

Cowden-Herrick Schools Cool Tool

DISTRICT-WIDE: EXPECTATION (Elementary): Respect the bus

NAME OF THE SKILL: Respect

PURPOSE OF THE LESSON / WHY IT IS IMPORTANT

To teach students the behaviors to keep them safe while riding to and from school on the bus:

1. Keep hands and feet to self at all times.
2. Make good choices when speaking to others.
3. Remain seated in assigned seat at all times.
4. Respect the bus and all property on it.
5. Follow the bus driver's directions.

PRE-TEACHING ACTIVITY: Have students compare the rules on the bus with the cool tool expectations. Determine which expectation is needed for each of the bus rules.

TEACHING EXAMPLES:

1. You see another student standing instead of sitting. You then remember that we must stay safe and stay sitting forward because we will be hurt if the bus has to stop quickly. You choose to stay sitting to be safe.
2. You are on the bus and other students are yelling and/or name calling across the bus to other students. You know that loud talking and name-calling is not a positive bus behavior. You choose to talk in a normal voice and speak good purpose with a nearby friend.
3. You are on the bus and the driver is telling everyone to sit down in their seats. Other students are standing near their seats and not listening to the driver. You know that showing respect for the driver means following directions. You immediately sit down and follow the driver's directions.
4. You see a marker in someone else's backpack and want to draw on the seat. You remember that we keep our hands to ourselves and draw on paper, not objects. You choose to keep your hands in your lap and use a marker from home to draw on paper when you get home.

STUDENT ACTIVITIES / ROLE PLAYS:

1. Role Play: On the bus, first, then in the classroom: Set up a chair behind another chair and have a student stand to turn around and talk. Have students practice sitting and reminding others, by speaking with good purpose, telling them we need to stay sitting to be safe.
2. Role Play: On the bus, first, then in the classroom: Have a student begin talking loudly to another student sitting on the far end of the bus and in the classroom. If possible, allow several others to do the same. Stop conversation and emphasize to students that this level of noise can be very distracting to the driver, causing the driver to look at the students and not on the road-which is unsafe. Select a student to politely resist a conversation across the room and choose to talk to a nearby friend.
3. Role Play: On the bus, first, then in the classroom: Ask students to show how they should sit on the bus. (Hands in lap, sitting in seat, feet on floor, facing forward). Ask if they know why they need to sit this way. Explain that distractions to the driver cause the driver to look at students and not on the road-which is unsafe.
Student Input: Ask students for their ideas on what the drivers want the students to do. (Sit right away; listen to rules, quiet voices, etc.)
4. Role Play: On the bus, first, then in the classroom: Select two students. Student A, who has a marker visible in his/her backpack, and Student B, who considers taking it. Talk with Student B before the role play to ensure an appropriate response. Student B remembers to keep his/her hands to themselves and that he/she has a marker and paper at home to draw with.

REINFORCEMENT ACTIVITIES:

1. Quickly re-teach students before dismissal about how to respect the bus.
2. Reinforce/reward positive behavior. Give Bus Buck.
3. Role Play when needed throughout the entire year. Behaviors need to be recognized and re-taught to achieve success.