



## School Bus Safety

Grades  
**2-3**  
Lesson 4

School Bus  
Safety



**Time:** 25 - 50 minutes

*Studies have demonstrated that skill-building activities are the most effective way to promote child retention of pedestrian safety skills. Lesson objectives set the stage for building safety skills, which are emphasized through children's participation in class activities. More time can be spent on practicing skills if children are already familiar with the core material. This curriculum does not cover every possible scenario that a child may encounter as a pedestrian but instead addresses the basic skills needed to be a safe pedestrian. Instructors should use their discretion to break up material to accommodate their daily schedules.*

### Lesson Objectives

The objectives of this lesson are to teach children safe school bus riding behavior as well as safe boarding and exiting techniques. For a comprehensive approach to getting to the school bus stop, please review lessons 1-3 on walking along the road, crossing the road, and crossing intersections.

The children will be able to:

- Demonstrate safe behaviors while waiting, boarding, riding and exiting a school bus.
- Identify "danger zones" around a bus and responsibilities of people on a school bus.

### Why This Lesson is Important

School buses are the safest mode of transportation for getting children to and from school. Even though not all children ride the school bus every day, the majority will use the skills developed in this lesson at some point during their adolescence. These lessons coupled with an effective school transportation safety program that includes bus drivers, parents, and school groups is the best action that can be taken to enhance the safety of a child's ride to and from school and school activities.

### NC State Board of Education Policy

This lesson covers elements required by policy 16 NCAC 6B.0002: Policy governing school bus passengers. This policy requires local education agencies (LEAs) to provide instruction in school bus safety to all children during the first five days of school and at least once during each semester thereafter. This includes (1) basic skills and knowledge vital to safety in school bus transportation; (2) proper loading techniques, including street crossing at the bus stop; (3) instruction to ensure that passengers are familiar with the location and operation of emergency exits. *[The third objective of the policy can be added to the instruction for Lesson 4, but is not detailed in the lesson.]*

## Essential Standards

|  |   |
|--|---|
| <p>2.MEH.1.2: Summarize behaviors that help to avoid risks.</p> <p>2.ICR.1.5: Exemplify how to communicate with others with kindness and respect.</p> <p>2.V.1.2: Create original art that expresses ideas about people, neighborhoods, or communities.</p> <p>2.V.2.3: Create art from real and imaginary sources of inspiration.</p> | <p>PE.3.PR.4.1: Use self-control to demonstrate personal responsibility and respect for self and others.</p> <p>3.PCH.1.2: Classify behaviors in terms of whether they do or do not contribute to healthy living.</p> <p>3.ICR.1.2: Plan how to show compassion for all living things and respect for other people's property.</p> <p>3.V.2.1: Create art through a process that includes generating ideas, planning solutions, and producing original art.</p> <p>3.V.2.3: Create art from realistic sources of inspiration.</p> |
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## Common Core

|   |  |
|---|--|
| <p>CCSS.ELA-Literacy.SL.2.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>CCSS.Math.Content.2.MD.A.3: Estimate lengths using units of inches, feet, centimeters, and meters.</p> <p>CCSS.Math.Content.2.MD.A.4: Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.</p> | <p>CCSS.ELA-Literacy.SL.3.1: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>CCSS.Math.Content.3.MD.B.3: Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs.</p> |
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## Guidance

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|--|
| <p>RED.SE.1.1: Understand the importance of self-control and responsibility.</p> <p>RED.C.2.1: Identify situations from your daily life in terms of problems and solution strategies.</p> <p>EEE.SE.1.2: Illustrate personal responsibility in a variety of settings and situations.</p> <p>P.S.E.1.1: Identify how to set boundaries that maintain personal rights while paying attention to the rights of others.</p> <p>P.SE.1.2: Use self-determination to build independence.</p> |
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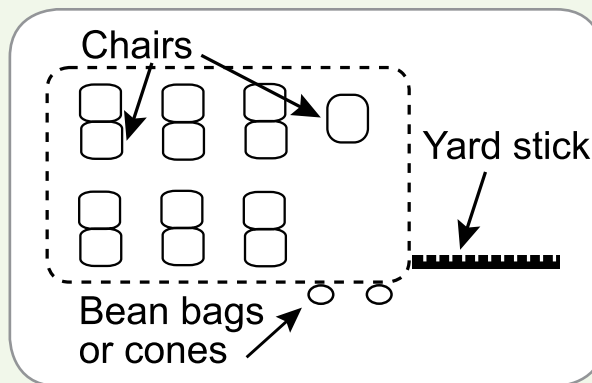
## Materials

