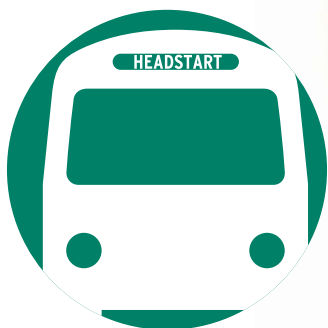


Transportation Safety Education Curriculum

For Preschool Children



A Curriculum and Resource Guide for
Classroom Teachers and Bus Monitors



Copyright © 2003 by EPIC (Enterprise for Progress in the Community.) All rights reserved. No part of this book may be reproduced in any form or by any electronic or mechanical means, including information storage and retrieval systems without prior permission from EPIC (Enterprise for Progress in the Community).

With support from the Migrant and Seasonal Head Start Quality Improvement Center/Academy for Educational Development www.mhsqic.org





A Curriculum and Resource Guide for
Classroom Teachers and Bus Monitors

Transportation Safety Education Curriculum

For Preschool Children

*Meeting Head Start Program
Performance Standards and Child Outcomes*

Developed By:

Tina Heily

Child Development Coordinator, EPIC Head Start
Yakima, Washington

Acknowledgments

I wish to recognize the following EPIC Head Start staff for their support in the creation and implementation of the Transportation Safety Education Curriculum. Thank you all from the bottom of my heart. You are a true testament to the Head Start values, goals and missions to serve children and families.

Debbie Heide	Transportation Manager
Joann Carow	Transportation Manager
Linda Goodpaster	Transportation Manager
Ted Tucker	Bus Driver
Marilea Roberts	Bus Driver
Gary Pue	Bus Driver
Robert Garcia	Bus Driver
Trini Mendoza	Bus Driver
Crystal Zumwalt	Bus Driver
Phil Hammond	Bus Driver
Linda Porter	Bus Driver
Brenda Gongora	Bus Driver
Reyes Robledo	Bus Driver
Eunice Hopfauf	Bus Driver
Shelly Gallegos	Bus Driver
Daniel Rodriguez	Bus Driver
Loren Youderian	Bus Driver
Pam Sterling	Transportation Assistant
Brenda Widmyer	Transportation Assistant
Jack Moseman	Transportation Assistant
Ester Rivera	Transportation Assistant
Roxana Safford	Transportation Assistant
Isabel Huizar	Transportation Assistant
Maria Martinez	Transportation Assistant
Luz Deleon	Transportation Assistant
Mayte Martinez	Transportation Assistant
Martha Valencia	Transportation Assistant
Maria Lupe Rios	Transportation Assistant
Erlinda Gonzalez	Transportation Assistant
Enriqueta Rafaela	Transportation Assistant
Anabel Cruz	Transportation Assistant
Julie Gasseling	Transportation Assistant
Israel Benavidez	Transportation Assistant
Myrtle Dahlin	Curriculum Program Manager
Julie Flores	Child Development Coordinator
Veronica Santangelo	Child Development Coordinator
Lupe Lagunas	Child Development Coordinator
Nancy Spurgeon	Program Director
Ellane Jepson	Operations Director

Table of Contents

5 Introduction

10 Meeting the Head Start Program Performance Standards

13 Teacher's Guide for Using the Curriculum

19 Introduction to Safety Sam and his Backpack

SECTION 1

21 Unit 1: Safe Riding Practices

Sample Lessons

Head Start Child Outcomes Web

Think Safety Chart/Pictures

Additional Activities

31 Unit 2: Safety Procedures for Boarding and Leaving the Vehicle

Sample Lessons

Head Start Child Outcomes Web

Think Safety Chart/Pictures

Additional Activities

41 Unit 3: Safe Procedures in Crossing the Street to and from the Vehicle at Stops

Sample Lessons

Head Start Child Outcomes Web

Think Safety Chart/Pictures

Additional Activities

53 Unit 4: Recognition of the Danger Zones Around the Vehicle

Sample Lessons

Head Start Child Outcomes Web

Think Safety Chart/Pictures

Additional Activities

63 Unit 5: Emergency Evacuation Bus Drill

Sample Lessons

Head Start Child Outcomes Web

Think Safety Chart/Pictures

Additional Activities

SECTION 2

73 Family Letters with Parent/Child Activity

SECTION 3

84 Teaching on the Bus—A Guide for Bus Monitors

SECTION 4

88 Resources

Videos

Children's Books

Publications

Head Start Performance Standard 1310.21

Head Start Child Outcomes

Head Start Child Outcomes Web

Memory Games/Sequence Cards

Fingerplays/Songs

Bus Patterns

Child Completion Certificate

SECTION 5

110 Sources of Information

Introduction

EPIC Transportation Safety Education Curriculum

Transportation Safety Education for Preschoolers and Their Families

The *EPIC Transportation Safety Education Curriculum* for Preschool Children was developed in a collaborative effort between the education team and transportation staff of EPIC (Enterprise For Progress in the Community), a non-profit organization providing Head Start, Migrant and Seasonal Head Start and State Funded Preschool programs in five central Washington Counties. The curriculum was piloted during the 2001–2002 program year and is now in use throughout EPIC’s system, reaching more than 1,500 children annually. Tina Heily, Child Development Coordinator, authored the curriculum. The Migrant and Seasonal Head Start Quality Improvement Center/AED then reviewed, commented and designed the layout for the curriculum.

What is the *EPIC Transportation Safety Education Curriculum*?

In this curriculum, vehicle safety and pedestrian safety are presented as an ongoing part of preschool education and includes components devoted to classroom activities, bus activities, parent education materials for use in home tasks, parent meetings, and home visits, to impact the health, safety, and well-being of the entire family.

The *EPIC Transportation Safety Education Curriculum* is specifically designed to match the unique qualities of Head Start, Migrant and Seasonal Head Start, and State Funded Preschool environments.

- It incorporates safety education concepts into preschool **Child Learning Outcomes** (Domain Areas) — language development, literacy, mathematics, science, creative arts, social & emotional development, approaches to learning, physical health & development, and language acquisition (for non-English speaking children)
- It **Supports** the Head Start Program Performance Standards including – Sec. 1310.21 (b) Safety Education



- It offers great **Flexibility** for teachers – It provides sample lessons and alternatives to fit a variety of Teaching Styles and allows for Creativity of individual teachers in how activities are executed throughout the classroom environment.
- It can be **Individualized** to meet the learning needs of a group or specific children.
- The **Goal** of the curriculum is to gain Children's Interests, make the lessons Relevant to their lives, and build Self-Esteem that leads to Self-Motivation and acting on what they've learned.

What Piloting the Curriculum Taught Us

There were many successes and challenges during the pilot phase of the curriculum before creating the final curriculum manual. The premise that we started out with is that the bus is an extension of the classroom environment and the appropriate place to teach children the safety procedures addressed in the *EPIC Transportation Safety Education Curriculum* manual.

Realizing the importance and relevance of children making real life connections to the lessons being taught, the education team developed a plan of action to include the transportation team in the implementation process with teacher support. Throughout the planning process the education team identified the various skill levels of the transportation staff pertaining to best practices and developmental appropriateness of teaching young children. Prior to implementation, transportation staff received pre-service training in Child Growth and Development, Communication with Children, and Curriculum Based Approaches to Learning through Play.

We also considered the time frames on the bus and the best opportunities to share information with children with regards to safety. Pilot test manuals were created with resources, pilot curricula, and implementation guidance. Supporting backpacks and resources were purchased to support the implementation process. The education team provided various ways to capture supporting evidence of children's learning. (e.g., lesson plans, work samples, photographs, journaling, reflections, etc.)

The education team identified ongoing in-service opportunities needed for the transportation team to provide follow-up to questions, concerns, guidance, successes, challenges, and to identify additional resources to support the implementation process. The education team provided monthly in-service trainings for one to two hours in duration. The structure of the training included a round table approach with all input valued and shared. *The agenda included the following topics:*

- Check-In “How are things going?”
- Success Stories
- Challenges
- Adaptations



- Parent Education
- Working WITH the Classroom Teacher
- Additional Resources Needed

The classroom staff and transportation staff worked in a collaborative effort and provided each other with resources, ideas, and materials. The bus monitors presented lessons in the classroom as well as on the bus. The bus drivers visited classrooms to talk to children about safety and helped to reinforce the curriculum key safety concepts. Classroom teachers gave guidance to bus monitors to assure developmentally appropriate practices were followed when teaching young children the safety lessons.

At the conclusion of the pilot project, the final curriculum manual and resources were developed to support the successes shared by classroom staff, transportation staff, and parents.

Why Use EPIC's Transportation Safety Education Curriculum?

Keeping children healthy may start with regular doctor visits, eating right, and immunizations, but the Migrant and Seasonal Head Start program takes childhood health and safety one step further with the implementation of the *EPIC Transportation Safety Education Curriculum*. The curriculum guide was designed and adapted to aid the Migrant and Seasonal Head Start teachers and bus monitors in providing preschool age children, 3–5 years, with the knowledge, skills, and attitudes necessary for safe travel to and from school. Only after learning the rules and procedures of safe behavior and practice can children develop skills and good attitudes toward their responsibilities as safe riders and pedestrians.

Migrant and Seasonal Head Start provides bus transportation services to children to and from school and for special trips such as community events and field trips. For this reason, all children need to know bus safety rules and procedures. Goals and objectives of the curriculum also address pedestrian safety as well as rider safety.

Consider the following:

- Despite laws in every state requiring small children to ride in safety seats and older children and adults to wear seat belts, hospitalizations from motor vehicle crashes are second only to falls among children through age 19.
- Recognizing parents as the primary teacher in their child's life and providing appropriate parent education is essential in lowering motor vehicle child casualties.
- Limited resources and curricula for young preschool children and parents make the task of teaching transportation safety that much more difficult.

Using the *EPIC Transportation Safety Education Curriculum* will result in a heightened awareness for young children and parents of the importance of using appropriate child



safety restraints and car seats. *Outcomes reported by parents and staff include:*

- “Children are learning the safety rules and “Think Safety First.” They are sharing what they have learned in the classroom as well as with their parents.”
- “Inappropriate behaviors on the bus are on the decline as a result of children engaging in meaningful learning experiences about safety.”
- “Bus monitors and classroom staff are working together in a collaborative effort to meet children’s needs in and out of the classroom environment.”
- “The curriculum is really working and effective, both at home and at school.”
- “My child is learning about using safety seats and reminds the rest of us to buckle-up in the car.”
- “Teachers are providing me with activities to do at home with my child.”
- “My child has learned about the danger zones around the bus and other vehicles.”
- “My child shared how he would get off of the bus in case of an emergency.”
- “When we ride the city bus, my child reminds me to hold the handrail and take one step at a time.”
- “I am happy to know my child is learning how to cross the street safely with an adult and recognize traffic signs and symbols.”
- “Bus monitors talk to me regularly about some things I can do at home to help my child learn more about vehicle safety.”
- “I am pleased to see my child has a regular seat on the bus and can buckle-up by himself.”
- “My child is excited about riding on the “big bus” when he goes to kindergarten next year.”

How is the Curriculum Organized?

The *EPIC Transportation Safety Education Curriculum* is structured into five essential learning concepts that organize the curriculum for children and family components. These concepts are:

- **Safe riding practices** – Establishes safe behaviors for riding on the bus to include key concepts of; “Think Safety First”, Find my seat, Buckle-up!, Keep my feet in front keeping the aisle clear, and Use a quiet voice.
- **Safety procedures for boarding and leaving the vehicle** – Prepares children for safe loading and unloading on the bus to include key concepts of; Wait for my turn, Wait for the “OK” to load signal (thumbs up), Take one step at a time, and Hold onto the handrail.
- **Safety procedures in crossing the street to and from the vehicle at stops** – Teaches children safe street crossing procedures to include key concepts of; Take ten giant steps forward, STOP! LOOK! LISTEN!, Wait for the “OK” to cross signal (thumbs up), Cross–safely with an adult.
- **Recognition of the danger zones around the vehicle** – Helps children identify the danger zone areas around the bus to include key concepts of; In front of the bus, In rear of the bus, On both sides of the bus, and Anywhere near the wheels.



- **Evacuation procedures, including participating in an emergency evacuation drill conducted on the vehicle the child will be riding.** – Involves children in an actual evacuation fire drill off of the bus to include key concepts of; Listen to the bus driver, Follow directions, Walk quickly to the **rear** exit, Exit through the emergency door, and Go to the safe zone.

The Bus is an Extension of the Classroom Learning Environment

The classroom and bus curriculum is presented in five units, each of which is divided into sample lessons, outcome web samples, key concept charts/pictures, additional activities for extending the unit into the classroom learning centers, family letters, parent/child home task activities, teacher resource section, and transfer of training information.

How Can You Begin to Implement The EPIC Transportation Safety Education Curriculum?

The Migrant and Seasonal Head Start Quality Improvement Center/AED and EPIC Head Start have collaborated to develop a web site for Head Start Grantee programs to access the curriculum manual, additional resources, and information. You download the manual at **www.mhsqic.org**. Look under the Performance Standards/Regulations Section Transportation.



Meeting the Head Start Program Performance Standards

Head Start provides bus transportation services to children to and from school and for special trips such as community events or field trips. For this reason, all children need to know bus safety rules and procedures. Goals and objectives also address pedestrian safety as well as rider safety.

This curriculum supports many Head Start Program Performance Standards including:

Performance Standard Sec. 1310.21 Safety Education

- (a) Each agency must provide training for parents and children in pedestrian safety. The training provided to children must be developmentally appropriate and an integral part of program experiences. The need for an adult to accompany a preschool child while crossing the street must be emphasized in the training provided to parents and children. The required transportation and pedestrian safety education of children and parents, except for the bus evacuation drills required by paragraph (d) of this section, must be provided within the first thirty days of the program year.
- (b) Each agency providing transportation services, directly or through another organization or an individual, must ensure that children who receive such services are taught;
 - 1. Safe riding practices
 - 2. Safety procedures for boarding and leaving the vehicle
 - 3. Safety procedures in crossing the street to and from the vehicle at stops
 - 4. Recognition of the danger zones around the vehicle
 - 5. Emergency evacuation procedures, including participating in an emergency evacuation drill conducted on the vehicle the child will be riding.



- (c) Each agency providing transportation services must provide training for parents that;
 1. Emphasize the importance of escorting their children to the vehicle stop and the importance of reinforcing the training provided to children regarding vehicle safety; and
 2. Compliments the training provided to their children so that safety practices can be reinforced both in Head Start and at home by the parent.
- (d) Each agency providing transportation services must ensure that at least two-bus evacuation drills in addition to the one required under paragraph (b) (5) of this section are conducted during the program year.
- (e) Each agency providing transportation services must develop activities to remind children of the safety procedures. These activities must be developmentally appropriate, individualized and be an integral part of the Head Start or Early Head Start program activities.

Prism core questions identified with the curriculum include:

Question 9a. Prevention and Early Intervention

How does the grantee implement a comprehensive system of services preventing health problems, and intervening promptly when they exist?

- Parents are involved as full partners in prevention and early intervention.

Question 10. Individualization

How does the grantee individualize the program of child development and health services to meet each child's unique characteristics, strengths, and needs as determined in consultation with the family?

- Individualization addresses child interests, the 8 domains of learning and development, temperament, language, cultural background, and learning styles?

Question 12. Curriculum

How has the grantee engaged in a process of curriculum selection and/or development, implementation, and evaluation resulting in a written plan that supports the growth of children's social competence, including school readiness, for each identified program option?

- The written curriculum includes (a) goals for children's development and learning, (b) the experiences through which children will achieve these goals, (c) what staff and parents can do to help children achieve these goals, (d) the materials needed to support the implementation of the curriculum towards achieving the stated goals; and (e) consistency with Performance Standards and sound child development.
- The curriculum implementation, including assessment, provides appropriate environments and comprehensive programming for children from birth to age five. (For preschool children, the curriculum includes experiences in the 8 domains of language, literacy, mathematics, science, creative arts, social emotional development, approaches to learning, and physical development and health.)



Question 14. Parent Involvement

How does the grantee provide parent involvement opportunities? How does the grantee ensure that?

Parents have opportunities to enhance their skills and knowledge in the following areas:

- Knowledge of child growth and development, the programs curriculum, the child assessment, and parenting skills.
- Family literacy
- Medical, dental, nutrition, and mental health (encouraging parents to become active partners in their child's health care process, and learn the principals of preventive health and safety.)

