

# BUS SAFETY

## Health

### Pre K - 2

**Purpose:**

Students will learn bus safety skills through practice and reinforcement activities.

**Description:**

Students will learn safe bus behavior through investigation, discussion, hands-on activities, role playing and first-hand experience. They will be made aware of how students are transported to school. Students will demonstrate appropriate behavior through use of digital camera.

**Preparation:**

- Contact media specialist for available resources to include books, videos, software and web sites.
- Arrange for a bus driver to visit class.
- Arrange for a bus for student bus tour.
- Schedule use of camera (digital, video, and/or still).

**Activities:**

	Curriculum Standards	NETS for Students
1. As a class, discuss how each student came to school. Make a graph (bus, walk, car) and look at the results of how people came to school. Make a second graph for how children are going home. Compare the two graphs.	5 Inquiry Primary Data	5 10
2. Invite a bus driver to the classroom to discuss behavior on the bus and at the bus stop.	1 Read, view, listen -literal comprehension -interpretation and evaluation	
3. Students will watch "Winnie the Pooh and Bus Safety" video. After viewing the video, participate in short discussion of "Do's and Don'ts" of bus safety. Students will participate in music and movement by singing and acting out "Wheels on the Bus" by Raffi. Students will then listen to selected literature relating to bus safety issues.	1 Read, view, listen -literal comprehension 3 Arts	1 2

<p>4. Students plan, do, and review bus safety rules during a school bus tour. Activities include:</p> <ul style="list-style-type: none"> <li>a. Group discussion regarding rules, concerns, questions. Teacher documents comments for reference.</li> <li>b. Students practice loading bus. Reference danger zones, standing in line using railing, greeting bus driver, walking, observing.</li> <li>c. Eye Spy – children identify emergency signs, exit, lights.</li> <li>d. Students practice bus rules—walk, sit, storage of personal belongings, inside voices.</li> <li>e. Students practice unloading.</li> <li>f. Refer to questions/concerns/ideas. How to stay safe on the bus and why.</li> </ul>	<p>2 Speak effectively in English language 7 Understand interactions among people/cultures 8 Use information to make decisions</p>	
<p>5. Students become familiar with the danger zones surrounding the bus. Use overhead transparency to introduce location of zones. Show students the danger zones of an actual bus (or chalk outline of bus.) Estimate length and width of zones using stride length as measurement tool. Actually walk length and width of zones counting and recording number of strides. Practice walking around the bus avoiding the danger zones. Use a coloring sheet to reinforce the location of the danger zones.</p>	<p>4 5 8</p>	<p>1</p>
<p>6. Have students construct a bus using construction paper and geometric shapes. Have the students write their bus numbers on the front of their buses. Put the final products on the floor to make a picture graph by bus numbers.</p>		<p>2 5</p>
<p>7. Role Play – As a class the students will role play by acting out safety rules for the bus. The students may also role play the safety rules with the use of a still, video or digital camera. The students may also draw and write a rule.</p>	<p>3 Arts Artistic Creativity Performance Expression Primary</p>	<p>1 9</p>
<p>8. Activity and/or Assessment – Through the use of still, video, or digital camera students and/or teacher will film students following appropriate bus safety behaviors. With parental permission, pictures with captions can be posted to the classroom website.</p>	<p>8 Decision Making 9 Resource Management</p>	<p>8 9</p>

## Tools and Resources

(List all Web sites, specific software and hardware needs)

[www.safety-council.org/info/child/elmer/elmerthe.htm](http://www.safety-council.org/info/child/elmer/elmerthe.htm)

<http://library.thinkquest.org/CR02115001>

**Video**

**VCR**

**Raffi CD**

**CD player**

**Literature**

**Overhead projector**

**Camera (digital, video, or still)**

**Computer**

**Uploading software**

## Assessment

(How will you assess the students' learning? If you have a rubric, record it here. Be as specific as possible)

- Bus safety assessment (state test)
- Demonstration of proper behaviors via camera
- Journaling of teacher observation

## Authors (including contact information)

**(Record the names and email addresses, if possible, of those who contributed to the development of this lesson sequence)**

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## Personal Account

**(Have you taught this lesson sequence before? What are the great learning/experiences you had?)**

Feel free to modify or adapt to your specific situation/needs.