- Chairs, cones, beanbags, yardstick, masking tape, rope, or other material to create a model school bus
- Danger Zones Diagram
- Safety on the School Bus Song and Music (if using Standby Activity Option)
- Parent/Caregiver Tip Sheet
- Child Assessment – Worksheet
- Child Assessment – Instructor Question and Answer Key

## Preparation

To create a model school bus, you will need to arrange several chairs into rows of two, leaving one chair by itself on the left side of the front row as the bus driver's seat. Use cones, beanbags, or other placeholders to represent the bus door. Use a yardstick to represent the cross bar. Create a school bus stop using chairs to form a bench and cones with signs.

### Example:



Review the Skill-Building Activity options in advance and conduct a site visit to determine the best location. If required, a Sample Parent Notification Letter and Consent form is included in Appendix C. The instructor may need parents or other adults on hand to assist with the Skill-Building Activity, depending on the number and abilities of children in your class. The instructor may decide to include an actual school bus and driver. Coordinate with assistants in advance. Review the **School Bus Safety** Video.

## Part 1 – Discussion and Demonstration

► Time: 15-20 minutes

1. Identifying Danger Zones
2. Waiting for a School Bus
3. Boarding a School Bus
4. Safe Behavior when Riding a School Bus
5. Exiting a School Bus



## Introduction

The instructor will...

- Identify reasons for riding the bus.
- Review how to safely get to the bus stop.
- Discuss and simultaneously model proper school bus safety behavior.
- Explain how to act when boarding, exiting, and riding on a bus.
- Explain how buses are used, their benefits, and why they deserve respect and caution.



*Buses are long vehicles that carry many passengers along a fixed route.*

*Raise your hand if you have ever ridden a bus.*

*Why did you ride the bus?*

- *To get to school, to go on a field trip, etc.*

*There are many different types of buses, depending on how they are used. There are school buses, city buses, and even buses that take passengers on trips across the country. Buses are wonderful in many ways, but because of their size, they need to be used with caution. Rules for riding other types of buses may be different than riding a school bus.*

*Today, we are going to explore school bus safety. Raise your hand if you rode on a bus to school today.*

*Can one of you describe your walk to the bus stop?*

***[Depending on the child's response, the instructor reviews and emphasizes parts of walking to the school bus stop: walking along the road, crossing streets, and crossing intersections.]***

*Remember, it is always important to walk safely when going to and from the school bus stop. Take out ear buds and let down your hood so you can see and hear what's going on around you.*

***[Instructor reviews information from Lessons 1-3 using the following talking points: What are some important rules to follow when walking to the school bus stop? What is the safest way to cross a road? What about an intersection?]***

*Where do we walk along the road if sidewalks are present?*

- Use the sidewalk; never walk in the road.

*How do we walk along the road when no sidewalks are present?*

- Walk on the left side of the street facing traffic

*Let's pretend that this is a school bus and a school bus stop (use diagram from the preparation portion of this activity plan). This seat is the driver's seat, the chairs are the passengers' seats, the space between the chairs is the aisle, and the cones are the door. The long yard stick coming from the front of the school bus is a long metal bar that folds out from the front to the side of the school bus. It is called the crossbar. It makes you walk out far from the front of the school bus so that the driver can see you if you must cross the front of the school bus.*

### 1. Identifying Danger Zones

*Before you board a school bus, it is important to know the danger zones. They are unsafe because the school bus driver is seated too high to see you.*

*Look at our school bus and imagine school buses you have ridden. Where do you think the most dangerous areas around a school bus could be?*

- *In front, behind, and on the sides of the school bus.*



**[Instructor shows and explains diagram of School Bus Danger Zones]**

To keep away from these danger zones, always stay at least 10 feet or 5 big steps away from the front, back, and sides of the school bus. Watch as I move 5 big steps away from the school bus.

**2. Waiting for a School Bus**

Okay, now that I know to always be cautious around a school bus, let's think about what I should do while I am waiting for the school bus. Remember that it is dangerous to get too close to the school bus.

Where do you think I should stand to wait for the school bus?

- At the school bus stop.

Right! A school bus stop is an area where the driver knows to stop in order to drop off and pick up children that want to ride the school bus. The driver is sure to see you there.