Question 17. Facilities, Materials, Equipment, and Transportation

How does the grantee ensure that facilities, equipment, and transportation services, when they are provided, are safe, appropriate, and conducive to learning and reflective of the different ages and stages of development for each child, including children with disabilities, for the conduct of all program activities?

How does the grantee ensure that?

- Arrangements and space, as well as all types and uses of materials and equipment, match the grantees identified curriculum?

This curriculum guide was designed to aid classroom teachers and bus monitors in providing pre-school age children with the knowledge, skills, and attitudes necessary for safe travel to and from school within the first thirty days of the program. Only after learning the rules and procedures of safe behavior and practice can children develop skills and good attitudes toward their responsibilities as safe riders.

The sample lessons in each of the five units are designed as a guide and resource to be flexible enough to accommodate for the individual development and needs of all children. Teacher's, who have children with disabilities in their classroom, must modify their instruction to meet the needs of the students as specified in the child's individualized education program (IEP).

Recognizing parents as the primary teachers in their child's life, parent education, family letters, and supporting family/child take home activities are available for each unit of the curriculum focusing on the safety lessons being taught at school. Additional ideas to reinforce the safety training at home are also shared.

Each sample unit includes a variety of additional activities to integrate the curriculum focus into the other learning areas of the classroom environment and extend learning through the bus ride.

Resource materials and additional information are included at the end of each unit to support effective implementation of the safety education curriculum.



Teacher's Guide for Using the Curriculum

SECTION I:

UNITS: 1-5

This guide contains five individual units focusing on the five areas of the Safety Education Performance Standard 1310.21. They include:

1. Safe riding practices
2. Safety procedures for boarding and leaving the vehicle.
3. Safety procedures in crossing the street to and from vehicle stops.
4. Recognition of the danger zones around the vehicle.
5. Emergency evacuation procedures, including participating in an emergency evacuation drill conducted on the vehicle the child will be riding.

Units have been designed to support teachers in implementing lessons to children in and out of the classroom on the bus. Each unit focus area should last approximately four classroom days to provide children the opportunity to practice new acquired skills in a variety of different venues and formats. Repeated skill practice and reflection is required for children to learn new skills. Each unit includes:

- Goals
- Objectives
- Key Concepts
- Vocabulary
- Materials
- Sample Lessons – Safety Sam Lesson
- Teacher Tips
- Family/Child Activity
- Sample Child Outcomes Web
- Key Concept Chart/Pictures
- Additional Activities for Learning Areas



GOALS: This section states the overall primary learning outcome for children after teaching the specific focus area of each unit.

OBJECTIVES: This section demonstrates the skills children will acquire as a result of teaching the specific focus area of each unit.

KEY CONCEPTS: This section states the primary concepts children will acquire through participating in meaningful experiences for the focus area of each unit.

VOCABULARY: This section gives examples of meaningful vocabulary children will be introduced to while participating in the curriculum for the specific focus area in each unit. Vocabulary reflects terms or words used in the key concepts for each unit. Teachers will introduce children to the new vocabulary words through implementing sample lessons and extended activities.

MATERIALS: This section is intended to be used as a checklist or guide for teachers to gather the required resources for the sample lessons in each unit prior to implementation.

SAMPLE LESSONS: The sample lessons are intended to be guidelines for teachers to use with children to learn the required skills for the five focus areas of the Performance Standard 1310.21. The sample lessons are designed to be flexible enough to allow for the individual development and needs of all children.

Each sample lesson indicates an intended average developmental age level and the approximate length or time required to do the lesson, however teachers may need to adapt or change the sample lesson to meet the needs of the group they are working with. The samples are intended to be guidance as indicated, not a firm plan. Teachers are not required to use all samples lessons but have the flexibility to choose from the list to meet the needs and interest of their classroom children. Each unit contains a specific “Safety Sam Lesson” focusing on the key concepts. Teachers will use the Safety Sam Bear while giving these specific lessons to help role model new skills and concepts with children. Please remember to adapt the lessons for younger children as the Safety Sam lesson is designed for 4-5 yr old children.

Guidance for adapting the curricula for three year olds is available in each of the five sample lesson units. Teachers are encouraged to review the sample lesson format and choose the lessons identified for three year olds. Using a creative, individualized approach of instruction, this curriculum can be taught to young children with varying degrees of development and abilities. **If teachers require any support for making adaptations to the sample lessons, they should contact their Child Development Coordinator for guidance and direction to assure developmentally appropriate practices are followed for the children in their classroom.*

TEACHER TIPS: This section is intended to provide additional tips, ideas and guidance in finding resources, making adaptations to sample lessons, and framework for answering questions or concerns children might pose when you are delivering a lesson. *If teachers require any additional support or tips regarding information or concerns in the specific units, they should contact their Child Development Coordinator for guidance and direction.*



FAMILY/CHILD ACTIVITY: This section provides a resource activity to be sent home with the family letter so family's can extend their child's learning from school into the home.

SAMPLE CHILD OUTCOMES WEB: Each unit has a completed sample child outcomes web connecting curriculum activities, goals and objectives to the domain areas of language development & language acquisition, literacy, mathematics, science, creative arts, social emotional development, approaches to learning, and physical development and health.

KEY CONCEPT CHART/PICTURES: This section is intended to provide teachers with the key concepts that reflect the skills children need to acquire for each unit. Teachers are encouraged to post the charts/pictures in the classroom at child's eye level as the unit focus area is being taught. Charts should remain posted throughout the implementation of the curriculum for children to review and reflect on their past learning's independently as they choose. These can be reproduced using a color copier.

ADDITIONAL ACTIVITIES: This section is intended to provide guidance on adding new experiences and materials throughout the classroom environment in the different learning areas. Teachers may choose to adapt the activities in the learning areas or have ideas of their own based on the developmental level and needs of the children in their classroom. *This section is intended to serve as a guide and resource for environmental enhancements, not a requirement of the curriculum.*

SECTION II:

FAMILY LETTERS: Each unit has a corresponding family letter and a simple family/child activity to complete at home. The family letter is intended to be an extended learning experience for the child at home as well as provide families with additional resource information and education regarding the curriculum focus areas. Family letters should be sent home prior to each unit being introduced to children in the classroom. The family letter is intended to act as a source of information to families regarding skills and concepts their child will be learning in the classroom and provide guidance to reinforce the learning at home as the primary teacher in their child's life. Family letters are found towards the end of the manual.

SECTION III:

TEACHING ON THE BUS—A GUIDE FOR BUS MONITORS: This section is intended to provide long term effectiveness of the safety skills children are learning in the classroom by attaching meaningful experiences to real life situations on the bus. Bus drivers and bus aids play an essential part in helping children identify the skills learned in a practical way. Children learn by doing and participating in events that are meaningful and purposeful to every day life events.



Teaching on the bus opportunities on the bus will be very important as children correlate new skills with real life experiences. The suggested activities and sample lessons are short in duration and intended to be used during teachable moments and reminders as children have wait time on the bus (i.e., as children arrive or prepare to depart from the center). **At no time will lessons be implemented when the bus is in route or moving.** The key concepts for each unit are reinforced with some visuals of the steps to safety practices. Teachers can support the teaching on the bus by assisting bus drivers and bus aids with the sample lesson provided and guidance of understanding developmentally appropriate practices for young children. *If teachers require additional guidance on ways to successfully include teaching opportunities with bus drivers and bus aids, they should contact their Child Development Coordinator for guidance and direction.*

SECTION IV:

RESOURCES: This section is intended to provide the teacher with additional resource information to support or enhance the safety education curriculum. *This section is intended to serve as a resource only, not a requirement of the curriculum. Section includes:*

- Videos
- Children's Books
- Publications
- Internet Resources
- Performance Standard 1310.21
- Child Outcomes Framework
- Child Outcomes Web
- Memory Games
- Sequence Cards
- Fingerplays, Songs
- Child Certificate

SECTION V:

SOURCES OF INFORMATION: This section lists the primary resources used to gather and compile information to support the skills and concepts of the safety education curriculum.

Note: The design and creation of the transportation safety education curriculum has been a successful partnership between program and operation teams across the Head Start community from varying positions and roles.



How to begin implementation of the curriculum – *Step-By-Step Guidance*

Administration – Center Managers

Inform the parents about the curriculum

- Present it at Parent Policy Council meeting
- Put Transportation Safety Education on agenda for your first parent meeting or center orientation.
- Prepare printed introductory materials introducing parents to the program.
- Decide how this information would best be presented and shared.
- Plan the Transportation Safety Education portion of your first parent meeting.
- **GOAL:** To perk up family interest and awareness of their role in educating themselves and their child in safety education.
- Provide a display area showing the curriculum manual, Safety Sam and backpack resources that the teaching staff and transportation staff will be using in the implementation of the curriculum.
- Delegate roles – who will discuss the *EPIC Transportation Safety Education Curriculum* during the parent meeting?
- Center Managers role will be to announce upcoming parent education trainings pertaining to Transportation Safety Education, arrange for guest speakers to reinforce the safety concepts, enlist staff to prepare demonstrations and handle discussions or concerns.

Teachers and Bus Monitors

- Review the curriculum manual, Safety Sam, and the backpack resources.
- Decide which day will be Transportation Safety Day.
- Determine the roles teaching staff will play and what roles bus monitors will play in implementing the lessons using a collaborative approach.
- Prepare for the lesson, read through the lessons to get the “big picture”.
- Gather the materials for the lesson and additional activities.
- Prepare to send home the family letter and parent/child activity for the unit. Copy the appropriate handouts and send home prior to the scheduled Transportation Safety Day.

Now the Lesson Begins

- The teacher or bus monitor directs a short lesson during a large group time toward the beginning of the day. The purpose is to introduce the basic key concepts of the unit. It should intrigue the child to want to know more and discover more on his/her own. The group times will vary depending on the lesson, children’s responses, and developmental age level of the group.
- The key concept charts should always follow up a lesson. They are introduced to children and posted in the classroom for children to use as a visual reminder. The charts are an extension to the basic lesson introduction. At a glance children will be able to reflect on the lessons that have been taught.

Move on to the Additional Activities in the Classroom Environment

- Additional activities have been arranged and included for the typical Learning Centers in the classroom.
- At the end of your group lesson, take a moment to explain to children the choices of activities available in the classroom for the day. The explanation following the lesson is only a



suggestion. For some programs this may be too directive. Feel free to change it – the purpose is to explain what is available for independent exploration and discovery.

- Teachers and bus monitors know their children best. Some of the activities may not appeal to you. Perhaps you don't have the suggested materials or equipment available. Perhaps you know that it would not be appropriate for the group of children you are working with. Use your creativity and judgment in choosing the additional activities.

Extend Learning Opportunity to a Natural Learning Environment (the bus)

- Bus monitors will provide an extension to the lesson while children are on the bus, allowing time for children to reflect on their new acquired knowledge through skill practice.
- Bus monitors can use the manual or choose alternative approaches to extend children's learning on the basic safety concepts of the unit lesson.
- Feel free to repeat lessons that children particularly enjoy.
- The curriculum units are not sequential, meaning you need not complete unit one before starting unit two. The safety concepts are interchangeable and should be shared with children as a part of a natural experience of riding on a bus. Crossing with an adult is just as important as buckling up. Though these concepts are offered in two separate units, both concepts may be taught consecutively on the bus as the need arises through children's skill practice.
- Bus monitors need to share child success and observations with teachers regarding children's learning of the curriculum concepts on a regular ongoing basis. The partnership between classroom staff and transportation staff will be essential in documenting child outcomes and individualizing to meet each child's needs.

Teachers and Bus Monitors, Making Parent Connections

- Teachers and bus monitors should communicate regularly with parents to follow-up on the skills and concepts their child has acquired as a result of teaching the *EPIC Transportation Safety Education Curriculum*.
- Inquire about parent's observations. What have they seen or observed from their child as a result of learning about Transportation Safety?
- Discuss the importance of the parent's role in educating their child and family in regards to Transportation Safety.
- Discuss the importance of using properly installed child restraint systems and car seats when transporting young children in vehicles. Provide parents with regular ongoing education, information and resources that will support them as the primary teacher in their child's life. Empower parents to gain the skills required to assure their child's safety in and out of vehicles.
- Consider enlisting the help of a certified Child Passenger Safety Technician in your community. *See Resource List.*





Introduction to Safety Sam and his Backpack

Let me introduce Safety Sam. He is the new mascot for the safety education curriculum. It is not unusual for children to adore teddy bears and Sam is no exception. Children will love his “can do” attitude and soon will be asking you to bring him out more often to share in other learning experiences during the day. He is the newest member of your classroom and should be available to children with teacher guidance and support. Sam is a character children can identify with and learn the safety skills and concepts in each of the five safety units.

Safety Sam has a lesson in each of the five units focusing on the key concepts. The lessons provide role-modeling scripts the teacher can use to help children identify the essential learning’s for the unit. Teachers may need to adapt the Safety Sam lessons to meet the individual developmental needs of the children in her classroom.

Sam’s motto is ***“I can do it! Just wait and see! I can be safe, as safe as can be!”*** The accompanying storybook, “Safe as Can Be!” helps empower children to learn the new skills and concepts of safety by eliminating fears of traveling on the school bus without parents or guardians. By having teachers re-read the story often, children soon learn the repetitive phrase and can demonstrate their new acquired skills through practicing the steps in each unit. Children begin to identify with Sam and by the end of the curriculum they know they “can do it” too. Repeated skill practice is needed for children to learn new skills and concepts.



Sam has a backpack of resources to help guide teachers in supporting children's learning the safety skills of the curriculum. The items include:

- Safety Sam Bear with Clothing
- Doll Car Seat
- Wheels on the Bus (Book)
- Maisy drives the Bus (Book)
- Safety Sign Chart
- Signs and Symbols Cards
- Stop Sign
- Toy Bus
- Bus Puzzel
- Kids Travelin' Songs (CD)
- Diez Deditios* – Ten Little Fingers (CD)
- Clear Backpack

Sam is an integral part of the curriculum and will delight children as he shares his ideas through role-play experiences with the teacher. The five Sam lessons are numbered in each unit. For starters, read through the curriculum and identify the sample lessons you feel are developmentally appropriate for your children. Get a flavor for Sam and what his personality might be like. He will be different for each teacher and the children she works with. After you have become acquainted with Sam, practice the sample role-play lessons to assure you are comfortable with the key concepts before implementation. The sample lessons are intended to be guidance and the teacher may change words or the activity to best meet the needs of the children she works with. Becoming familiar with the curriculum concepts will be essential in making appropriate adaptations and delivering the messages children will need to hear. Enjoy Sam and the curriculum as children begin to demonstrate success in learning new skills and concepts of transportation safety. "You can do it!"





SAFE RIDING PRACTICES

GOAL: Children will demonstrate safe procedures and behaviors while riding on the school bus and other vehicles.

OBJECTIVES: Children will be able to:

- Identify the need for safety rules.
- Recognize the importance of taking care of oneself.
- Demonstrate car and school bus safety rules and skills.

CONCEPTS: “Think Safety” first.

- Find a seat
- Buckle-up!
- Feet in Front
- Use a quiet voice

VOCABULARY:

Seat

Buckle-Up

Quiet

Think Safety

Feet

MATERIALS:

Story Book “*Safe as Can Be!*”
Safety Sam Bear
Song “*Wear Your Seat Belt*”
“Think Safety” Chart/Pictures
Pictures of Drivers/Passengers
Child Size Chair
Seat Belt
Car Seat/Booster Seat
Big Book Supplies
Chart Paper



SAMPLE LESSONS:

1. Read the story book *“Safe as Can Be!”*. Introduce children to Safety Sam Bear. (Age: 3-5 yrs. Time: 5-10 min.)
2. Teacher will talk about school buses. They may want to ask children if any of them have ridden on a school bus. “What it was like?” Let the rest of the class predict what it might be like for them. Teacher may choose to record predictions on chart paper. Talk to the children about reasons why they may need to ride a school bus. (ie. getting to school, field trips, etc) (Age: 3-5 yrs. Time: 5-10 min.)
3. Introduce the bus driver and have a brief discussion between the driver and children. The driver will talk to the children about the bus safety rules. The teacher, driver, and children will walk to the bus. (Age: 3-5 yrs. Time: 7-10 min.)
4. Teach the seat belt song, *“Wear Your Seat Belt”* (Age: 3-5 yrs. Time 5-7 min.)
5. Show children pictures of different types of drivers and passengers in cars, buses, etc. Ask children to identify the riders. Ask them what the driver’s job is? (Drive safely, watch road signs, watch out for people, etc.) Emphasize that riders have jobs too. Review key concepts on rules chart while talking about riding on the bus.
 - “Think Safety” first.
 - Find a seat
 - Buckle-up!
 - Feet in front
 - Use quiet voices

Post chart in classroom for children to review. (Age: 4-5 yrs. Time: 10 min.)

