



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 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>PE.4.PR.4.1: Use self-control through structure, expectations, and engagement to demonstrate personal responsibility and respect for self and others.</p> <p>4.V.3.3: Create art using the processes of drawing, painting, weaving, printing, stitchery, collage, mixed media, sculpture, ceramics, and current technology.</p> <p>4.CX.2.2: Apply skills and concepts learned in other disciplines, such as math, science, language arts, social studies, and other arts, in the visual arts.</p>	<p>PE.5.PR.4.1: Use self-control to work independently in developing responsibility and respect for self and others.</p> <p>5.V.3.3: Create art using the processes of drawing, painting, weaving, printing, stitchery, collage, mixed media, sculpture, ceramics, and current technology.</p>
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Common Core

<p>CCSS.ELA-Literacy.W.4.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CCSS.ELA-Literacy.SL.4.4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>	<p>CCSS.ELA-Literacy.W.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CCSS.ELA-Literacy.SL.5.4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>
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Guidance

<p>EEE.SE.1.2: Illustrate personal responsibility in a variety of settings and situations.</p> <p>EEE.C.2.2: Apply critical thinking skills systematically to solve problems and make decisions.</p> <p>EI.SE.1.1: Explain the impact of personal responsibility on others.</p> <p>EI.SE.3.1: Use communication strategies that are appropriate for the situation and setting.</p> <p>P.SE.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>

School Bus Safety

Grades
4-5
Lesson 4

School Bus
Safety

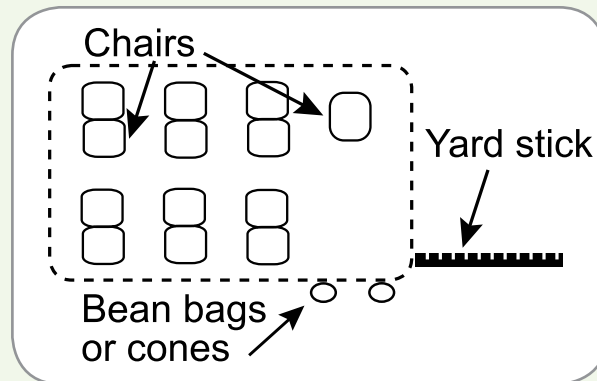
Materials

- Diagram of School Bus Danger Zones
- Chairs, cones, beanbags, yardstick, masking tape, rope, or other material to create a model school bus
- 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 B. 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 safety precautions when crossing in front of the school bus.



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! How many of you rode on a school bus today?

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

[Depending on child response, 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. The crossbar directs you to 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. Danger zones are unsafe areas around the school bus where the school bus driver can't see you.

What should I do to keep away from the danger zones?

- Stay a safe distance from the bus (about 5 big steps away).

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

Right, to keep away from these danger zones, always stay at least 10 feet or 5 big steps away from the school bus in front, behind, and on the 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.

How should I wait for the school bus?

- *At the school bus stop, sitting or standing, away from the road, and*
- *Do not run or play around the school bus stop.*

It's important to get to the school bus stop early so I never have to run across the street to catch a bus.

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. We are all waiting patiently in a single file line to get on the school bus. 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 and use the handrail to help me climb the steps.

Tell me some of the differences between a school bus and a passenger car?

- *The school bus driver is in charge.*
- *There are more seats and more kids.*
- *School buses are taller and longer than a car.*

Some buses have "lifts" to help people in wheelchairs board a bus safely.



Example of a Lift on a School Bus: www.ada.gov/emergencyprepguide.htm



4. Safe Behavior While Riding a School Bus

Once someone steps onto a school bus, he/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, and
- 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. I find an empty seat and sit down immediately.

5. Exiting a School Bus

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

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.
- The driver may drive away without letting you off if you don't act like you are getting off.

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 our destination. 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 bus is tall and the school bus driver will not see us.*

When you want to 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 a 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 (10-20 minutes) and play the "Cool or Uncool" game to reinforce the lesson.

Cool or Uncool

Think of scenarios for good and bad behavior on the bus. Have children decide whether the scenario is cool or uncool. Some examples are given below:

- The bus door is closed and the bus is leaving for school. Three friends in the back of the bus are yelling and talking loudly.
- One boy sees his best friend poke his pencil into the bus seat, so he starts doing the same thing.
- A girl needs to cross the street to get to the bus. She makes eye contact with the driver, and he motions for her to cross.
- The bus is nearing the school but hasn't stopped. Two girls get out of their seats and start racing toward the door.
- Four children wait in a single file line to board the school bus, talking about a song they heard on the radio this morning.
- After the bus starts moving, a boy gets up to go sit with his friend in the front of the bus.
- A girl is running late for school. She runs all the way to the bus stop without checking for cars at driveways, or stopping to look left-right-left before crossing the street.