Now that I am at the school bus stop, I need to remember some other important rules while I wait. How should I act while waiting for the school bus?

- Stand or sit on the sidewalk, 5 big steps away from the edge of the road.
- Stay close to the adult in charge, never leaving the adult.
- Do not run or play around the school bus stop.

**3. Boarding a School Bus**

Let's think about what happens next when the school bus is arriving at our stop. Picture a school bus approaching our stop. It slows down. It stops at the school bus stop. The door opens. We will stand to the side of the door. When the school bus driver signals that it is safe, we may get on the school bus.

Watch as I walk up the steps. I use the handrail to climb the steep steps.

Who will I see when I get on the school bus?

- The school bus driver sitting at the front of the school bus.

Who is in charge on the school bus?

- The school bus driver.

**4. Safe Behavior While Riding a School Bus**

Once someone steps onto a school bus, he or she is now called a "passenger."

Passengers have responsibilities just like pedestrians. To be a good passenger, it is important to follow rules on the school bus. What are some rules we should follow on the bus?

- Find your seat quickly.
- Stay seated when the school bus is moving.
- Do not bother the school bus driver while the school bus is moving.
- Be polite to other passengers and talk quietly.
- Keep your hands to yourself and any items you may be carrying on your lap.

Watch as I enter the school bus and follow these rules to be a safe school bus passenger.

**5. Exiting a School Bus**

When the school bus driver has arrived at the school, or back at the school bus stop after school, we wait until the school bus is completely stopped before we get out of our seat. Why do we do that?

- If the school bus is still moving, we could fall. We are safer seated.



Once the school bus has stopped, we then quickly, but without running, get off the school bus. Why is it important to not dawdle and take a long time to get out of our seats and off the school bus?

- The school bus driver may not know you are getting off until you stand. They may drive away without letting you off if you don't act like you are getting off.

Great! Once the school bus has stopped moving, it is time to get out of our seats and move toward the exit. Watch as I move toward the exit of the school bus and hold the handrail as I exit.

After I exit the school bus, I have to remember to move out of the danger zone. How do I move out of the danger zone?

- Take 5 big steps away from the school bus.

Sometimes, we will need to cross the street to get to where we need to go. If we do have to cross the street, we also have to be sure we are safe at all times. It is always safest to cross the street with an adult, like we learned in earlier lessons. Sometimes, an adult is not available to help us cross the street. I am going to demonstrate what you should do if you have to cross the street after exiting the school bus:

First, I will walk to the edge of the extended crossbar. Who remembers what the crossbar is and why it keeps us safe?

- It is the long metal arm that stretches out along the side of the school bus. It shows us where to walk in front of the school bus so the driver can see us.

I will be sure to make eye contact with the school bus driver to make sure he/she sees that I need to cross in front of the school bus. I can do this by waving or nodding at the driver.

Next, I will move around the school bus's crossbar, NOT under or over the crossbar, and cross in front of the school bus. How should my body look when I am walking in front of the school bus?

- My head should be up, looking and listening for traffic.

At the far edge of the school bus, I will stop and look left-right-left to see if there are other vehicles coming. I will also look at the school bus driver for a sign that it is OK to cross. When it is clear, I will walk to the other side of the street.

What should you do if you drop something getting on or off the school bus?

- We should tell the school bus driver that we dropped something and ask for help to retrieve it. We should not run after it or try to pick it up because the school bus driver will not see us.
- If the bus is pulling away, we stand away from the bus and, once it has gone, we ask an adult to help us pick up the item we dropped.

When you go home from the bus stop, make sure you follow the rules for walking safely along the road, crossing streets and crossing intersections!

## Part 2 - Activities

► Time: 10-30 minutes

### Skill-Building Activity Options

It is highly recommended that instructors take children to a safe environment outdoors to reinforce the learned behaviors. Parent and other adult volunteers may be necessary to make this first-hand experience more valuable and safe for the children.

- a. Practice safe school bus riding with parent volunteers and school bus driver using a real school bus provided by the school district (20-30 minutes).





## Standby Activity Option

Use the following option if children are unable to practice skills outdoors.

- b. Invite a school bus driver to the classroom to share his or her experiences with the children. In addition to school bus safety, topics can include school bus routing, bus stop selection, and career choice.
- c. Practice safe school bus riding using the model school bus while singing the “Safety on the School Bus Song” (10-20 minutes). This skill level includes reasons for being safe in the song. Now, it’s your turn! Each of you is going to get the chance to show me what school bus safety means.