6. Safety Sam Lesson : Demonstrate how to use a seat belt correctly.



Ask whether any of the children have been in a car when it stopped suddenly.

What happened? Were they wearing seat belts? What did the seat belt do? Show a seat belt. Talk about what it is for and how it helps in sudden stops.

Ask for one child to help buckle up Safety Sam in the chair. Pretend he is going on a trip in the family car. Demonstrate what happens if the bear is pushed in the chair and it stops suddenly. (Safe) Next, remove the seat belt. Ask the children “What do you think will happen next to Sam if the car stops suddenly? Demonstrate what happens if the bear is pushed in the chair and it stops suddenly. (Danger) Ask children to talk about the results. How could seat belts help them during the cars sudden stop? (Age: 4-5 yrs. Time: 10 min.)

TEACHER TIPS: This is the foundational concepts and learning for the curriculum. You will be introducing children to the concepts of safety and their role in taking responsibility for themselves. Emphasize that rules are followed, even when you can’t see or hear danger.

If a child comments on the fact that they sit on someone’s lap in the car remind them that to be safe they need to have their own seatbelts.

You may also want to talk about car seats and booster seats and how they help to keep children safe. *Teachers can connect with the Family Service Worker or Child Passenger Safety (CPS) Technician in your local area to utilize donated car seats/booster seats to use in demonstration and practice exercises.*

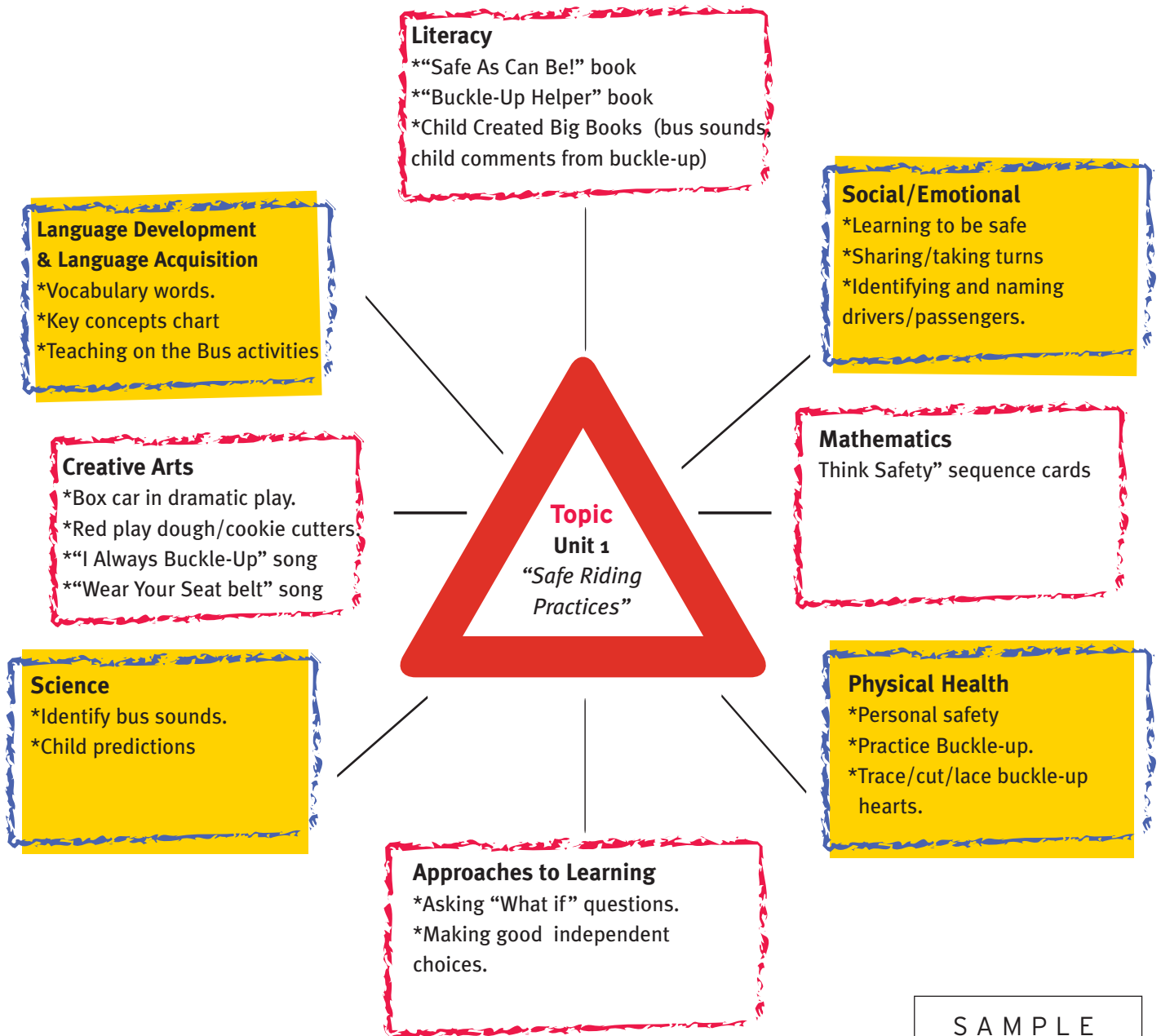


Repeated appropriate skill practice is needed for children to learn new skills and concepts.

FAMILY/CHILD ACTIVITY:

- Family Letter – Unit 1
- Buckle-up coloring sheet

Head Start Child Outcomes Web*



SAMPLE

**See Head Start Child Outcomes framework after page 92 for more ideas.*



"Think Safety First" Chart



Wait my turn



Find a seat



Buckle up



Feet in front



Use a quiet voice



**WAIT FOR
MY TURN**



FIND A SEAT



BUCKLE UP



**FEET IN
FRONT**



**USE A QUIET
VOICE**

ADDITIONAL ACTIVITIES:

Group Time/Games: Read the story book “Buckle-Up Helper”

Materials: Buckle-Up Helper storybook

Dramatic Play: Make a cardboard box car large enough for two small chairs and two children. A refrigerator box size works great. Include dolls, seat belts (salvaged from old cars), and small chairs for children to continue role-playing seat belt safety from sample lesson.

Materials: Card board box, paint, “CAR” stencil, pictures of cars/vehicles, picture of drivers, pictures of people wearing seat belts, Stop/Go Sign, child size chairs, dolls, car seats, seat belts, doll safety seats.

Block Area: Add small cars, bus, road rugs, traffic safety signs/symbols, and block people.

Materials: Small cars, toy bus, road drawn out on cardboard or rug, pictures of traffic signs/symbols taped onto craft sticks, block people, city maps, bus route flyer.

Art Center: Trace, cut, and lace “We Love You - Buckle-up” hearts.

Materials: Heart pattern, stencil “We Love You” in E/S., construction paper, markers, scissors, hole punch, yarn, tape.

Math:

Make sequence cards using the “Think Safety” chart/pictures.

Materials: Sequence cards from resource section, scissors, tagboard, glue stick, laminating film.

Science: Bus Sounds – Record sounds heard on the bus such as brakes, wipers, door, motor, back up reverse beeper, children, driver, etc. Help children to identify the sounds using picture cards and document their responses.

Materials: Tape player, pictures of the items being recorded, tagboard, glue stick, chart paper, markers.

Sensory: Red playdough with shape cookie cutters and rolling pins. (i.e. heart, circle, square, triangle, diamond, etc.)

Materials: Playdough recipe, cookie cutters, rolling pins.

Literacy/Library: Compile a big book using the statements and remarks provided by children during sample lessons concerning “Buckle-up safety”. (teacher/child dictation) Children can color or draw a picture to represent their remarks. A second big book can be compiled from the science activity – *Bus Sounds*.

Materials: Paper, markers, crayons, hole punch, brads or rings.

Nutrition: Cheese Buses – children use cookie cutters to make a cheese bus.

Materials: Yellow Cheese slices, carrot wheels cutter, crackers.

Fingerplays/Songs: Sing the song “I Always Buckle Up” (sung to the tune of “The Farmer in the Dell”) Write the song on chart paper and use a pointer following the words as children sing the song.

Materials: “I Always Buckle-Up” song from resource section, markers, chart paper, pointer.

Outdoor Extensions: Buckle dolls into strollers to reinforce seat belt safety when moving in a vehicle.

Materials: Dolls, strollers.





SAFETY PROCEDURES FOR BOARDING AND LEAVING THE VEHICLE

GOAL: Children will consistently demonstrate safe procedures for boarding and exiting the school bus.

OBJECTIVES: Children will be able to:

- Identify the importance of waiting away from the road with an adult.
- Recognize the importance of waiting a turn.
- Demonstrate safe loading and unloading procedures on the bus.

CONCEPTS: Safe riders have the responsibility to follow the safe boarding and exiting procedures on the school bus.

- Wait for my turn
- Wait for the “OK” to load signal
- Take one step at a time
- Hold onto the handrail

VOCABULARY:

Wait

Turn

“OK to Load”

STOP

One Step

Handrail

Thumbs Up

GO

MATERIALS:

Story Book “Safe as Can Be!”
Safety Sam Bear
Safe Behaviors Concepts Chart/Pictures
Tricycles with Helmets
Song “Get on Board”
Wooden Hollow Blocks
Cardboard Tubes (1 long, 2 short)
Tape
Chart Paper



SAMPLE LESSONS:

1. Re-read the storybook, "Safe as Can Be! (Age: 3-5 yrs. Time: 5 min.)
2. Teachers will talk to children about how to load the bus and introduce the key concepts.
 - Wait for my turn
 - Wait for the "OK" to load signal (thumbs up)
 - Take one step at a time
 - Hold onto the handrail

Post concept chart/pictures in the classroom. (Age: 3-5 yrs. Time: 5 min.)

3. The teacher will take the children to the bus. The bus driver will instruct the children how to safely board the bus following the key concept rules. Ask children, "What do you think you will see on the bus? Board the bus using the correct procedures. Children will select their seat and practice "Buckle-up". Some children may need adult guidance and help. Ask children, "Where can we go on a school bus? Listen for answers and build on child knowledge. (Age: 3-5 yrs. Time: 10-12 min.)
4. While outdoors, teachers can provide tricycles and bike helmets and guide children to wait a turn. Practice concept skills. (i.e. wait my turn, wait for thumbs up from teacher, etc.) Teacher can encourage taking turns around the bike path. (Age: 3-5 yrs. Time: 5-7 min. for each child)
5. Teach the song, "Get on Board" (Age: 3-5 yrs. Time 3-5 min.)
6. **Safety Sam Lesson: Demonstrate waiting a turn:**



Teacher role-plays for children in a play situation with Safety Sam focusing on "waiting my turn". An example might include the following: While in the block area, the teacher wants to play with a school bus that Safety Sam has been playing with. The teacher attempts to take the bus away and Safety Sam uses his words to remind the teacher to "Wait your turn." This same concept can be used in any of the

- learning areas. The teacher may choose to take the opportunity to share the lesson in a specific area of the classroom if children are having difficulty sharing, waiting a turn, etc. After the role play the teacher could ask open-ended questions and help children predict or problem solve the situation. Teacher could ask, "Why is waiting my turn important? What would happen if? etc." Allow children to reflect on acquired knowledge. Teacher may choose to document children's responses on chart paper. (Age: 4-5 yrs. Time: 10-12 min.)
7. Set up some steps against a wall using large hollow blocks. (2 steps maximum) Place a mat around the area for a safe fall zone. Attach a long cardboard paper roll with two smaller rolls at the end, to the wall (using tape) to reflect a handrail. Give children the opportunity to take one step at a time while holding onto the handrail. Children can practice skills and count steps. (Age: 3-5 yrs. Time: 5 min.)

TEACHER TIPS: This unit continues to build upon the safety skills children acquired in unit one. Emphasize to children the importance of waiting a turn and following directions.

If a child comments they ride the city bus and they never hold the handrail, remind them it is important to be safe. Encourage the child to use the handrail if it is available or to ask an adult for help by holding their hand as they step up, taking one step at a time.

Repeated skill practice is needed for children to learn new skills and concepts.

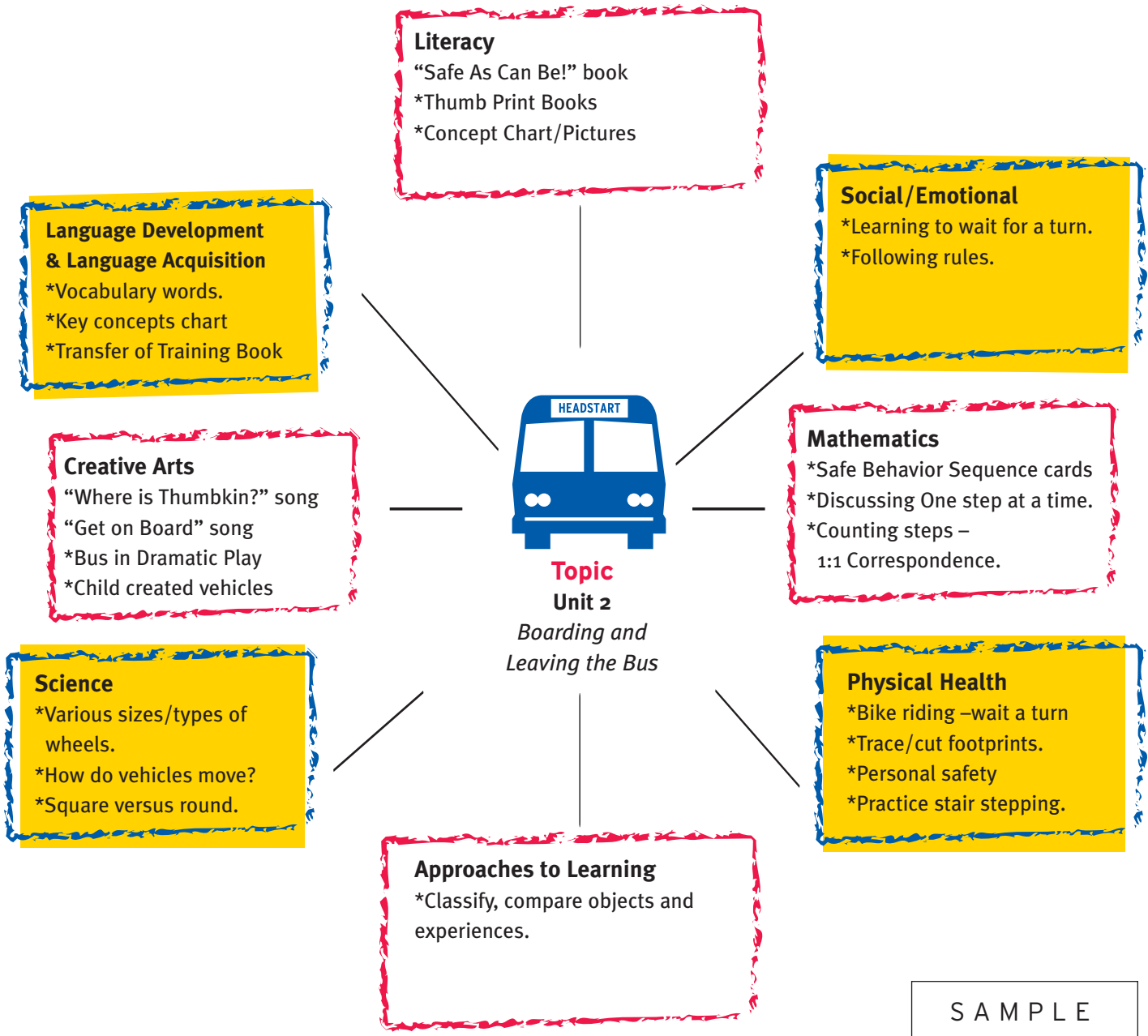


FAMILY/CHILD ACTIVITY:

Family Letter – Unit 2

Safe Behavior Concepts Sequencing Cards.

