNDER THE BUS)

Objective:

To familiarize students with emergency exit plans and how to react in an emergency.

To familiarize students with the rules that apply to cars and encourage them to pass along this knowledge to their parents/guardians.

Activity: (20-25 minutes)

Read LESSONS 5, 6, & 9 REVIEW SHEET and participate in a mandatory bus evacuation drill.

Lesson Plan:

Read, or have the students read, the safety guidelines listed on the LESSONS 5, 6, & 9 REVIEW SHEET. Align this lesson with your mandated bus evacuation drill. During the actual bus evacuation drill, review what was discussed and reinforce this with actual, hands-on performance of their knowledge. Encourage students to physically identify some possible consequences that could result from not following these safety guidelines. Make certain that EVERY STUDENT participates in the bus evacuation drill.

DAY 4 – LESSONS 7 & 8 (LEAVING THE BUS & BUS DEPARTURE)

Objective:

To reinforce learning the appropriate guidelines for leaving the bus and the appropriate time-sequence for safe bus departure.

Activity: (10-15 minutes)

Read LESSONS 7 & 8 REVIEW SHEET and answer ALWAYS, SOMETIMES, or NEVER about each statement.

Lesson Plan:

Read, or have the students read, the safety guidelines listed on the LESSONS 7 & 8 REVIEW SHEET and have the students choose ALWAYS, SOMETIMES, or NEVER for each statement. If their answer is SOMETIMES, have the students explain what circumstances would make that statement acceptable/unacceptable. Encourage students to identify some possible consequences that could result from ignoring these safety guidelines.

Answers-

1. Always, 2. Never, 3. Always, 4. Always, 5. Always, Sometimes, or Never *(does not apply if you are not going to cross the street), 6. Never, 7. Always, Sometimes, or Never *(does not apply if you are not going to cross the street).

DAY 5 – LESSON 10 (REVIEW/PORTFOLIO DAY)

Objective:

To reinforce the entire Bus Safety learning series by reviewing the major learning objectives with the students and having them review the learning objectives with their parents/guardians.

Activity: (10-15 minutes)

Review DAYS 1-4 REVIEW SHEETS and have the students organize a BUS SAFETY PORTFOLIO using all the materials that they have collected over the week. The portfolio should be sent home for presentation to and discussion with the parents/guardians. The portfolio should be signed by the student and a parent/guardian and returned to the teacher.

Lesson Plan:

Review all the safety guidelines listed on the DAYS 1-4 REVIEW SHEETS. Have the students organize and staple all of their handouts and worksheets together to create a **BUS SAFETY PORTFOLIO**. On the bottom of the Day 5 sheet there is a place for student signature and a parent's/guardian's signature. Direct the students to take their portfolio home and review it with their parents/guardians. Direct them to review with their parents what cars are supposed to do (Lesson #6). The student and the parents/guardians should sign the bottom of the DAY 5 form.

Explain to the students that their portfolio becomes a signed contract between them, their parents/guardians, the school, and the bus drivers stating that they, the students, will follow all of the safety guidelines outlined and discussed to ensure a safe and orderly trip to and from school each day. Assign that the students return the signed portfolio to you in order to successfully complete the bus safety program.

*Hint-Give the students some positive reinforcement for completion of this task
(ie. certificate, candy bar, etc.)*

DAY #1
LESSONS 1-3

WAITING FOR THE BUS
APPROACHING THE BUS
BOARDING THE BUS

***Directions** – Review the following safety guidelines and write a one paragraph essay about why it is important to follow these procedures while waiting for, approaching, and boarding the school bus.*

SAFETY GUIDELINES:

1. Stand at the bus stop in the correct area and do not fool around with other students, their personal property, or private property around or near the bus stop.
2. Do not leave the bus stop or approach the bus until it has come to a complete stop and the red lights are flashing.
3. If you have to cross the street, wait for the driver to signal you across and then walk well in front of the crossing arm so that the driver can see you.
4. Wait for the driver to open the door and enter in a single file line. Avoid pushing, shoving, or tripping others while entering the bus.
5. Move immediately down the aisle and sit in your seat.