***[Instructor and children sing the song as they simultaneously board, ride, and exit the model school bus OR, if the model school bus is not large enough to accommodate all children, simulate body motions to demonstrate the steps for being safe on the school bus.]***

## Review (optional)

► Time: 5 minutes

If time permits, the instructor will...

- Review the steps for being safe while riding a school bus by showing the *Let’s Go Walking!* video *School Bus Safety* (approx. 4 minutes) and repeating the key concepts from the lesson.

*Let’s review all that we have learned today.*

*Where are the danger zones around the school bus?*

- *In the front, sides, and back of the school bus.*

*Where and how should I wait for the school bus?*

- *At the school bus stop, five big steps away from the edge of the road. Stand on the sidewalk if one is available.*

*How should I act while riding the school bus?*

- *Stay calm and seated, talk quietly, be polite to other passengers, and keep your hands and materials on your lap.*

*After the school bus has stopped at my destination, what should I do?*

- *Move to the exit, hold the hand rail while exiting, and move 5 steps away from the school bus.*

*Last, if I have to cross the street, what should I do?*

- *Move around the crossbar, make eye contact with the driver, keep your head up, stop at the outside edge of the school bus, look left-right-left, look at the school bus driver for a sign that it is OK to cross and safely cross when there is no traffic.*

*Remember, when walking to the school bus stop we should always follow the rules for walking along the road and crossing streets and intersections safely.*





## Suggestions for a Balanced Curriculum

Grades  
**2-3**  
Lesson 4

School Bus  
Safety

*These optional activities are included to extend the lesson into other areas of learning. Most activities presented may be completed within a 20-minute time period, or may be assigned as homework opportunities.*

### Mathematics/Healthy Living

Each day, have children complete the “How I Traveled to School This Week” chart below. Define each mode in the chart. Have children log the number of miles they traveled coming to school by each mode and calculate a weekly total.

**How I Traveled to School This Week**

|                     | Walk | Bike | School Bus | Carpool With Others | Family Car | Miles Traveled |
|---------------------|------|------|------------|---------------------|------------|----------------|
| <b>Monday</b>       |      |      |            |                     |            |                |
| <b>Tuesday</b>      |      |      |            |                     |            |                |
| <b>Wednesday</b>    |      |      |            |                     |            |                |
| <b>Thursday</b>     |      |      |            |                     |            |                |
| <b>Friday</b>       |      |      |            |                     |            |                |
| <b>Weekly Total</b> |      |      |            |                     |            |                |

**Class Travel to School This Week**

|                            | Walk | Bike | School Bus | Carpool With Others | Family Car | Total |
|----------------------------|------|------|------------|---------------------|------------|-------|
| <b>Miles Traveled</b>      |      |      |            |                     |            |       |
| <b>Percentage of Total</b> |      |      |            |                     |            | 100%  |

As a class, add up the miles for each mode and come up with the total number of miles traveled. The percentage for each mode is called the “mode share.”

Have the class brainstorm ways they can get to school in a healthy way. One option for kids who live farther away is to establish a “park and walk” location.

Challenge the class to reduce the number of miles traveled in a vehicle and increase the number of miles traveled by using active transportation modes — walking, biking.



## Mathematics

### Comparing Sizes

Children can analyze the size of a school bus and make comparisons to commonly known items, such as bikes, cars, and elephants. Have children estimate the heights of the following, then go over the answers:

- The average **car** is about 5 feet tall.
- An adult **bicycle** is approximately 3 feet 4 inches tall, depending on the user and type of bicycle.
- The average **school bus** is 10 feet tall.
- The average **elephant** is 9 to 11 feet tall.
- An outdoor **trash can** is approximately 3 feet 6 inches tall.

Using a flip chart, children can list items from largest to smallest. Have children measure themselves and place their height in the list. Purposefully, most or all of these items should be taller. Children can make a bar graph of the items in the correct order by size.

Have children answer questions similar to the following:

- Are you taller or shorter than a trash can? By how much?
- Are you taller or shorter than an elephant? By how much?
- Are you taller or shorter than a car? By how much?

Ask children, should you cross the street from behind a parked car? Garbage can? Why?

Use this lesson to reinforce why children should not cross the street from behind large objects or “visual barriers.”