Head Start Child Outcomes Web*



SAMPLE

**See Head Start Child Outcomes framework after page 92 for more ideas.*



"Safe Behaviors" Chart



Wait my turn



Wait for the "OK" to load signal



Take one step at a time



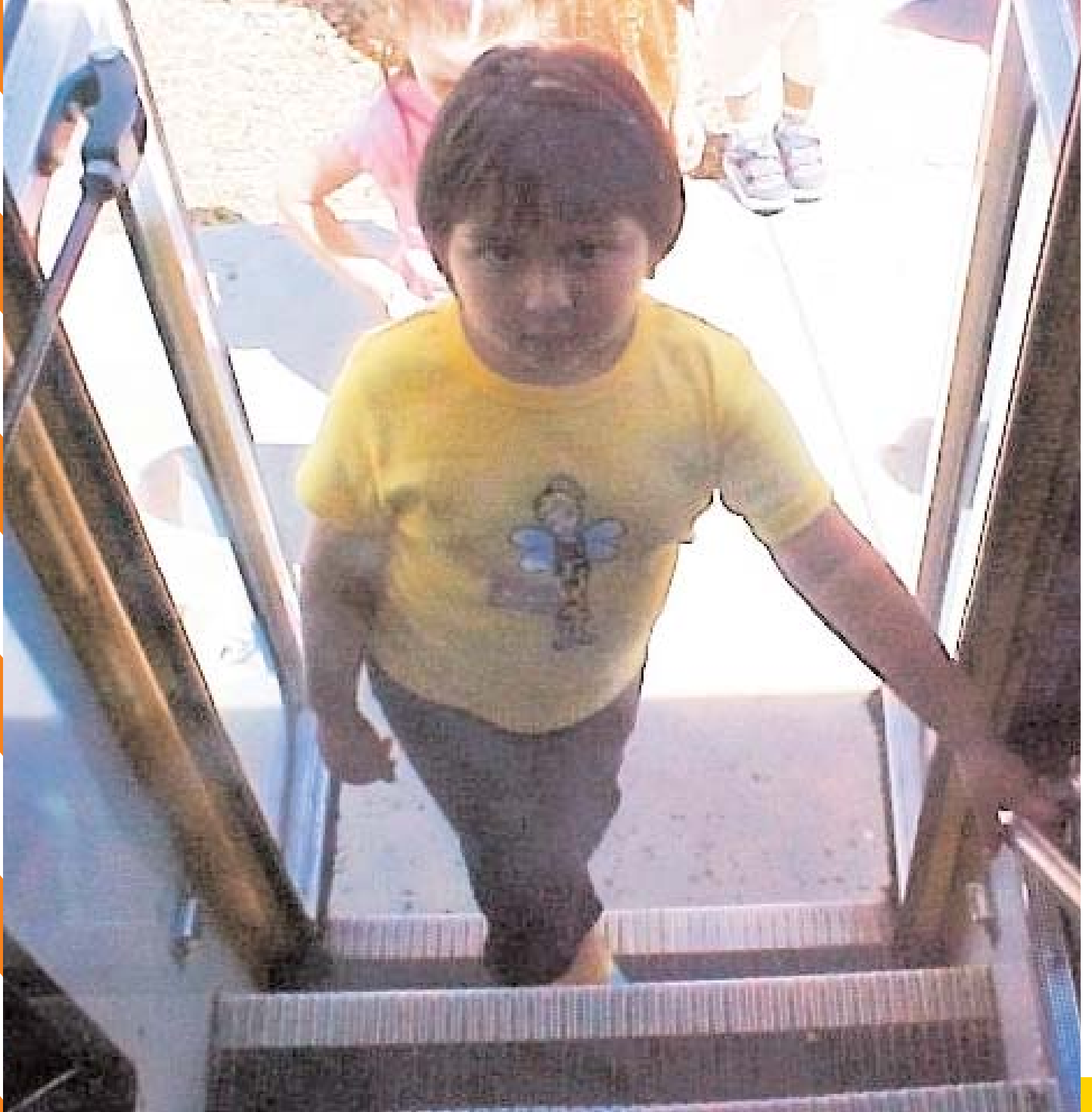
Hold onto the handrail



**WAIT FOR
MY TURN**



**"OK" TO
LOAD**



**ONE STEP AT
A TIME**



**HOLD ON TO
THE HANDRAIL**

ADDITIONAL ACTIVITIES:

Group Time/Games:

Traffic Signs and Symbols – Bingo game

Materials: Numerous photographs of traffic signs/symbols (4 each), tag board, scissors, gluesticks, poker chips.

Dramatic Play: Extend the refrigerator box bus area to include props from the song “Wheels on the Bus” (i.e. suitcases, clothes, diapers, babies, handbags, etc) Make a ticket counter from a table and use tickets and a cash register for the ticket agent. Talk to children about where they would like to go on the bus. Discuss the safety procedures for carrying items on the bus.

Materials:

Clothing, old suitcases, dolls, paper ticket stubs, Wheels on The Bus song chart.

Block Area: Add a train with tracks.

Materials: Electric train, push train, tracks, small boxes for buildings, block people, small trees and shrubs, railroad signs/symbols.

Art Center: Trace/cut activity - Make Stop and GO signs from red and green construction paper. Glue signs to popsicle sticks for outdoor extension.

Materials: STOP sign stencil, construction paper, scissors, glue, craft sticks.

Math:

Ten Giant Steps – Memory game.

Materials: Sequence cards from resource section, tagboard, gluesticks, laminating film.

Science: Red, yellow, and green color tubes. Mix colored water with oil and put in clear plastic bottles.

Materials: 3 clear soda bottles with caps, water, food coloring, mineral oil, tape for around cap.

Sensory:

Shaving cream in the sensory table. Start with white and add a different color everyday for color blending and mixing.

Materials: Shaving cream, food coloring, paper towels.

Literacy/Library: Individual mini books on the safety procedure “Stop, Look, and Listen”. Big book created from children’s discoveries on the walking field trip.

Materials: Key Concept words for “Stop, Look, and Listen” in E/S, pictures of ear/eye/stop sign, paper, markers, crayons, brads or rings for binding books.

Nutrition: Graph red, yellow, and green fruits.

Materials: Fruits, chart paper, markers, graph.

Fingerplays/Songs: Sing song; “Twinkle, Twinkle, Traffic Light” (sung to the tune “Twinkle, Twinkle Little Star) Write the words out on a chart paper and use a pointer for children to follow the words as you sing the song.

Materials: “Twinkle, Twinkle, Traffic Light” song from resource section, chart paper, markers, pointer.

Outdoor Extensions: Use masking tape to tape a pedestrian crosswalk across the bike path. Bring out stop signs for children to use in role modeling safe street crossing procedures. Play Red Light, Green Light. *Materials:* Masking tape, Stop/Go signs, traffic cones, directions for playing the Red Light/Green Light game.





SAFETY PROCEDURES IN CROSSING THE STREET TO AND FROM THE VEHICLE AT STOPS

GOAL: Children will demonstrate safe street crossing procedures when approaching or leaving the bus.

OBJECTIVES: children will be able to:

- Identify the need for safe crossing rules.
- Recognize safe and unsafe conditions. (Danger).
- Demonstrate how to cross following the safety rules by holding an adults hand.

CONCEPTS: Safe riders have the responsibility to “Stop. Look, and Listen” for danger before crossing the street.

- Take 10 Giant Steps
- Stop!, Look!, Listen!
- Wait for the “OK” to cross signal (thumbs up)
- Cross with an adult.

VOCABULARY:

Stop

Look

Listen

Giant

Steps

Cross Safely

MATERIALS:

Story Book, “Safe as Can Be!”

Safety Sam Bear

Stop!, Look!, Listen! Chart/Pictures

Foot Pattern

Tape

SAMPLE LESSONS:

1. Re-read story book “Safe as Can Be!” (Age: 3-5 yrs. Time: 5 min.)
2. Talk about Stop, Look, Listen. Why it is important to do before crossing the street. Discuss activities that have happened in the classroom and why it is important to follow the rules. Discuss children have rules on the bus too. Talk about taking 10 giant steps and waiting for



- the “OK” to cross sign from the driver. (Thumbs up) Discuss the rule, “I should only cross with an adult holding my hand”. Build on children’s knowledge. Review key concepts chart/pictures and post in the classroom. *(Age: 3-5 yrs. Time: 7-10 min.)*
3. Introduce the word “Danger” Help children identify what they think danger is. Give examples (ie. running into street after a ball, talking to strangers, playing with matches, etc.) Explain “Danger” is something that can hurt our bodies. Discuss some of the sounds or signs that warn us about “danger”. (i.e. horns, sirens, flashing lights, etc.) Children can play sound bingo after the discussion. *(Age: 3-5 yrs. Time: 5-7 min for discussion)*
 4. Make ten-child size footprints and tape onto the floor in the classroom. Number them. Children can practice counting off steps independently. *(Age: 3-5 yrs. Time: 3-5 min.)*
 5. Discuss traffic signs and symbols and how important they are to obey and observe. Plan a walking field trip in your area. Practice Stop, Look, and Listen. Look for and identify the different traffic signs and symbols along the route. *(Age: 3-5 yrs. Time: 5-7 min. for discussion)*
 6. **Safety Sam Lesson: Crossing the street safely:**



Using masking tape, make the outline of a crosswalk on the floor. Tell children, “We are going to practice crossing the street safely. Teacher role models all steps. Teacher states, “now let’s see if Safety Sam remembers all the steps to cross safely” Teacher uses Sam and allows him to make choices about crossing. Some rules he can remember and others he forgets. The teacher will allow children to observe the unsafe behavior and assist Safety Sam in remembering and following the safety rules in crossing. The teacher may ask, “why is it important to Stop, Look, and Listen? What would happen if? Allow children to reflect on their new knowledge. Safety Sam ends by remembering all of the safe crossing rules. Allow children to practice crossing in the tape crosswalk independently following discussion. Teacher should remain close by to observe children and assist with holding hands when crossing as an adult. *(Age: 4-5 yrs. Time: 10-13 min.)*

TEACHER TIPS:

This unit emphasizes the importance of looking in all directions before crossing the street. The traditional “look both ways” does not always alert the walker to cars that might be coming from behind or ahead and about to make a turn. Demonstrate clearly how to “look all around” while listening for danger.

If a child comments they are allowed to play in the street or cross without an adult, remind them that the safe crossing rule is important to remember. Encourage them to ask their parent to walk with them and use their eyes and ears to help listen for danger.

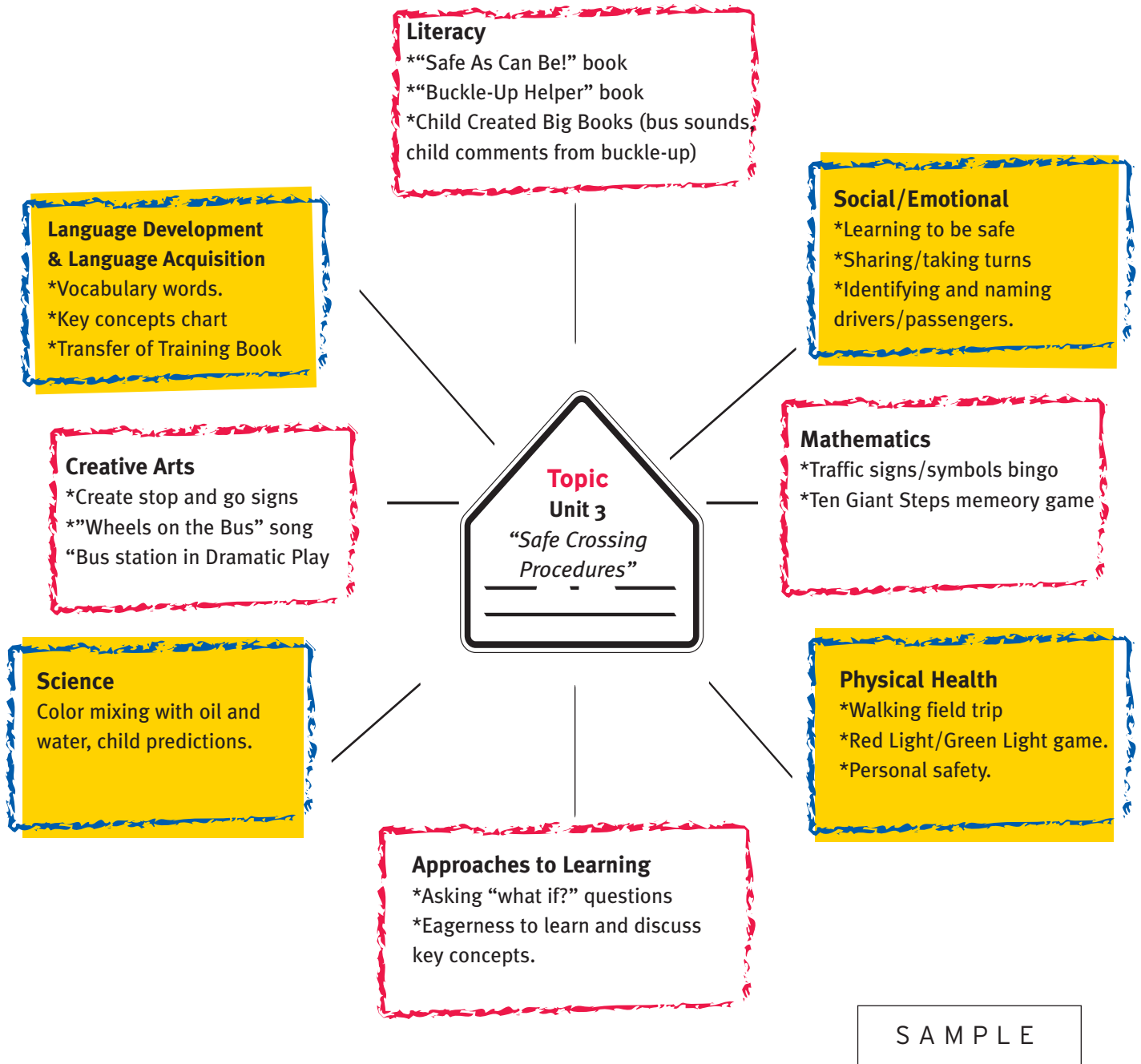
Repeated skill practice is needed for children to learn new skills and concepts.

FAMILY/CHILD ACTIVITY:

Family Letter – Unit 3
Safe Crossing Puzzle



Head Start Child Outcomes Web*



*See Head Start Child Outcomes framework after page 92 for more ideas.



"Stop, Look, Listen" Chart



Take 10 giant steps



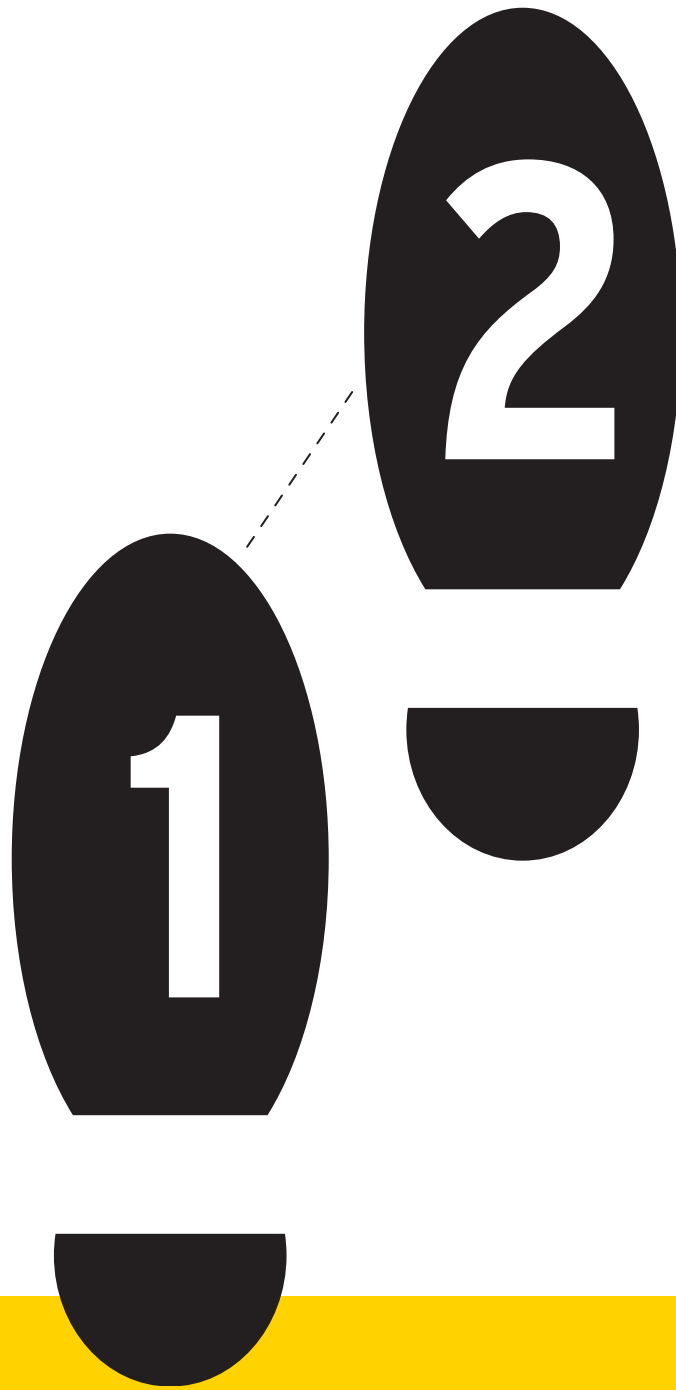
Stop, Look, Listen



Wait for the "OK" to cross



Cross with an adult



**TAKE 10
GIANT STEPS**



STOP!



