

Lake Street Bus/Van*

Essential Understanding – Lake Street Elementary School’s plan for success involves demonstrating behavior that is safe, respectful, responsible, and cooperative.

Objective: Students will act safely, respectfully, responsibly and cooperatively while waiting for their bus and on the bus by demonstrating how to:

Be Responsible: To do what you are supposed to do, when you are supposed to do it.

- Keep track of your belongings
- Keep bus area clean and litter free

Be Respectful: To treat others the way you want to be treated.

- Use a quiet/indoor voice
- Listen to the bus driver
- Use polite words

Be Cooperative: To work and play together willingly and get along

- Share bus seat

Be Safe: To take care of yourself and others so no one gets hurt.

- Remain seated while on the bus/van
- Follow school and bus rules
- Keep hands, feet and objects to yourself

Initiation: *“Today we are going to talk about ways to be responsible, respectful, cooperative and safe while waiting in the bus/van and while riding on the bus/van... Who would like to raise their hand and tell me what we are going to discuss?”* (Students repeat what you just said.) *We have already talked about what it means to be responsible, respectful, cooperative and safe. Who remembers the definition of being responsible?* If no one volunteers, remind students of the definition. Repeat the process for definitions of respectful, cooperative and safe. *Keeping those definitions in mind, what are some ways you can show how to be responsible while waiting for your bus and while riding on the bus.* Guide student responses into observable behavior; refer to the list under the objective. Repeat for being respectful, cooperative and safe while waiting for the bus and while riding the bus.

Lake Street Bus/Van

Procedure for Bus/Van: Demonstrate and role play. *“I’d like to show you some examples of how you can BE RESPONSIBLE, RESPECTFUL, COOPERATIVE AND SAFE while waiting for your bus as well as some examples that would not be considered responsible, respectful, cooperative or safe. See if you can tell the difference.”* (ONLY TEACHERS ROLE PLAY NEGATIVE BEHAVIOR).

1. Follow hallway behavior expectations to get to the bus/van waiting area.
2. Next, teacher demonstrates one or two of the following: running into the bus/van line, twirling around, touching other students, getting in and out of line, talking loudly, and/or rudely. Ask students if this displays responsible, respectful, cooperative and safe behavior. Have students explain why or why not.
3. Discuss the importance of following adult directions and staying seated if in the classroom waiting for their bus/van to be called or staying in line once they get to the bus/van waiting area. Have all students practice the responsible, respectful, cooperative and safe way to stand in line while waiting for their bus/van.

Procedure for riding the bus/van:

1. In the classroom, arrange classroom chairs in two rows to represent bus seating. Sit down in one of the seats and place your backpack on the floor in the aisle while the students try to find seats on the bus. Ask, *“Is this being safe?”* discuss the importance of keeping your belongings close to you and out of the way so other students have a safe passage onto the bus.
2. Ask for volunteers to show or tell other ways that ARE examples of being responsible, respectful, cooperative and safe while riding the bus.
3. Make connections: ask, *“What responsible, respectful, cooperative and safe behaviors are expected of you when riding in a car with your family? How are these behaviors similar while riding in a bus?”* Discuss bus rules and safety guidelines. Discuss the importance of using kind words and a quiet voice on the bus. (optional: make a Venn diagram)

Assessment: ask each student to tell or demonstrate what responsible, respectful, cooperative and safe behavior in the bus waiting area or while riding on the bus looks like. Give a pride point to each student with an appropriate response. Guide students who are not responding appropriately and then give them a pride point.

Optional assessment: Project or written assignment

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