## Arts Education – Visual Arts

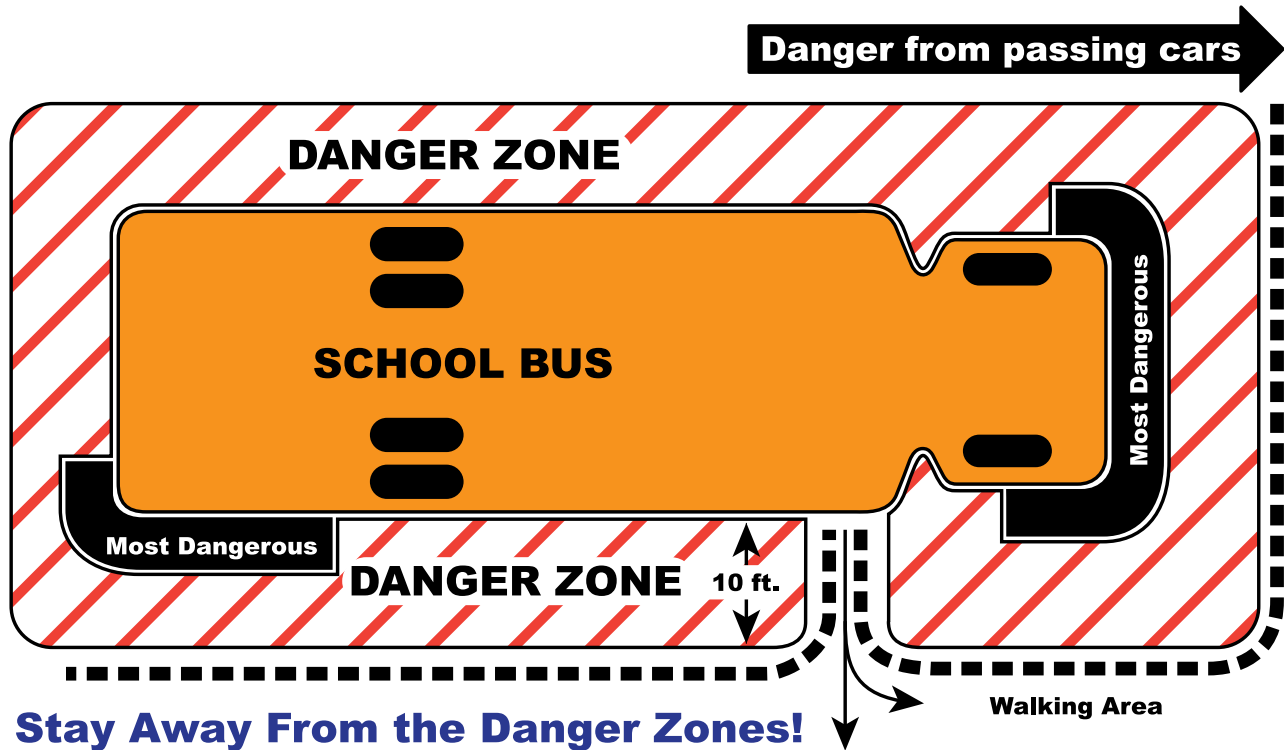
The North Carolina School Bus Safety Committee (NCSBSC) encourages schools around the state to submit entries to the **National School Bus Safety Poster Contest**. Each year the contest highlights a different theme surrounding school bus safety.

Art must be designed around the slogan which is a safety message that children should learn and understand. Posters are judged and prizes are awarded at both state and national levels. There are categories for grade levels K-8, Special Education, and computer assisted drawing (CAD).

Check [www.ncbussafety.org](http://www.ncbussafety.org) to find rules, deadlines, and submission requirements.



## Danger Zone Diagram



# **“Safety on the School Bus” Song**

***Sung to the tune of “Wheels on the Bus”***

We can ride the bus safely,  
Bus safely,  
Bus safely.  
We can ride the bus safely.  
We follow the rules.

The passengers stand to wait for the bus.  
Wait for the bus.  
Wait for the bus.  
The passengers stand to wait for the bus.  
We follow the rules.

The kids on the bus hold on to the rail.  
Hold on to the rail.  
Hold on to the rail.  
The kids on the bus hold on to the rail.  
We follow the rules.

The teacher on the bus says, “Please stay seated.”  
“Please stay seated.”  
Please stay seated.”  
The teacher on the bus says, “Please stay seated.”  
We follow the rules.