LOOK!



LISTEN!





**"OK" TO
CROSS**



**CROSS WITH
AN ADULT**

ADDITIONAL ACTIVITIES:

Group Time/Games:

Traffic Signs and Symbols – Bingo game

Materials: Numerous photographs of traffic signs/symbols (4 each), tag board, scissors, gluesticks, poker chips.

Dramatic Play: Extend the refrigerator box bus area to include props from the song “Wheels on the Bus” (i.e. suitcases, clothes, diapers, babies, handbags, etc) Make a ticket counter from a table and use tickets and a cash register for the ticket agent. Talk to children about where they would like to go on the bus. Discuss the safety procedures for carrying items on the bus.

Materials:

Clothing, old suitcases, dolls, paper ticket stubs, Wheels on The Bus song chart.

Block Area: Add a train with tracks.

Materials: Electric train, push train, tracks, small boxes for buildings, block people, small trees and shrubs, railroad signs/symbols.

Art Center: Trace/cut activity - Make Stop and GO signs from red and green construction paper. Glue signs to popsicle sticks for outdoor extension.

Materials: STOP sign stencil, construction paper, scissors, glue, craft sticks.

Math:

Ten Giant Steps – Memory game.

Materials: Sequence cards from resource section, tagboard, gluesticks, laminating film.

Science: Red, yellow, and green color tubes. Mix colored water with oil and put in clear plastic bottles.

Materials: 3 clear soda bottles with caps, water, food coloring, mineral oil, tape for around cap.

Sensory:

Shaving cream in the sensory table. Start with white and add a different color everyday for color blending and mixing.

Materials: Shaving cream, food coloring, paper towels.

Literacy/Library: Individual mini books on the safety procedure “Stop, Look, and Listen”. Big book created from children’s discoveries on the walking field trip.

Materials: Key Concept words for “Stop, Look, and Listen” in E/S, pictures of ear/eye/stop sign, paper, markers, crayons, brads or rings for binding books.

Nutrition: Graph red, yellow, and green fruits.

Materials: Fruits, chart paper, markers, graph.

Fingerplays/Songs: Sing song; “Twinkle, Twinkle, Traffic Light” (sung to the tune “Twinkle, Twinkle Little Star) Write the words out on a chart paper and use a pointer for children to follow the words as you sing the song.

Materials: “Twinkle, Twinkle, Traffic Light” song from resource section, chart paper, markers, pointer.

Outdoor Extensions: Use masking tape to tape a pedestrian crosswalk across the bike path. Bring out stop signs for children to use in role modeling safe street crossing procedures. Play Red Light, Green Light. *Materials:* Masking tape, Stop/Go signs, traffic cones, directions for playing the Red Light/Green Light game.





RECOGNITION OF THE DANGER ZONES AROUND THE VEHICLE

GOAL: Children will avoid danger zones when approaching and leaving the bus.

OBJECTIVES: Children will be able to:

- Identify the danger zones around the bus.
- Recognize the importance of staying out of the danger zones.
- Demonstrate maintaining a safe distance away from the sides, rear, and front of the bus and around the wheels.

CONCEPTS: Safe riders will increase personal safety by identifying and avoiding the danger zones when boarding or exiting the bus and other vehicles.

Bus Danger Zones:

- In front of the bus
- In back of the bus
- On both sides of the bus
- Anywhere near the wheels

VOCABULARY:

Danger Zone

Front

Rear

Side

Wheels

MATERIALS:

Story Book, “*Safe as Can Be!*”
Safety Sam Bear
Story Book “*Wheels on the Bus*”
Song – “*Wheels on the Bus*”
Danger Zone chart/pictures
Toy Bus

Block People
Bulletin board paper, markers, crayons, etc.
Red Paper
Vehicles



SAMPLE LESSONS:

1. Re-read the story book, “Safe as Can Be!” (Age: 3-5 yrs. Time: 5 min.)
2. Read the story book “Wheels on the Bus” (Age: 3-5 yrs. Time: 5-7 min.)
3. Sing the song “Wheels on the Bus” Children can practice the movements.
(Age: 3-5 yrs. Time: 5-7 min)
4. Talk about the words “danger” and “safety” and what they mean. (i.e. danger is anything that could hurt our bodies, safety means staying away from danger so our bodies do not get hurt) Discuss the danger zone key concepts. Show children the danger zone chart/pictures.
(Age: 4-5 yrs. Time: 10 min.)

5. **Safety Sam Lesson: Staying away from danger zones:**



- Introduce a model of a toy bus centered on red paper. Please assure the red paper is showing on all sides of the bus. Using Safety Sam, set up a demonstration to identify the safe areas and the danger zone areas around the bus. Tell children, “All of the danger zone areas are in red. (front, rear, and sides) All four wheels are always in the danger zone where we do not walk. The driver cannot see you in the danger zones. If you drop something in the danger zones, you STOP! and ask an adult for help” Take off Sam’s hat and place on the red paper in the danger zone in front of the bus. Attempt to place Sam in the danger zone to retrieve his hat. Shout, STOP Sam! Continue placing Sam in all danger zone areas around the bus and each time he attempts to enter shout, STOP Sam! Help children to identify the zones and practice saying STOP! each time Sam attempts to enter. Provide vehicles, red paper, and block people in the block area for children to practice new concepts. (Age: 3-5 yrs. Time 7-10 min.)
6. The teacher will cut a large piece of butcher paper, (approximately ten foot in length) demonstrating what ten giant steps would look like for a small child. The teacher can trace ten child size footsteps onto the butcher paper and number the steps for children to identify. Once the paper is completed the teacher will take the children out to the bus. Using the butcher paper as a visual guide, the teacher, bus driver, and bus monitor will demonstrate what ten giant steps are in the front of the bus. Children will practice taking the ten giant steps with adult help and look for the “thumbs up” signal from the bus driver. The driver and bus monitor will talk about the danger zone areas and why it is important to stay away from the danger zones. Encourage children to reflect on “what if” questions and problem solve. (i.e What if I dropped something? What could I do?, Ask for an adult for help) Return to classroom and provide art materials to create a large banner reflecting children’s learning about the danger zone areas. (Age: 3-5 yrs. Time 15 min.)

TEACHER TIPS: This unit emphasizes the importance of identifying all of the danger zones around the bus. It is important for teachers to discuss why these areas are identified as danger zones because the driver cannot see anyone in these locations. Demonstrate clearly where children can stand safely with an adult. (away from the street on the curb)

If a child comments they drop their papers or other objects while waiting to load the bus, remind them to STOP! and ask an adult for help. NEVER go into the danger zones to retrieve a dropped item. Remembering this safety rule will help to keep them safe.

Repeated skill practice is needed for children to learn new skills and concepts.



FAMILY/CHILD ACTIVITY:

Family Letter – Unit 4

Song – “Wheels on the Bus”

Head Start Child Outcomes Web*



S A M P L E

**See Head Start Child Outcomes framework after page 92 for more ideas.*



Bus Danger Zones Chart



Danger Zone



In front of the bus



In the back of the bus



On both sides of the bus



Anywhere near the wheels



**DANGER
ZONE**



FRONT



REAR



SIDE



WHEELS

ADDITIONAL ACTIVITIES:

Group Time/Games: Read the story book, “*Wheels on the Bus*” Children can do the movements. Create a chart showing the word movements from the song and use a pointer showing the words as the children sing the song.

Materials: “Wheels on the Bus” storybook, chart paper, markers, pointer.

Dramatic Play: Turn the area into a construction zone. Add construction worker vehicles, dress up clothes, orange cones, construction worker hard hats and vests.

Materials: Vehicles, traffic cones, hard hats, orange vests with reflective tape, pictures of construction workers, traffic signs/symbols.

Block Area: Add danger zone signs, road maps, red tape, etc

Materials: Traffic signs, road maps, red tape, reflective tape, masking tape.

Art Center:

Trace/cut yellow buses. Glue onto red paper to identify danger zones.

Materials: Bus patterns, construction paper, scissors, markers, crayons, glue.

Math:

Estimate distance by using a tape measure to mark off 5 feet and 10 feet (danger zone area around bus)

Materials: Tape measure, red tape, big #5 and #10, foot pattern, real bus.

Science: Changing color flower. Put a white carnation into red water for several days.

Materials: Carnation, vase, water, red food coloring, graph paper.

Sensory: Red water in the sensory table with funnels, tubes, strainers, etc.

Materials: Water toys, funnels, cups, strainers, tubes, water, food coloring.

Literacy/Library: Create a flannel story identifying the bus danger zones.

Materials: Copies of the key concepts for Danger Zones (front, rear, side, wheels) flannel, tape, scissors, cardboard glues.

Nutrition: Favorite breads and cereals magazine collage.

Materials: Food magazines, grocery store ads, scissors, paper, glue.

Fingerplays/Songs: Sing the song “We Are Safe” (sung to the tune of “Mulberry Bush”) Copy the song on chart paper and use a pointer following the words as children sing the song.

Materials: “We Are Safe” song from resource section, chart paper, markers, pointer.

Outdoor Extensions: Identify the danger zone around the bike path. Use red cones to mark the area.

Materials: Danger Zone key concepts, bikes, helmets, traffic cones, red tape.





EMERGENCY EVACUATION BUS DRILL

GOAL: Children will identify exits and demonstrate safe emergency evacuation procedures and behaviors during a bus drill.

CONCEPTS: Safe riders have the responsibility to listen to the bus driver's directions in the event of an emergency evacuation.

- Listen to the driver
- Follow directions
- Walk quickly to the rear exit.
- Exit through emergency door:
- Move to safe zone.

VOCABULARY:

Emergency

Exit

Rear

Safe Zone

Follow Directions

MATERIALS:

Story book, *"Safe As Can Be!"*

Safety Sam Bear

School Bus

EXIT Sign

EXIT Stencil/Red Paint

Emergency Evacuation Chart/Pictures

Completion Certificates

SAMPLE LESSONS:

7. Re-read story book, *"Safe As Can Be!"* (Age: 3-5 yrs. Time: 5 min.)
8. Introduces children to EXIT signs. Discuss how to locate exits in an emergency. (i.e. some are lighted, over doorways, over windows, etc.) Provide red paint and EXIT stencils at the easel for painting after the discussion. (Age: 3-5 yrs. Time: 5-7 min.)
9. Discuss what to do if something happened on the bus and children had to get off in a hurry (rules). "Rules help us to remember what to do in an emergency". Show children the emergency evacuation chart/pictures and the steps to safely evacuate the bus. (Age: 3-5 yrs. Time: 5-7 min.)



10. Safety Sam Lesson: Emergency evacuation rules are important to follow:



Tell children they will have the opportunity to practice using an emergency exit on the bus with Safety Sam. Review the evacuation steps.

- Listen to the driver
- Follow directions
- Walk quickly to the rear exit.
- Exit through emergency door.
- Go to the safe zone.

The teacher will take the children out to the bus. Point out where the EXITS are located in the bus. Discuss the most important thing to do is to be very quiet and listen to what the bus driver tells us to do. Direct the children to their seat on the bus. After introducing EXITS, ask children to point to each one as you call them out, (i.e. front, back, roof hatch, window) Point out the window exits have red and white letters over them. Count all of the EXITS together.

Tell children, “*Sam is going to show you how to exit through the rear door*”. Use Sam to role model and demonstrate the procedures for exiting through the rear emergency door exit.

- a. Stay in your seat until the bus driver tells you to unbuckle yourself and stand. Monitor helps children get out of safety seats or rests if they need help; follow driver’s directions
- b. Walk quickly to the rear exit.
- c. Hold loose clothing close to your body.
- d. Sit down in the doorway.
- e. Hold an adults hand.
- f. Jump to the ground, land with knees bent.
- g. Move to safe zone away from the bus. Children will need to look for the green SAFE sign zone

Practice above procedure with Sam. Allow each child to practice exiting from the rear door following the evacuation steps. Give each child a completion certificate for participating in an emergency evacuation drill. (Age: 3–5 yrs. Time: 15 min.) It is important to remember when teaching this lesson that young children’s attention span may be short and adaptations might need to be made to shorten or condense the format. It is very important that every child participate in the evacuation and has a good understanding of the procedures. Must be done with transportation staff.

TEACHER TIPS:

This unit emphasizes the importance of knowing how to listen, follow directions and safely evacuate a vehicle by identifying the EXIT signs in the event of an emergency. *It is important for teachers and transportation staff to help children safely evacuate by following all of the required steps of the drill. As best practice, follow-up should occur with a monthly evacuation drill performed on the bus with all children, although Head Start standards require only three.*

Repeated skill practice is needed for children to learn new skills and concepts.



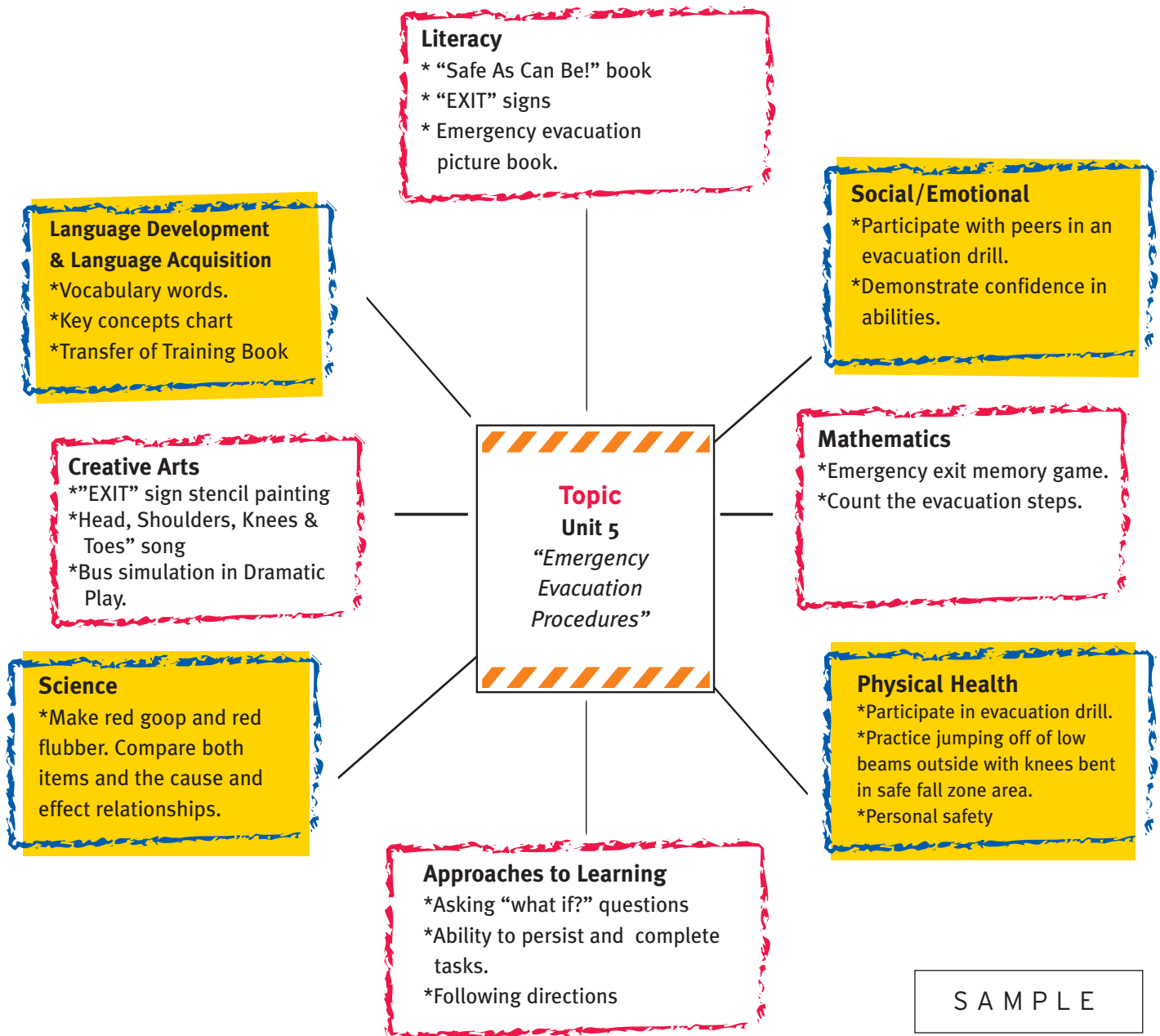
FAMILY/CHILD ACTIVITY:

Family Letter – Unit 5

Story Book – “Safe As Can Be!”