Write a one (1)-paragraph essay about why it is important to follow these guidelines. In your paper, state some possible consequences that could result from your failure to follow the guidelines listed above.

DAY #2
LESSON 4

BEHAVING ON THE BUS

Directions – Decide whether or not the following are true statements about appropriate behavior on the school bus. Mark each question true or false and, if it is false, correct the error.

SAFETY GUIDELINES:

1. If you really need to tell your friend something in the back of the bus it is acceptable to turn around and yell to them.

TRUE or FALSE

2. When the bus door closes and the bus begins moving it is then acceptable to throw paper at each other.

TRUE or FALSE

3. If you are talking to the person next to you and the bus comes to a stop at a railroad crossing it is acceptable to be silent so that the driver can listen.

TRUE or FALSE

4. If you get bored on the bus it is unacceptable to start poking holes in the bus seat.

TRUE or FALSE

5. If you decide to clean out your book bag while on the bus it is unacceptable to throw your trash on the floor or out of the window.

TRUE or FALSE

6. If you decide that you do not particularly like your seat after the bus starts moving it is acceptable to stand up and walk to another seat.

TRUE or FALSE

7. If there is another student on the bus that you are not particularly fond of it is acceptable to harass that student all the way to school.

TRUE or FALSE

DAY #3
LESSONS 5, 6, & 9

EMERGENCIES ON THE BUS
TEACHING DRIVERS OF OTHER CARS WHAT TO DO
RETRIEVING ITEMS FROM UNDER THE BUS

***Directions** – Review the following safety guidelines regarding emergencies, cars, and retrieving dropped items under or around the bus. Shortly after reviewing these guidelines you will take part in a bus evacuation drill. Remember what you learn and put it into action.*

SAFETY GUIDELINES:

1. If you feel sick on the bus, tell the driver immediately.
2. If the bus stops because something is wrong, stay seated until the driver gives you instructions of what to do.
3. Do not leave the bus until told to do so by the driver or another adult official.
4. The emergency exit door is located in the back of the bus. There are auxiliary exits located in the front, sides and sometimes top of the bus.
5. Always walk in a single file line when exiting the bus. Never rush the emergency exit door.
6. After you safely exit the bus you should get away from the bus and as far off the street as possible.
7. When you are safely away from the bus and off the street, you should stay with the group until given further directions. Never wander off or walk home.
8. Cars must slow down on flashing yellow lights and stop on flashing red lights.
9. On four lane roads or wider, cars approaching from ahead should slow down and use extreme caution when any lights are flashing.
10. Never try to retrieve something that has been dropped under or near the bus. Let the driver know and retrieve the item when it is safe to do so.

DAY #4
LESSONS 7 & 8

LEAVING THE BUS
BUS DEPARTURE

Directions – Review the following safety guidelines about leaving the bus. After reading each statement, decide whether the action is **ALWAYS**, **SOMETIMES**, or **NEVER ACCEPTABLE**. Discuss each item as you go along. If a situation can be true sometimes, explain under what circumstances that it would be acceptable.

A=ALWAYS

S=SOMETIMES

N=NEVER

SAFETY GUIDELINES:

1. **A S N** Stay seated on the bus until it comes to a complete stop.
2. **A S N** Get up from your seat and try to leave the bus before the driver has opened the door.
3. **A S N** Walk in a single file line when exiting the bus.
4. **A S N** Walk directly away from the bus after exiting.
5. **A S N** Walk in front of the crossing arm and far enough in front of the bus that the driver can clearly see you.
6. **A S N** Run, skateboard, or roller-blade between parked cars and buses.
7. **A S N** Wait for the driver to wave you across and look both ways before crossing.