The driver on the bus says, “Shh! Shh! Shh!”  
“Shh! Shh! Shh!”  
“Shh! Shh! Shh!”  
The driver on the bus says, “Shh! Shh! Shh!”  
We follow the rules.

The kids on the bus keep their hands to themselves.  
Keep their hands to themselves.  
Keep their hands to themselves.  
The kids on the bus keep their hands to themselves.  
We follow the rules.

The door on the bus swings open wide.  
We step five.  
We step five.  
The door on the bus swings open wide.  
We follow the rules.

The crossbar on the bus swings out in front.  
Out in front.  
Out in front.  
The crossbar on the bus swings out in front.  
We follow the rules.

We can ride the bus safely,  
Bus safely,  
Bus safely.  
We can ride the bus safely,  
We follow the rules.

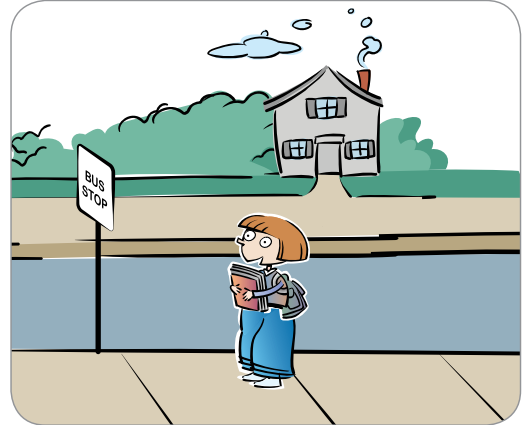


### School Bus Safety

This week in school your child learned ...

How to be safe on and near school buses:

1. STAY five big steps away from the edge of the road when waiting for the school bus. Stand on the sidewalk if one is available.
2. WAIT until the school bus driver says it is safe to get on the school bus. When the school bus driver says it is safe, get on!
3. BE RESPECTFUL of the driver on the school bus. Talk quietly and stay seated.
4. WAIT for the school bus driver to say it is OK to get off before exiting the school bus.
5. WALK 5 big steps away from the school bus. If you need to cross the street, move around the crossbar, and cross in front of the school bus to the outside edge of the school bus, stop and look left-right-left, look at the school bus driver for a sign that it is okay to cross and safely cross when there is no traffic.
6. ASK the school bus driver for help if you drop something getting on or off the school bus.



The best way for children to learn how to walk to the school bus stop safely and be safe while waiting for and riding the bus is to repeat these skills with an adult.

#### Remember:

Skills and knowledge do not always equal safe behavior. Make sure that your child is ready for walking to, waiting for, and riding the school bus safely by discussing these skills at home.

#### Note to parents: Passing a Stopped School Bus is against the law!

When a school bus displays its stop signal or flashing red lights to receive or discharge passengers, the driver of any other vehicle approaching the school bus must stop until the stop signal is withdrawn, the flashing red lights are turned off, and the bus has started to move.

For more detailed information on the North Carolina School Bus Stop Law see [www.ncbussafety.org/schoolbussafety/sbswlaw.html](http://www.ncbussafety.org/schoolbussafety/sbswlaw.html).

### Did you know?

Children's ability to understand and make decisions about their safety changes as they grow and develop.

#### Children in second and third grade:

- Need supervision as they learn more complicated safety skills.
- Can identify safe crossings with help and practice.
- Can learn how to identify traffic and stay focused while crossing the street with help and practice.

# PRACTICE AT HOME!

## School Bus Safety

Children ages 7-8 can begin to learn more complicated pedestrian safety tasks. Even though they are older, they should always be with an adult while walking near or around traffic.

Walk to your neighborhood school bus stop, or a pretend school bus stop in the neighborhood. Practice safe walking skills on the way to the bus stop.

- If there is no sidewalk, be sure to walk on the left side of the roadway, facing traffic. Never walk in the roadway.

**Ask your child to explain how to safely wait for a school bus. Your child should:**

- Stay 5 big steps away from the edge of the road, or on the sidewalk when waiting for the school bus.
- Wait until the school bus driver says it is safe to get on the school bus.

**Ask your child to explain to you what a “danger zone” is.**

- The “danger zone” is the area around the school bus where it is difficult for the driver to see. It is the area within 10 feet from the school bus on all sides.