Small Stuffed Bear

Head Start Child Outcomes Web*



SAMPLE

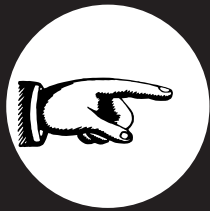
*See Head Start Child Outcomes framework after page 92 for more ideas.



"Emergency Evacuation" Chart



Listen



Follow directions



Walk to exit



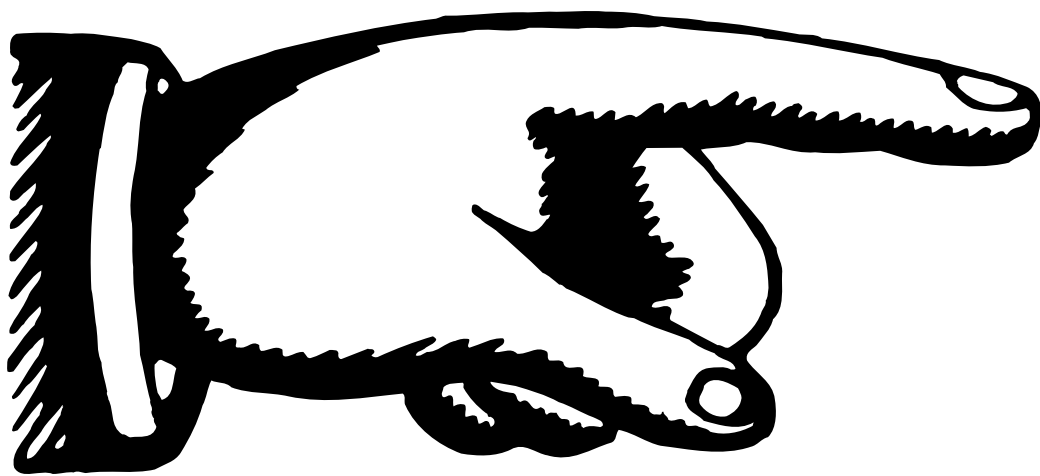
Rear exit



Safe Zone



LISTEN



**FOLLOW
DIRECTIONS**



EXIT

**WALK TO
EXIT**



REAR EXIT



SAFE ZONE

ADDITIONAL ACTIVITIES:

Group Time/Games: Emergency exit memory game. Make two pairs of picture cards for the exits on the bus. Front, rear, window, roof, side. (20 cards total)

Materials: Sequence cards from resource section, tagboard, scissors, gluesticks, laminating film.

Dramatic Play: Make a classroom bus. Set up a bus simulation using two long rows of chairs and a steering wheel in front. Allow children to practice the skills learned about emergency exits and evacuations.

Materials: Child sized chairs (enough for every child), EXIT signs, masking tape, steering wheel.

Block Area: Provide toy buses, emergency vehicles and block people.

Materials: Toy buses, emergency vehicles, block people, pictures of emergency vehicles, traffic signs/symbols.

Art Center: EXIT sign stencil painting at the easel with red paint.

Materials: EXIT sign stencil, red paint, paint paper, brushes.

Math: Make sequence cards of the emergency evacuation procedures. Number sequence cards.

Materials: Sequence cards from resource section, markers, tagboard, scissors, gluesticks, laminating film

Science: Make red flubber.

Materials: Recipe for flubber, bowl, mixing utensils, measuring cups and spoons.

Sensory: Red goop in the sensory table.

Literacy/Library: Make a Big Book of the emergency evacuation procedures using real pictures of the children practicing the exit from the rear of the bus.

Materials: Key concepts for emergency evacuation, photos of children practicing drill, paper, markers, scissors, brads or rings to bind book.

Nutrition: EXIT sign pretzels. Children practice writing the word EXIT using pretzels and a stencil pattern. Children can eat the pretzels when they have practiced the word.

Materials: Stick pretzels, EXIT sign stencil printed on paper.

Fingerplays/Songs: Sing the song – “Head, Shoulder, Knees, and Toes”. Children can do the movements.

Materials: Words to the song “Head, Shoulder, Knees, and Toes”.

Outdoor Extensions: Practice jumping to the ground with knees bent in a safe fall zone area.

Materials: Small risers, pictures showing knees bent.



Family Letters



#1 SAFETY

Dear Parents:

This week your child will learn to **“Think Safety”** first as we discuss safe riding practices on the bus and seat belt safety. Our goal is to encourage children to make responsible choices for their own safety. Like good nutrition and proper dental hygiene, riding safely in vehicles is an important part of your child’s health habits. The concepts and skills children will learn include;

Safe riders have responsibilities to obey the safe riding rules. “Think Safety” first.

- Find a seat
- Buckle-up!
- Feet in front
- Use a quiet voice

AT HOME:

You can foster the concepts of this unit at home by reviewing the “Think Safety” rules as you complete the buckle-up coloring sheet with your child. Your child will be participating in activities, stories, and songs reinforcing the message of safe riding procedures on the school bus and in vehicles. You can further foster this message by wearing your seat belt, by insisting all passengers buckle-up, and by talking about the importance of buckling up with your family.

Enjoy your child as you explore the concepts related to safe riding practices in a vehicle at school and at home.





Buckle Up!

Directions: Provide your child with crayons or markers to color the Safety Sam Bear coloring sheet. Discuss the importance of always buckling-up whenever you ride in a moving vehicle. Follow through with this activity by practicing “Buckle-Up” together in the family car. Through participating in this activity your child is increasing in skills and concepts. Some include: color recognition/naming, eye/hand coordination, fine motor skills, vocabulary, and self-expression.



#2



Dear Parents:

This week your child is learning the importance of **safety procedures for boarding and exiting the bus**. The concepts and skills children will learn include;

Safe riders have the responsibility to follow the safe boarding and exiting procedures on the school bus.

- Wait my turn
- Wait for the “OK” to load signal
- Take one step at a time
- Hold onto the handrail

Your child will model safe procedures for boarding and exiting the bus in a variety of classroom activities and a practice on the bus they ride to school.

AT HOME

You can foster the concepts of this unit at home by reviewing the safe loading and exiting procedures for the bus with your child by playing with the safe behaviors sequencing cards. You can further foster this message by discussing expectations for safe procedures at home while unloading from the family car. Discussions could include parking lot safety, holding hands with an adult, and avoid walking between parked cars into open areas.

Enjoy your child as you explore the concepts of safe loading and exiting vehicles at school and at home.





Boarding and Leaving the Bus

Directions: Glue full page to the back of an empty cereal box. Cut into four sections following the dotted lines. Help your child place the cards in numerical order on a flat surface, reading left to right. Review the safe behaviors for boarding and exiting the bus. Through participating in this activity your child is increasing in skills and concepts. Some include: reading left to right, counting, sequencing, naming and identifying objects.



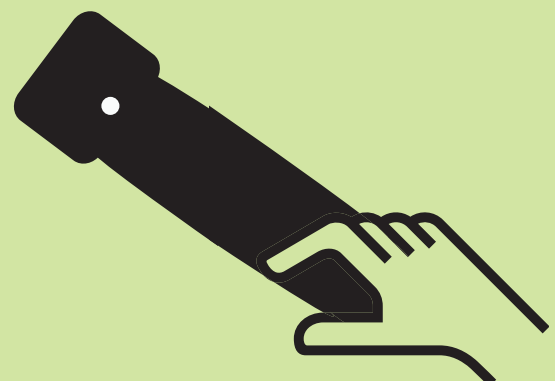
1 WAIT FOR MY TURN



2 "OK" TO LOAD



3 TAKE ONE STEP AT A TIME



4 HOLD ON TO THE HANDRAIL





Dear Parents:

This week your child will be learning the **safety procedures in crossing the street to and from the bus**. Teaching pedestrian safety rules help children to remain safe when crossing at a busy intersection. Being able to identify traffic signs and symbols give children the tools and skills to practice safe habits. Taking 10 giant steps will get them out of the 10-foot danger zone surrounding the bus.

The concepts and skills children will learn include;

Safe riders have the responsibility to “Stop. Look, and Listen” for danger before crossing the street.

- Take “10 Giant Steps”
- Stop!, Look!, Listen!
- Wait for the “OK” to cross signal (thumbs up)
- Cross with an adult

AT HOME:

You can foster the concepts of this unit at home by discussing the safety procedures in crossing the street to and from the bus stop with your child as you work together on the safe crossing puzzle. It is important to reinforce the concept, “always cross the street with an adult”. You can further foster this message by taking walks with your child and helping them to practice the “Stop, Look, and Listen safety procedures when they come to a crossing. Helping children to identify pedestrian cross walks and lighted crossing signals will their build personal safety skills

Enjoy your child as you explore the concepts of safety procedures in crossing the street and identifying traffic signs and symbols.





Cross with an Adult

Directions: Glue the full page to the back of an empty cereal box. Cut picture on dotted line and then into six different puzzle pieces. Once your child has mastered completing the six piece puzzle, cut into extra shapes. Through participating in this activity your child is increasing in skills and concepts. Some include: fine motors skills, problem solving, identifying symbols, and pre-reading.



#4



Dear Parents:

This week your child will be learning to **recognize the danger zones when approaching and leaving the bus**. The concepts and skills children will learn include;

Safe riders will increase personal safety skills by identifying and avoiding the danger zones when boarding and exiting the bus and other vehicles.

Bus Danger Zones:

- In front of the bus
- In back of the bus
- On both sides of the bus
- Anywhere near the wheels

AT HOME:

You can foster the concepts of this unit at home by discussing the danger zones around the bus with your child after you sing the song “Wheels on the Bus”. You can further foster this message by identifying danger zones in and around your home or neighborhood and discussing the need to be safe around these areas. Helping children to identify potentially dangerous situations and hazards will help to avoid accidents and serious injury.

Enjoy your child as you explore the concepts of safety procedures in identifying danger zones and potentially dangerous situations.





Danger Zones

Directions: Sing the song with your child while making up the movements during the different phrases. Encourage your child to help make up the movements as you sing along. Through participating in this activity your child is learning new skills and concepts. Some include: recalling familiar songs, fine and gross motor skills, creativity, and imagination.

The Wheels on the Bus



The wheels on the bus go round and round; round and round; round and round.

The wheel on the bus go round and round, all through the town!

The horn on the bus goes beep, beep, beep; beep, beep, beep; beep, beep, beep.

The horn on the bus goes beep, beep, beep; all through the town!

The wipers on the bus go swish, swish, swish; swish, swish, swish; swish, swish, swish.

The wipers on the bus go swish, swish, swish, all through the town!

The coins on the bus go clink, clink, clink; clink, clink, clink; clink, clink, clink.

The coins on the bus go clink, clink, clink, all through the town.

The people on the bus go up and down; up and down; up and down.

The people on the bus go up and down, all through the town!

The doors on the bus go squeak, squeak, squeak; squeak, squeak, squeak; squeak, squeak, squeak.

The doors on the bus go squeak, squeak, squeak, all through the town!

The babies on the bus go waa, waa, waa; waa, waa, waa; waa, waa, waa.

The babies on the bus go waa, waa, waa, all through the town!

The parents on the bus go shh, shh, shh; shh, shh, shh; shh, shh, shh.

The parents on the bus go shh, shh, shh, all through the town!

The signals on the bus go blink, blink, blink; blink, blink, blink; blink, blink, blink.

The signals on the bus go blink, blink, blink, all through the town!

The motor on the bus goes zoom, zoom, zoom; zoom, zoom, zoom; zoom, zoom, zoom.

The motor on the bus goes zoom, zoom, zoom, all through the town!



#5



Dear Parents:

This week your child will practice **the steps and procedures for safely evacuating the school bus** in the event of an accident or emergency. The concepts and skills children will learn include;

Safe riders have the responsibility to listen to the bus driver's directions in the event of an emergency evacuation.

Locate all emergency exits:

- Front door
- Emergency doors (rear, side)
- Push-out windows
- Roof hatch

Follow directions to exit:

- Stay in your seat until the bus driver or bus monitor tells you to get out of your safety seat to stand.
- Walk quickly to the rear exit.
- Hold loose clothing close to body
- Sit down in doorway
- Grasp adults hand
- Jump to ground

Move safely away from the bus

- Listen for your name to be called.
- Walk quickly to the safe zone. (green sign)

AT HOME:

You can foster the concepts of this unit at home by discussing the emergency bus evacuation steps and procedures with your child as you read the story, "Safe As Can Be!" Your child can role model the Safety Sam story with the small stuffed bear to reflect on the skills and concepts learned. You can also develop an emergency evacuation plan at home in the event of a fire or emergency and practice the plan with your family. Identify the emergency exits out of your home, and establish a safe meeting place outside. Complete a home safety checklist with your family to identify other safety issues or concerns.

Enjoy your child as you explore concepts related to safe evacuation procedures at school and at home.





Bus Monitor: Photocopy this section for use on the bus.

Teaching on the Bus

A Guide for Bus Monitors

The long-term effectiveness of the safety skills children learn requires reinforcing and applying new skills to real life situations and experiences. Opportunities for teaching on the bus are included in this section of the curriculum. **At no time should lessons be implemented when the bus is moving.** Lessons can be reinforced at teachable moments—recognizing and reinforcing concepts as children are in the real life situations; e.g. “Look at how Juan found his seat!”

Bus drivers and monitors are essential component to the success of children’s learning by providing reinforcement of safety rules with children on the bus they ride every day. Teachable moments can occur naturally in a meaningful context when children connect classroom learning with bus experiences. Every lesson is approximately 3–5 minutes long and requires limited planning time.

The five unit lessons focus on the key concepts and include key concept pictures to reinforce safety skills with children. Transportation staff will reinforce the key concepts in correlation with classroom teacher’s implementation of the curriculum. It will be important to communicate regularly with transportation staff on children’s progress as they demonstrate their acquisition of new skills and concepts of the safety education curriculum while on the bus. Shared observations will support documenting child successes and growth in all eight domain areas of the Head Start Child Outcomes.

The key concept pictures from each unit should be shared with children daily as the opportunity arises during wait time on the bus. The unit will change weekly and build upon children’s



knowledge. Teachers need to support transportation staff and provide guidance as required to assure developmentally appropriate practices are followed based on individual child needs. Teachers are encouraged to ride the bus from time to time so that they understand the bus as a unique learning environment and can help monitors identify teachable moments.

Classroom Unit Lessons:

Unit 1 Safe Riding Practices

Key Concepts: “Think Safety First”

- Find a seat
- Buckle-Up!
- Feet in front
- Use a quiet voice

Unit 2 Safety Procedures for Boarding and Leaving the Vehicle

Key Concepts: Safe Behaviors

- Wait my turn
- Wait for the “OK” to load sign (thumbs up)
- Take one step at a time
- Hold onto the handrail

Unit 3 Safety Procedures in Crossing the Street to and From the Vehicle at Stops

Key Concepts: Stop, Look, and Listen

- Take 10 giant steps
- Stop, look, and listen
- Wait for the “OK” to cross sign (thumbs up)
- Cross with an adult

Unit 4 Recognition of the Danger Zones Around the Vehicle

Key Concepts: Bus Danger Zones

- In front of the bus
- In back of the bus
- On both sides of the bus
- Anywhere near the wheels

Unit 5 Emergency Evacuation Bus Drill

Key Concepts: Emergency Evacuation Rules

- Listen to the driver
- Follow directions
- Walk to the exit
- Exit at the rear door
- Move to the safe zone



TEACHING ON THE BUS—A GUIDE FOR BUS MONITORS

UNIT 1-5

GOAL: Children will demonstrate safe procedures and behaviors while riding on the school bus.