Review (optional)

► Time: 5 minutes



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, away from the road.*
- *In a calm and controlled manner.*
- *Stand in a single file line so I can board quickly and quietly when the bus arrives.*

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
4-5
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.

Healthful Living

Have children count the number of steps they walk on a given morning to get to school. (They can use pedometers to help collect this information.) Use the data collected to make generalizations about the benefits of walking regarding the different modes children take to school.

- For children driven by parents or take carpools, children would count the number of steps it takes to walk to the car plus the number of steps from the car to the door of the school.
- For children who take the bus children would count the number of steps to the bus stop plus the number of steps from the bus unloading area to the door of the school.
- For the children who walk to school, children would count the number of steps from the door of their home to the door of the school.

Have children share data collected and calculate the average number of steps per mode.

Mode	Number of Steps	Average
Car / Carpool	## ## ## ## ## ## ## ##	
School Bus	## ## ## ## ##	
Walk	## ## ##	

Children should be instructed to write about the data in relation to walking and health. Which of these activities uses the most steps to get to school? What is the benefit of taking more steps? Are there benefits in addition to a person's physical health? What are different ways that kids can be more active and increase the number of steps they take in a day?

Children should:

- Introduce the topic clearly.
- Develop the topic with facts, definitions, and details.
- Use appropriate vocabulary to explain or inform the topic.
- Provide a concluding statement.

What other steps do kids take in a day? Have kids guess how many steps they would take in each of the following scenarios and record how many steps are actually taken. Examples are given below:

- Your bedroom to the front door?
- Your locker to your homeroom or first class of the day?

- Your front door, around your house or building and back to the front door?
- Your locker to your best friend's locker?
- Your home to a friend's home?
- The front door of the school to your locker or first class?

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 to find rules, deadlines, and submission requirements.



Diagram of School Bus Danger Zone





Parent/Caregiver Tip Sheet

School Bus Safety

This week in school your child learned ...

How to be safe on and near school buses:

1. STAY on sidewalk, away from the road when waiting for the school bus.
2. WAIT until the school bus driver says it is safe to get on the school bus. Get in quickly and quietly in a single file line.
3. BE RESPECTFUL of the driver on the school bus. Talk quietly, and stay seated.
4. WAIT until the school bus is completely stopped before getting out of your seat to exit 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 OK to cross and safely cross when it is clear.
6. ASK the school bus driver for help if you drop something getting on or off the school bus.

Remember:

Your child is starting to show that he/she understands what safe behavior is and why it is important. Help your child work toward autonomy by reinforcing safe pedestrian behaviors and by practicing with him/her each time you walk near or around traffic.

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. As your child grows, revisit these safety issues to make sure your child is walking to the school bus stop using safe pedestrian behavior and riding the school bus safely.

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

Did you know?

Children develop the ability to understand and make decisions about their safety at different rates. The degree of supervision they require depends on the capabilities of each individual child.

Children in fourth and fifth grade:

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

PRACTICE AT HOME!

School Bus Safety

Children ages 9-10 are still learning to make safe judgments and must prove to you that they may soon deserve independence. They should always be aware that they are setting an example for younger children.

Have your child demonstrate safe walking skills by leading you 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. He/she should:

- Stay on the sidewalk or away from the road 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 and where it is located in relation to the school bus.

- The “danger zone” is the area around the school bus where it is difficult for the driver to see you. It is the area within 10 feet in front, on both sides, and behind the bus. It is not safe to stand in these areas.

Ask your child to explain the proper behavior while on a school bus. Children 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 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, walk around the crossbar to make sure the school bus driver can see you.
- Walk to the far edge of the school bus and look left-right-left to ensure no traffic is coming. Look at the driver for a sign that it is clear and safe to cross.
- When there is no traffic, walk to the other side of the street.

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 de y cerca de los buses escolares:

1. QUÉDATE en la acera a unos pasos de la calle mientras esperas el bus escolar.
2. ESPERA a que el conductor del bus te diga que es seguro subirse al bus. Sube al bus en fila india rápidamente y sin hacer mucho ruido.
3. SÉ RESPETUOSO con el conductor del bus escolar. Habla en voz baja y quédate en tu asiento.
4. ESPERA a que el bus escolar se detenga completamente antes de levantarte de tu asiento para bajarte.
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.

Recuerde:

Su hija/hijo está empezando a demostrar que entiende lo que significa un comportamiento seguro y por qué es importante. Ayude a su hija/hijo a trabajar en su autonomía y a reforzar comportamientos peatonales seguros, practicándolos con ella/él cada vez que caminen cerca del tráfico.

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. A medida que su hija/hijo crezca, repasen estos conceptos de seguridad para asegurarse que ella/él siga caminando a la parada de bus y viajando en bus de forma segura.