**Ask your child to explain the proper behavior while on a school bus. Your child should:**

- Be respectful of the driver by talking quietly and staying seated.
- Wait until the school bus driver says it is OK to get off the school bus before getting out of their seats.

**Ask your child to explain how to safely get off the school bus.**

- Walk to the exit and hold the handrail while exiting the school bus.
- After exiting, walk 5 big steps away from the school bus. Stay out of the “danger zone” so the bus driver can see you.

**Ask your child what they should do if they need to get across the street after they get off the school bus.**

- If you need to get to the other side of the street when you exit the school bus, take 5 big steps away from the door of the school bus, walk around the crossbar where the school bus driver can see you. At the outside edge of the school bus, stop to look left, right, left for traffic.
- Look at the school bus driver for a sign that it is OK to cross when there is no traffic
- When it is clear, walk around the crossbar on the school bus, never over or under it.

Repeat the lesson and exercise any chance you get!





## Consejos para Padres/Cuidador Principal

### El Bus Escolar y la Seguridad

Esta semana en la escuela su hija/hijo aprendió:

Sobre la seguridad dentro y cerca de los buses escolares:

1. **PÁRATE** a cinco pasos grandes de la calle cuando estés esperando el bus escolar. Si hay una acera, espera allí.
2. **ESPERA** a que el conductor del bus te diga que es seguro subirse al bus. Cuando el conductor te diga que es seguro, ¡sube!
3. **SÉ RESPETUOSO** con el conductor del bus escolar. Habla en voz baja y quédate en tu asiento.
4. Antes de bajarte del bus **ESPERA** a que el conductor te diga que puedes hacerlo.
5. **CAMINA** 5 pasos grandes alejándote del bus escolar. Si tienes que cruzar al otro lado de la calle, pasa delante de la barrita de cruce que se extiende de la parte delantera del bus, parando cuando llegues al frente del conductor. Mira a la izquierda, a la derecha y a la izquierda otra vez, mira al conductor del bus para que te dé la indicación de que es seguro cruzar y cruza con cuidado cuando no venga ningún coche.
6. **PÍDELE** ayuda al conductor del bus escolar si se te cae algo mientras te subes o te bajas del bus.



La mejor manera para que los niños aprendan a caminar a la parada del bus escolar y esperar allí de forma segura, es repitiendo estas lecciones con un adulto.

#### Recuerde:

Una lección sobre la seguridad no asegura comportamientos seguros. Para asegurarse de que su hijo esté listo para caminar a la parada del bus, esperar el bus y viajar en el bus de forma segura, repasar la lección en casa.

#### Aviso para padres: ¡Pasar a un bus escolar parado es ilegal!

Cuando un bus escolar tiene una señal de alto o enciende las luces rojas intermitentes para recoger o dejar pasajeros, el conductor de cualquier vehículo que se acerque tiene que parar hasta que se retire la señal de alto, se apaguen las luces rojas intermitentes y el bus acelere de nuevo.

Para más información sobre la ley de Carolina de Norte sobre buses escolares parados visite:  
[www.ncbussafety.org/schoolbussafety/sbswlaw.html](http://www.ncbussafety.org/schoolbussafety/sbswlaw.html)

(Notéese que este enlace está en inglés)

¿Sabía usted que...?

La capacidad de los niños para entender y tomar decisiones sobre su seguridad cambia a medida que crecen y se desarrollan.

#### Los niños en segundo y tercer grado:

- Necesitan supervisión a medida que aprenden medidas de seguridad más complicadas.
- Con ayuda y práctica, pueden identificar cruces seguros y
- Con ayuda y paciencia pueden aprender a identificar tráfico y concentrarse al cruzar la calle.

# ¡PRACTIQUE EN CASA!

## El Bus Escolar y la Seguridad

Los niños entre los 7 y 8 años de edad pueden empezar a aprender comportamientos peatonales seguros más complejos. Aunque son mayores que los niños de los grados K-1, deben estar siempre con un adulto mientras caminen cerca del tráfico.

Camine con su hija/hijo a una parada de bus escolar en su barrio, o practique en una simulada. Practiquen comportamientos peatonales seguros mientras caminan a la parada de bus.

- Si no hay aceras, caminen al lado izquierdo de la calle de cara al tráfico.