OBJECTIVES: Children will be able to:

- Identify the need for safety rules.
- Recognize the importance of listening and following directions.
- Demonstrate safety rules while riding on the bus.

CONCEPTS:

Safe riders have the responsibility to obey the safety rules on the bus and practice safe procedures in and around vehicles.

- Unit 1 Safe Riding Practices
- Unit 2 Safety Procedures for Boarding and Leaving the Vehicle
- Unit 3 Safety Procedures in Crossing the Street to and from the Vehicle Stop.
- Unit 4 Recognition of the Danger Zones Around the Vehicle
- Unit 5 Emergency Evacuation Procedures

MATERIALS:

Key concept picture books for each unit

SAMPLE ACTIVITIES THAT REINFORCE:

1. Read the key concept chart for each unit with children during wait time on the bus as children arrive or depart from the center. **At no time should lessons be taught as the bus is in route.** After reading the chart and showing the pictures, use open ended questions to encourage children to answer “what if” questions. (i.e. what if you dropped something by the bus wheel, what if you ran into the street to get your ball, etc.)
2. Record child responses to “what if” questions and create a big bus book to re-read with children to help build key concepts and skills for each of the safety units. Share observations and comments with the teacher to capture child success as they acquire new skills.



TEACHING ON THE BUS—A GUIDE FOR BUS MONITORS

UNIT 1-5

GOAL: Children will consistently demonstrate safe procedures and behaviors while riding on the school bus.

CONCEPTS:

Safe riders have responsibilities to obey the safety rules on the bus and practice safe procedures around vehicles.

- Unit 1 Safe Riding Practices
- Unit 2 Safety Procedures for Boarding and Leaving the Vehicle
- Unit 3 Safety Procedures in Crossing the Street to and from the Vehicle Stop
- Unit 4 Recognition of the Danger Zones Around the Vehicle
- Unit 5 Emergency Evacuation Procedures

MATERIALS:

Key concept charts/rules for each unit
Activity sheets for each unit
Crayons/Markers

PROCEDURE:

1. Review key concept for each lesson with children during wait time on the bus as children are waiting to enter their classroom or leave for home. **At no time should lessons be taught as the bus is in route or moving.** Use open-ended questions to encourage children to answer “What if?” questions. (i.e. what if you dropped something by the bus wheel?...what if you ran into the street to retrieve your ball?...what if you were not wearing a seat belt and the bus stopped suddenly?...etc)
2. Share activity sheets once children are engaged in the “what if” activity. As you show the pictures, give some examples of what the safe practice should be. (i.e. ask an adult for help if you drop something.... stop, look and listen before going into the street....always wear your seat belt when riding on the bus or in the car...etc)
3. Review the weekly lesson daily to allow children to reflect on their learning and share new acquired knowledge.



Resources

FILMS, VIDEOS

Emergency School Bus Evacuation

7 minutes

Covers when to evacuate, rear and front door procedures; suitable for use as orientation prior to bus drill. Available through Pupil Transportation Safety Institute. www.ptsi.org

Pooh and His Friends “Think Safety”

14 minutes

The Great School Bus Adventure

Covers safe procedures for riding, waiting, crossing, and danger zones

A Safe Bus Ride – It All begins With You!

13 minutes

A unique program teaches parents how to prepare their pre-schooler or young student for the bus ride.

“Timmy Rides the Bus”

10 minutes

Muppet character, Timmy, learns all about school bus safety from bus driver Ralph and monitor Jane. Addresses safety issues like: handrail use, staying seated, keeping the aisle clear, and loading/unloading skills.

“K.C.’s First Bus Ride”

9 _ minutes

Muppet character, K.C, gets a look at a safe bus ride with the help of a friend. Addresses safe riding rules and why they are important.

Children in Traffic

13 minutes

Children see the road differently from adults. How does a child’s development affect their perception of traffic? What behaviors should adults watch for when driving near children? All of these questions and more are answered in this video.

The Safest Way Out

12 minutes

Emergency School Bus Evacuation

Shows children how to safely exit from front, rear, side, and multiple exits, emergency windows and roof hatches, and when each exit is appropriate. Designed for classroom use.

Transporting Pre-schoolers

20 minutes

Get a Head Start on Safety

All aspects of transportation of infants, toddlers and pre-schoolers in school buses. Free preview. www.coastalschools.com



CHILDREN'S BOOKS

Chlad, Dorothy. ***Safety Town Series*** (19 books K-3). Childrens Press. Chicago, Illinois. A series of books focusing on traffic safety, pedestrian safety, danger zones, etc.

Cousins, Lucy. ***Maisy Drives the Bus***. Candlewick Press. Cambridge, Massachusetts. A colorful picture book sharing the story of Maisy the mouse on her bus route picking up children.

Crews, Donald. ***School Bus***. Scholastic Inc. New York. Picture book sharing the route of a typical school bus picking up students and arriving at school.

Dorros, Arther. ***Radio Man***. A migrant boy relies on the radio to keep him connected to the communities that they move to.

Mora, Pat. ***Pablo's Tree***. Boy travels to visit Grandpa on his birthday.

Nicholas, Paul. ***Big Paul's School Bus***. Prentice-Hall, 1981. Picture book written by a school bus driver about school bus drivers. Illustrations are black and white except for the yellow school bus.

Orozco, Jose Luis. ***De Colores***. Spanish traveling folk songs for children.

Wickstrom, Sylvie Kantoritz. ***Wheels on the Bus***. Crown Publishings Inc. New York. A familiar children's song put to print in a colorful picture book format.

MUSIC/CD'S

Orozco, Jose-Luis. ***De Colores***. Arcoiris Records Inc. PO Box 7428. Berkeley, CA 94707. (510) 527-5539. ©1994

Orozco, Jose-Luis. ***Diez Deditos – Ten Little Fingers***. Arcoiris Records Inc. PO Box 7428. Berkeley, CA 94707. (510) 527-5539. ©1985

Pennington, Christopher. ***Kids Travelin' Songs***. Direct Source Special Products Inc. PO Box 2600. Plattsburgh, NY 12901-0229. ©2000



PUBLICATIONS

Bus Safety Bulletin Board Set. Poster set illustrating bus safety, riding, waiting, emergency evacuation, and danger zones. Eureka, The Paper Magic Company, Inc., Scranton, PA 18501

Safe Sam Coloring Book. Coloring book discussing safety lessons for children on the bus. Collins Bus Corporation. <http://WS.gorge.net/cannon/bus.html>.

Safe Cruisin' with the Good Neigh Bear. An Illustrated story booklet for children 40-80 pounds and under 4 feet 9 inches tall demonstrating safe riding procedures and the use of safety harnesses in the car. State Farm Insurance Companies

Mas vale Prevenir que Lamentar. An illustrated story booklet in Spanish demonstrating safe riding procedures and the use of safety harnesses in the car. Health Net of California

They Won't Stay There! A parent resource guide with helpful strategies to help assure your child remains seated and buckled up when riding in cars. Automotive Safety for Children 1-800-KID-N-CAR

Never Leave Your Child Alone. A parent resource booklet explaining what you need to know to keep kids safe around cars in warm weather. General Motors National Safe Kids Campaign

Buckle Up With Blue – Play it Safe Handbook

A Family Guide to Car Safety. A parent/child activity booklet packed with the tools to teach young children street smarts. The games, songs, and activities will help children learn to play safe.

Nick Jr. Magazine

Never Ever Place Your baby in Front of an Air Bag!

Poster demonstrating how to properly buckle infants in a car seat in the back seat. National Safety Council. <http://www.nsc.org/airbag.htm>

Growing Up Buckled Up

A growth chart for the classroom demonstrating the safety steps to buckling up when riding in a car. Washington Traffic Safety Commission - We Love You Buckle-Up! 1-206-753-6197



TRANSPORTATION SAFETY EDUCATION CURRICULUM

Back Pack Resource List

ITEM:	COST:	VENDOR:
Safety Sam Bear with clothing	\$30.00	Build-a-Bear Workshop 1954 Innerbelt Business, Center Dr. St. Louis, MO 63114-5760
Doll Car Seat	\$8.00	Precious Babies Walmart on line www.wal-mart.com
Wheels on the Bus Raffi	\$5.99	Crown Publishers Inc. 201 East 50th Street New York, NY 10022
Maisy Drives the Bus Lucy Cousins	\$3.29	Candlewick Press 2067 Massachusetts Ave. Cambridge, MA 02140
Safety Sign Chart	\$1.99	Frank Schaffer Publications
Signs & Symbols Cards	\$4.95	Trend Enterprises Inc. St. Paul, MN 55164
Toy Bus	\$4.95	Autobus Walmart on line www.wal-mart.com
Bus Puzzel	\$9.99	Lights, Camera, International Box 590 Westport, CT 06881
Kids Travelin' Songs CD	\$4.95	Direct Source Special Products PO Box 2600 Plattsburgh, NY 12901-0229
Clear Backpack	\$8.95	East Sport Walmart on line www.wal-mart.com
Diez Deditos – Ten Little Fingers (CD)	\$12.99	Arcoiris Records Inc. PO Box 7428. Berkeley, CA 94707 (510) 527-5539



Performance Standard Sec. 1310.21 Safety Education

- (a) Each agency must provide training for parents and children in pedestrian safety. The training provided to children must be developmentally appropriate and an integral part of program experiences. The need for an adult to accompany a preschool child while crossing the street must be emphasized in the training provided to parents and children. The required transportation and pedestrian safety education of children and parents, except for the bus evacuation drills required by paragraph (d) of this section, must be provided within the first thirty days of the program year.
- (b) Each agency providing transportation services, directly or through another organization or an individual, must ensure that children who receive such services are taught;
 - 1. Safe riding practices
 - 2. Safety procedures for boarding and leaving the vehicle
 - 3. Safety procedures in crossing the street to and from the vehicle at stops
 - 4. Recognition of the danger zones around the vehicle
 - 5. Emergency evacuation procedures, including participating in an emergency evacuation drill conducted on the vehicle the child will be riding.
- (c) Each agency providing transportation services must provide training for parents that;
 - 1. Emphasizes the importance of escorting their children to the vehicle stop and the importance of reinforcing the training provided to children regarding vehicle safety; and
 - 2. Complements the training provided to their children so that safety practices can be reinforced both in Head Start and at home by the parent.
- (d) Each agency providing transportation services must ensure that at least two-bus evacuation drills in addition to the one required under paragraph (b) (5) of this section are conducted during the program year.
- (e) Each agency providing transportation services must develop activities to remind children of the safety procedures. These activities must be developmentally appropriate, individualized and be an integral part of the Head Start or Early Head Start program activities.



HEAD START CHILD OUTCOMES FRAMEWORK

DOMAIN	DOMAIN ELEMENT	INDICATORS
LANGUAGE DEVELOPMENT	Listening & Understanding	◆ Demonstrates increasing ability to attend to and understand conversations, stories, songs, and poems.
		◆ Shows progress in understanding and following simple and multiple-step directions.
		★ Understands an increasingly complex and varied vocabulary.
		★ For non-English-speaking children, progresses in listening to and understanding English.
	Speaking & Communicating	★ Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions and for other varied purposes.
		◆ Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.
		★ Uses an increasingly complex and varied spoken vocabulary.
		◆ Progresses in clarity of pronunciation and towards speaking in sentences of increasing length and grammatical complexity.
LITERACY	★ Phonological Awareness	◆ Shows increasing ability to discriminate and identify sounds in spoken language.
		◆ Shows growing awareness of beginning and ending sounds of words.
		◆ Progresses in recognizing matching sounds and rhymes in familiar words, games, songs, stories and poems.
		◆ Shows growing ability to hear and discriminate separate syllables in words.
	★ Book Knowledge & Appreciation	★ Associates sounds with written words, such as awareness that different words begin with the same sound.
		◆ Shows growing interest and involvement in listening to and discussing a variety of fiction and non-fiction books and poetry.
		◆ Shows growing interest in reading-related activities, such as asking to have a favorite book read; choosing to look at books; drawing pictures based on stories; asking to take books home; going to the library; and engaging in pretend-reading with other children.
		◆ Demonstrates progress in abilities to retell and dictate stories from books and experiences; to act out stories in dramatic play; and to predict what will happen next in a story.
	★ Print Awareness & Concepts	◆ Progresses in learning how to handle and care for books; knowing to view one page at a time in sequence from front to back; and understanding that a book has a title, author and illustrator.
		◆ Shows increasing awareness of print in classroom, home and community settings.
		◆ Develops growing understanding of the different functions of forms of print such as signs, letters, newspapers, lists, messages, and menus.
		◆ Demonstrates increasing awareness of concepts of print, such as that reading in English moves from top to bottom and from left to right, that speech can be written down, and that print conveys a message.
		◆ Shows progress in recognizing the association between spoken and written words by following print as it is read aloud.
		★ Recognizes a word as a unit of print, or awareness that letters are grouped to form words, and that words are separated by spaces.

★ Indicates the 4 specific Domain Elements and 9 Indicators that are legislatively mandated.

HEAD START CHILD OUTCOMES FRAMEWORK

DOMAIN	DOMAIN ELEMENT	INDICATORS
LITERACY (CONT.)	Early Writing	◆ Develops understanding that writing is a way of communicating for a variety of purposes.
		◆ Begins to represent stories and experiences through pictures, dictation, and in play.
		◆ Experiments with a growing variety of writing tools and materials, such as pencils, crayons, and computers.
		◆ Progresses from using scribbles, shapes, or pictures to represent ideas, to using letter-like symbols, to copying or writing familiar words such as their own name.
	Alphabet Knowledge	◆ Shows progress in associating the names of letters with their shapes and sounds.
		◆ Increases in ability to notice the beginning letters in familiar words.
		★ Identifies at least 10 letters of the alphabet, especially those in their own name.
		★ Knows that letters of the alphabet are a special category of visual graphics that can be individually named.
MATHEMATICS	★ Number & Operations	◆ Demonstrates increasing interest and awareness of numbers and counting as a means for solving problems and determining quantity.
		◆ Begins to associate number concepts, vocabulary, quantities and written numerals in meaningful ways.
		◆ Develops increasing ability to count in sequence to 10 and beyond.
		◆ Begins to make use of one-to-one correspondence in counting objects and matching groups of objects.
		◆ Begins to use language to compare numbers of objects with terms such as more, less, greater than, fewer, equal to.
		◆ Develops increased abilities to combine, separate and name "how many" concrete objects.
	Geometry & Spatial Sense	◆ Begins to recognize, describe, compare and name common shapes, their parts and attributes.
		◆ Progresses in ability to put together and take apart shapes.
		◆ Begins to be able to determine whether or not two shapes are the same size and shape.
		◆ Shows growth in matching, sorting, putting in a series and regrouping objects according to one or two attributes such as color, shape or size.
		◆ Builds an increasing understanding of directionality, order and positions of objects, and words such as up, down, over, under, top, bottom, inside, outside, in front and behind.
	Patterns & Measurement	◆ Enhances abilities to recognize, duplicate and extend simple patterns using a variety of materials.
		◆ Shows increasing abilities to match, sort, put in a series, and regroup objects according to one or two attributes such as shape or size.
		◆ Begins to make comparisons between several objects based on a single attribute.
		◆ Shows progress in using standard and non-standard measures for length and area of objects.
SCIENCE	Scientific Skills & Methods	◆ Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials and observe processes and relationships.
		◆ Develops increased ability to observe and discuss common properties, differences and comparisons among objects and materials.
		◆ Begins to participate in simple investigations to test observations, discuss and draw conclusions and form generalizations.
		◆ Develops growing abilities to collect, describe and record information through a variety of means, including discussion, drawings, maps and charts.
		◆ Begins to describe and discuss predictions, explanations and generalizations based on past experiences.

★ Indicates the 4 specific Domain Elements and 9 Indicators that are legislatively mandated.