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 (Noté que este enlace está en inglés)

Los niños desarrollan la capacidad de entender y tomar decisiones sobre su seguridad a ritmos diferentes. El nivel de supervisión que necesitan cambia dependiendo de cada niña/niño.

Los niños en cuarto y quinto 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 9 y 10 años de edad todavía están aprendiendo a tomar decisiones seguras y deben demostrarle que merecen ser independientes. Siempre deben recordar que son el ejemplo para los niños más pequeños.

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 del bus.

- Si no hay aceras, caminen en el 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. Ella/él debe:

- Quedarse en la acera o a unos pasos de la calle 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” y dónde está en relación al bus escolar.

- 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. No es seguro estar en esta área.



Pídale a su hija/hijo que le explique cuál es el comportamiento apropiado cuando ella/él está en el bus escolar. Los niños deben:

- Ser respetuosos con el conductor del bus escolar, hablar en voz baja y quedarse en su asiento.
- Esperar a que el conductor les diga que pueden bajarse del bus antes de levantarse de su asiento.

Pregúntele a su hija/hijo ¿qué debes hacer si necesitas cruzar la calle cuando te bajes del bus escolar?

- Si tienes que cruzar al otro lado de la calle cuando te bajes, 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 haya coches, cruza al otro lado de la calle.

¡Repita las lecciones y ejercicios en cada oportunidad que tenga!



Name _____

Child Assessment

1. Which of the following is not a school bus danger zone?

- A** ☐ directly in front of the bus
- B** ☐ directly in the back of the bus
- C** ☐ on the sidewalk away from the road

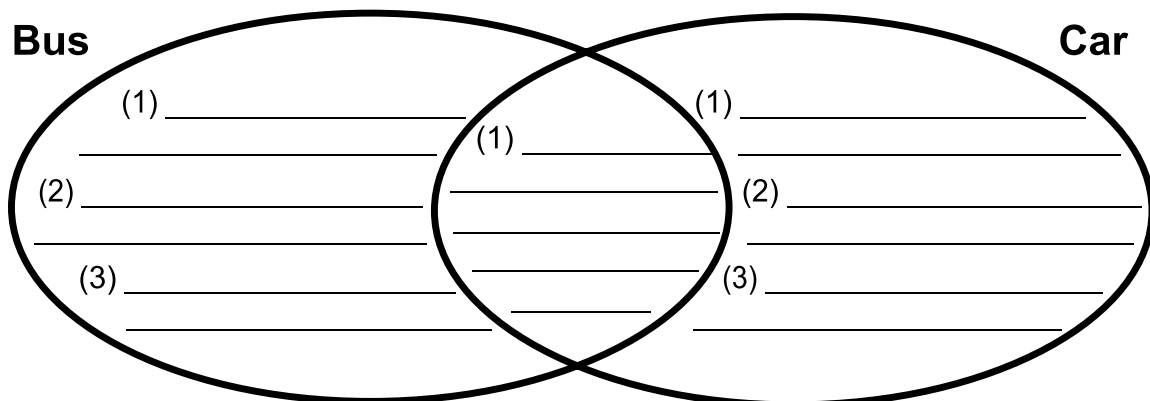
2. What should this child be doing to be safe and respectful on the school bus?



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

- A** ☐ the hand rail
- B** ☐ the crossbar
- C** ☐ the intersection

4. Complete the Venn Diagram to compare a bus to a car. You should name at least three ways buses and cars are different from each other, and name at least one way they are the same.



Instructor's Question and Answer Key



Questions:

1. Which of the following is not a school bus danger zone?
2. What should this child be doing to be safe and respectful on 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. Complete the Venn Diagram that compares a bus to a car. You should name at least three ways buses and cars are different from each other, and you should name at least one way that they are the same.

Answers:

1. C - on the sidewalk away from the road.
2. Answers vary but could include: The child should be sitting down, facing forward, talking quietly, not distracting the bus driver.
3. B - the crossbar
4. [Answers may vary]

Instructor's Question and Answer Key



Questions:

1. Select the answer that describes the safest place to exit a car in a parking lot.
2. Draw the safest place to walk if you are a pedestrian in this parking lot.
3. Peter has just walked out of the toy store with a brand new basketball. As he is walking to the car, the basketball slips from his hands. What should Peter do?
4. Lauren is carefully walking through a parking lot. She notices white lights on the back of a car that is parked in a parking space. What are the white lights on the back of the car and what should Lauren do?

Answers:

1. C - from the same side as the driver.
2. A line should be drawn down the side of the parking row, approximately 3 steps away from the back of the cars.
3. Answers may vary but should include:
 - a. Let the ball roll away but watch where it goes.
 - b. Tell an adult where it is and let the adult go to get the ball.
4. Answers may vary but should include:
 - a. The white lights mean that a car may be backing up out of a parking space.
 - b. Freeze and wait to see if the car moves.