**Pídale a su hija/hijo que le explique cómo esperar de manera segura al bus escolar. Su hija/hijo debe:**

- Parar a cinco pasos grandes del borde de la calle, o en la acera cuando esté esperando el bus escolar.
- Esperar a que el conductor del bus le diga que es seguro subirse al bus.

**Pídale a su hija/hijo que le explique que es una “zona de peligro.”**

- La “zona de peligro” es el área alrededor del bus que el conductor no puede ver con facilidad. Es el área dentro de los 10 pies (3 metros) alrededor del bus en todas las direcciones.

**Pídale a su hija/hijo que le explique cuál es el comportamiento apropiado cuando ella/él está en el bus escolar. Su hija/hijo debe:**

- Ser respetuoso con el conductor del bus escolar, hablando en voz baja y quedándose en su asiento.
- Esperar a que el conductor le diga que puede bajarse del bus antes de levantarse de su asiento.

**Pídale a su hija/hijo que le explique cómo bajarse del bus de manera segura.**

- Camina hacia la salida y agárrate de la baranda al bajarte del bus.
- Cuando te bajes, camina 5 pasos grandes alejándote del bus escolar. Quédate fuera de la “zona de peligro” para que el conductor te pueda ver.

**Pregúntele a su hija/hijo qué debe hacer si necesita cruzar la calle cuando se baje del bus escolar.**

- Si tienes que cruzar al otro lado de la calle cuando te bajes, camina 5 pasos grandes alejándote del bus escolar, pasa delante de la barrita de cruce donde el conductor pueda verte. Para al frente del conductor y mira a la izquierda, a la derecha y a la izquierda otra vez, para ver si hay tráfico.
- Mira al conductor del bus para que te dé la indicación de que es seguro cruzar.
- Cuando no vengán coches, cruza al otro lado de la calle. Pasa delante de la barrita de cruce que se extiende de la parte delantera del bus, no por encima ni por debajo de esta.

¡Repita la lección en cada oportunidad que tenga!



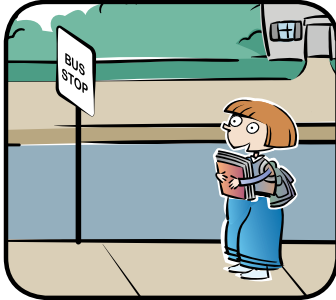




Name \_\_\_\_\_

## Child Assessment

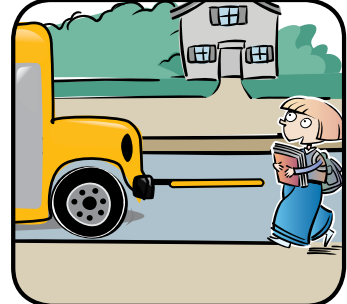
1. Mark the bubble under the picture that shows a child who is standing in the school bus “danger zone.”



**A** ☐

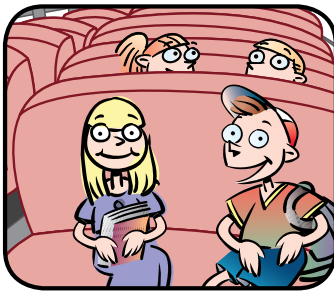


**B** ☐

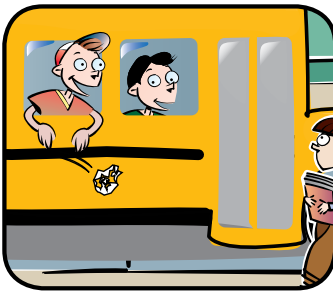


**C** ☐

2. Mark the bubble under the picture that shows a child being unsafe while riding the school bus.



**A** ☐



**B** ☐



**C** ☐

3. What is the part of the school bus that swings out to keep you from walking too close to the front of the bus?

**A** ☐ **The crossbar**

**B** ☐ **The yield sign**

**C** ☐ **The hand rail**

4. Which of the following should you never do at the bus stop?

**A** ☐ Run to the bus stop if you are late.

**B** ☐ Get to the bus stop early.

**C** ☐ Wait quietly and respectfully for others at the bus stop.

# Instructor's Question and Answer Key



## Questions:

1. Mark the bubble under the picture that shows a child who is standing in the school bus "danger zone."
2. Mark the bubble under the picture that shows a child being unsafe while riding the school bus.
3. What is the part of the school bus that swings out to keep you from walking too close to the front of the bus?
4. Which of the following should you never do at the bus stop?

## Answers:

1. B
2. B
3. A
4. A