TOTAL ALWAYS_____

TOTAL SOMETIMES_____

TOTAL NEVERS_____

DAY #5
LESSON 10

REVIEW / PORTFOLIO DAY

Directions –

1. *Review all of the bus safety guidelines and activities that were covered over the previous four days.*
2. *Staple all of your handouts and worksheets together to create a **BUS SAFETY PORTFOLIO**.*
3. *On the bottom of this sheet there is a place for your signature and a parent's/guardian's signature.*
4. *Take this portfolio home and review it with your parents/guardians. Teach them what cars are supposed to do (Lesson #6).*
5. *You and your parents/guardians sign the bottom of this form.*
6. *This portfolio becomes a signed contract between you, your parents/guardians, the school, and the bus drivers stating that you, the student, will follow all of the safety guidelines outlined and discussed to ensure a safe and orderly trip to and from school each day.*
7. *Return the signed portfolio to your teacher to successfully complete the bus safety program.*

GOOD WORK!!!

STUDENT SIGNATURE_____

PARENT/GUARDIAN SIGNATURE_____

APPENDIX A

NOTE: (This information can be found at the NHTSA website at www.nhtsa.dot.gov/kids)

APPENDIX B

Instructions To School Bus Riders

School bus riders, while in transit, are under the jurisdiction of the school bus driver unless the local board of education designates some adult to supervise the riders.

It is strongly recommended that all riders, parents of riders, and teachers become thoroughly familiar with the following regulations governing school bus riders. This may be accomplished by giving each student a mimeographed copy of Instructions to School Bus Riders.

It is also recommended that administrators and parent-teacher organizations hold school bus transportation meetings throughout the school year. The Illinois State Board of Education will be happy to assist in meetings of this type whenever possible.

INSTRUCTIONS (REMEMBER: These instructions should be followed to ensure the safety and well being of all students on the bus and to assist the driver in the safe operation of the school bus vehicle.)

1. Be on time at the designated school bus stop; help keep the bus on schedule.
2. **Stay off the road at all times while waiting for the bus .**
3. **Be careful in approaching the place where the bus stops. Do not move toward the bus until the bus has been brought to a complete stop.**
4. Do not leave your seat while the bus is in motion.
5. **Be alert to a danger signal from the driver.**
6. Remain in the bus in the event of a road emergency until instructions are given by the driver.
7. **Keep hands and head inside the bus at all times after entering and until leaving the bus.** Do not throw anything out the bus windows.
8. Remember that loud talking and laughing or unnecessary confusion divert the driver's attention and could result in a serious accident.
9. **Be absolutely quiet when approaching and crossing railroad crossings.**
10. Treat bus equipment as you would valuable furniture in your own home. **Never tamper with the bus or any of its equipment.**
11. Assist in keeping the bus safe and sanitary at all times. **No eating is allowed on the bus.**
12. Do not bring animals on the bus (except with special permission of the district).
13. **Keep books, packages, coats, and all other objects out of the aisles and away from emergency exits.** These items should be placed under the school bus seat while in transit.
14. Do not leave books, lunches or other articles on the bus.
15. **Be courteous to fellow pupils and the bus driver. To earn respect, you must first show respect.**

16. Help look after the safety and comfort of smaller children. Keeping distractions to a minimum will help the bus driver ensure your safety.
17. **Do not ask the driver to stop at places other than the regular bus stop.** He or she is not permitted to do this except by proper authorization from a school official.
18. Observe safety precautions at exit points. **Know and observe the rules.** When it is necessary to cross the highway, proceed to a point at least **10 feet in front of the bus** on the right shoulder of the highway where traffic may be observed in both directions. **Wait for the signal from the school bus driver permitting you to cross.**
19. Observe the same rules and regulations on other trips under school sponsorship as you observe between home and school. Respect the wishes of the chaperone appointed by the school.

REMEMBER: Your safety on the school bus depends on how well you conduct yourself as well as how the driver performs his or her responsibilities. There are consequences for breaking bus-riding rules, and you can lose your bus-riding privileges as a result of breaking the rules. The driver also has rules that must be followed and unsafe driving practices or inappropriate conduct should be reported to the school superintendent or principal.



Illinois State Board of Education

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