HEAD START CHILD OUTCOMES FRAMEWORK

DOMAIN	DOMAIN ELEMENT	INDICATORS
SCIENCE (CONT.)	Scientific Knowledge	◆ Expands knowledge of and abilities to observe, describe and discuss the natural world, materials, living things and natural processes.
		◆ Expands knowledge of and respect for their body and the environment.
		◆ Develops growing awareness of ideas and language related to attributes of time and temperature.
		◆ Shows increased awareness and beginning understanding of changes in materials and cause-effect relationships.
CREATIVE ARTS	Music	◆ Participates with increasing interest and enjoyment in a variety of music activities, including listening, singing, finger plays, games, and performances.
		◆ Experiments with a variety of musical instruments.
	Art	◆ Gains ability in using different art media and materials in a variety of ways for creative expression and representation.
		◆ Progresses in abilities to create drawings, paintings, models, and other art creations that are more detailed, creative or realistic.
		◆ Develops growing abilities to plan, work independently, and demonstrate care and persistence in a variety of art projects.
		◆ Begins to understand and share opinions about artistic products and experiences.
	Movement	◆ Expresses through movement and dancing what is felt and heard in various musical tempos and styles.
		◆ Shows growth in moving in time to different patterns of beat and rhythm in music.
	Dramatic Play	◆ Participates in a variety of dramatic play activities that become more extended and complex.
		◆ Shows growing creativity and imagination in using materials and in assuming different roles in dramatic play situations.
SOCIAL & EMOTIONAL DEVELOPMENT	Self Concept	◆ Begins to develop and express awareness of self in terms of specific abilities, characteristics and preferences.
		◆ Develops growing capacity for independence in a range of activities, routines, and tasks.
		◆ Demonstrates growing confidence in a range of abilities and expresses pride in accomplishments.
	Self Control	◆ Shows progress in expressing feelings, needs and opinions in difficult situations and conflicts without harming themselves, others, or property.
		◆ Develops growing understanding of how their actions affect others and begins to accept the consequences of their actions.
		◆ Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.
	Cooperation	◆ Increases abilities to sustain interactions with peers by helping, sharing and discussion.
		◆ Shows increasing abilities to use compromise and discussion in working, playing and resolving conflicts with peers.
		◆ Develops increasing abilities to give and take in interactions; to take turns in games or using materials; and to interact without being overly submissive or directive.

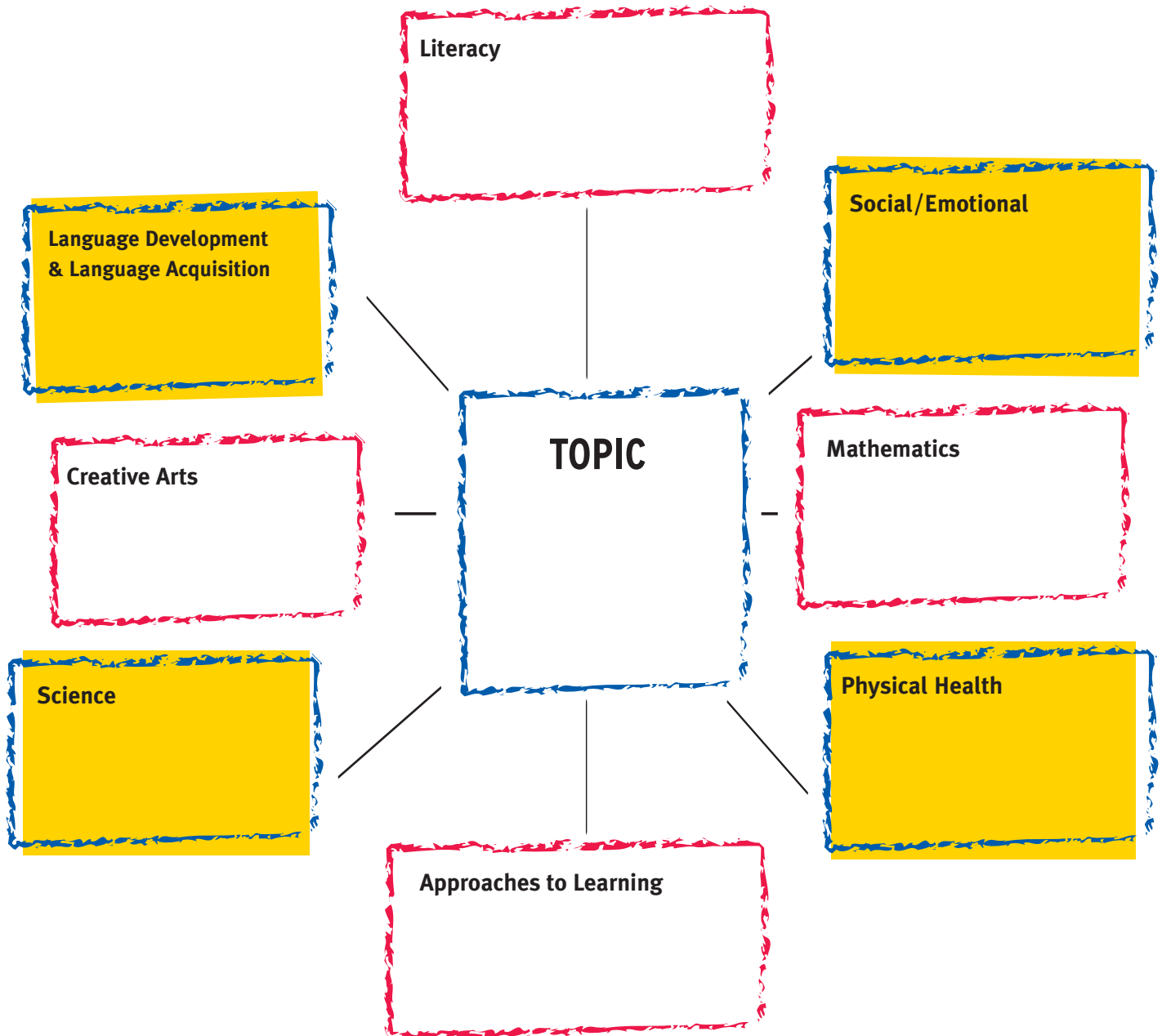
★ Indicates the 4 specific Domain Elements and 9 Indicators that are legislatively mandated.

HEAD START CHILD OUTCOMES FRAMEWORK

DOMAIN	DOMAIN ELEMENT	INDICATORS
SOCIAL & EMOTIONAL DEVELOPMENT (CONT.)	Social Relationships	◆ Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults.
		◆ Shows progress in developing friendships with peers.
		◆ Progresses in responding sympathetically to peers who are in need, upset, hurt, or angry; and in expressing empathy or caring for others.
	Knowledge of Families & Communities	◆ Develops ability to identify personal characteristics including gender, and family composition.
		◆ Progresses in understanding similarities and respecting differences among people, such as genders, race, special needs, culture, language, and family structures.
		◆ Develops growing awareness of jobs and what is required to perform them.
APPROACHES TO LEARNING	Initiative & Curiosity	◆ Begins to express and understand concepts and language of geography in the contexts of their classroom, home and community.
		◆ Chooses to participate in an increasing variety of tasks and activities.
		◆ Develops increased ability to make independent choices.
	Engagement & Persistence	◆ Approaches tasks and activities with increased flexibility, imagination and inventiveness.
		◆ Grows in eagerness to learn about and discuss a growing range of topics, ideas and tasks.
		◆ Grows in abilities to persist in and complete a variety of tasks, activities, projects and experiences.
PHYSICAL HEALTH & DEVELOPMENT	Fine Motor Skills	◆ Demonstrates increasing ability to set goals and develop and follow through on plans.
		◆ Shows growing capacity to maintain concentration over time on a task, question, set of directions or interactions, despite distractions and interruptions.
		◆ Develops increasing ability to find more than one solution to a question, task or problem.
	Gross Motor Skills	◆ Grows in recognizing and solving problems through active exploration, including trial and error, and interactions and discussions with peers and adults.
		◆ Develops increasing abilities to classify, compare and contrast objects, events and experiences.
		◆ Develops growing strength, dexterity and control needed to use tools such as scissors, paper punch, stapler, and hammer.
PHYSICAL HEALTH & DEVELOPMENT	Health Status & Practices	◆ Grows in hand-eye coordination in building with blocks, putting together puzzles, reproducing shapes and patterns, stringing beads and using scissors.
		◆ Progresses in abilities to use writing, drawing and art tools including pencils, markers, chalk, paint brushes, and various types of technology.
		◆ Shows increasing levels of proficiency, control and balance in walking, climbing, running, jumping, hopping, skipping, marching and galloping.
	Health Status & Practices	◆ Demonstrates increasing abilities to coordinate movements in throwing, catching, kicking, bouncing balls, and using the slide and swing.
		◆ Progresses in physical growth, strength, stamina, and flexibility.
		◆ Participates actively in games, outdoor play and other forms of exercise that enhance physical fitness.

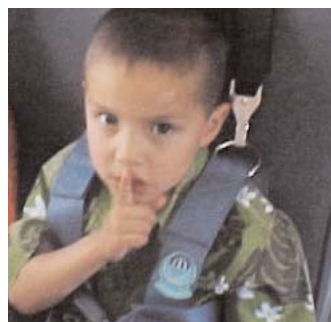
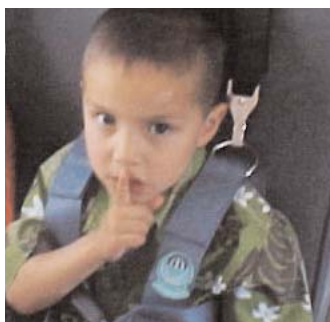
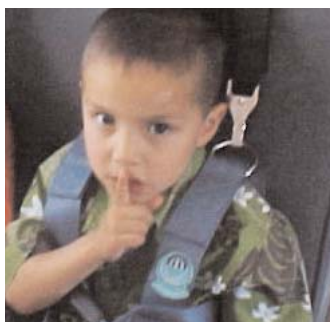
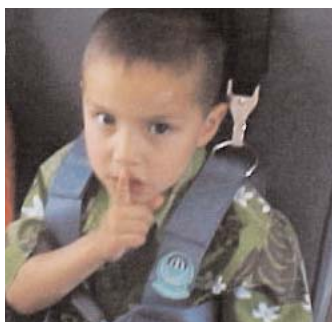
★ Indicates the 4 specific Domain Elements and 9 Indicators that are legislatively mandated.

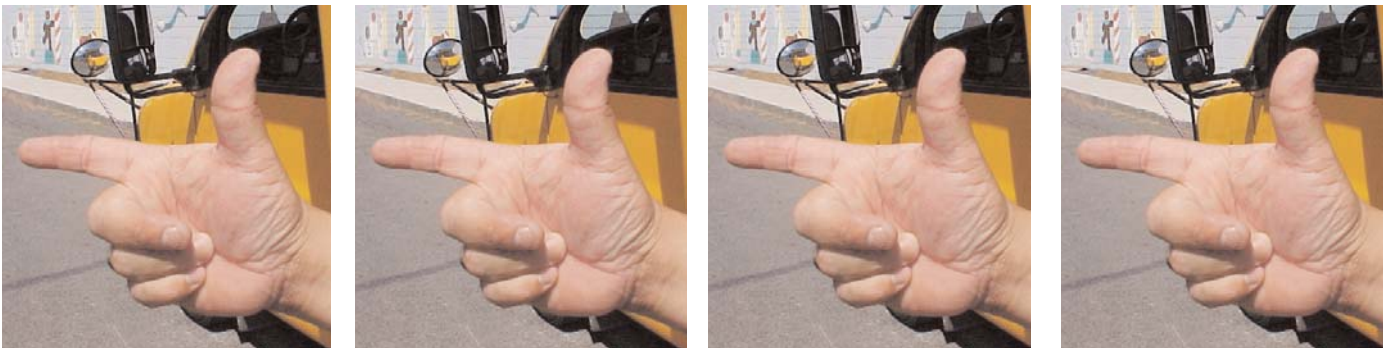
Head Start Child Outcomes Web



Memory Games Sequence Cards

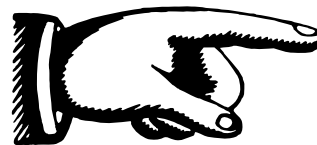
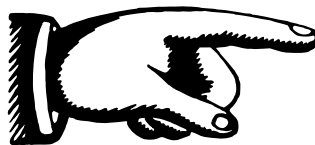
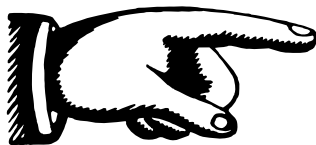
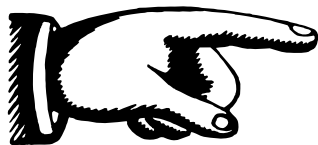
Fingerplays Songs











I Always Buckle Up

(sung to the tune of "The Farmer in the Dell")

I always buckle up

I always buckle up

Whenever riding in the car

I always buckle up

*My () * buckles up*

*My () * buckles up*

Whenever riding in the car

*My () * buckles up*

**Add Daddy, Mommy, puppy, etc.*

Buckle, Buckle, Buckle Up

(sung to the tune of "Row, Row, Row Your Boat")

Buckle, buckle, buckle up

Riding in the car

Always put your seat belt on

Going near or far.

I am very special,

and I can take care of me

Riding safely in the back

The safest place to be.

SUGGESTED MOTIONS:

1. Hold two ends of a seat belt and buckl up.

2. Hug self

3. Thumb over shoulder, point to back seat.

Where's Your Seat Belt?

(sung to the tune of "Frere Jacques")

Where's your seat belt?

Where's your seat belt?

Here is mine

Here is mine

Buckled 'round my hips

Buckled 'round my hips

Where is yours?

Where is yours?

SUGGESTED MOTIONS:

1. Hand against forehead searching

2. Pat front of belt

3. Pat hips

4. Palms up, questioning

Get On Board

CHORUS: Get on board little children

Get on board little children

Get on board little children

There's room for many a more.

I hear the bus a coming

I hear it close at hand.

I hear the car wheels rumbling

And rolling through the land

REPEAT CHORUS

I hear the bus a coming

She's coming 'round the curve

She's loosened all her steam and brakes

She's straining every nerve.

REPEAT CHORUS

Stop! Look! And Listen!

(DO ACTIONS AS RHYME INDICATES)

Stop, look and listen

Before you cross the street

First use your eyes and ears

Then use your feet



Traffic Light

The red light means stop

(STAND STILL)

The green light means go

(WALK FORWARD)

The yellow light means caution

(walk in place)

This you should know

(POINT TO HEAD WITH FINGER)

Twinkle, Twinkle, Traffic Light

(sung to "Twinkle, Twinkle, Little Star")

Twinkle, twinkle, traffic light

(open and close fingers quickly)

Shining brightly day and night.

When it's green we can go

(WALK FORWARD)

When it's red we stop, you know

(STOP WALKING)

We Are Safe

(sung to the tune of "Mulberry Bush")

This is the way that we are safe

We are safe, we are safe

This is the way that we are safe

Every day of the year.

This is the way we cross the street

Look left, then right, left then right

This is the way we cross the street

Look left, then right for safety.

This is the way we ride on the bus

Sit up straight, buckle up

This is the way we ride on the bus

Buckle your belt for safety.

Crossing Streets with an Adult

At the curb before we cross

we stop our running feet

(POINT TO FEET)

And look both ways to left to right

(LOOK LEFT AND RIGHT)

Before we cross the street

Lest autos running quietly

Might come as a surprise

We don't just listen with our ears

(POINT TO EARS)

But look with both our eyes

(POINT TO EYES)





The Wheels on the Bus

The wheels on the bus go round and round;
round and round; round and round.
The wheel on the bus go round and round, all
through the town!

The horn on the bus goes beep, beep, beep; beep,
beep, beep; beep, beep, beep.
The horn on the bus goes beep, beep, beep; all
through the town!

The wipers on the bus go swish, swish, swish;
swish, swish, swish; swish, swish, swish.
The wipers on the bus go swish, swish, swish, all
through the town!

The coins on the bus go clink, clink, clink; clink,
clink, clink; clink, clink, clink.
The coins on the bus go clink, clink, clink, all
through the town!

The people on the bus go up and down; up and
down; up and down.
The people on the bus go up and down, all
through the town!



The doors on the bus go squeak, squeak,
squeak; squeak, squeak, squeak; squeak,
squeak, squeak.

The doors on the bus go squeak, squeak,
squeak, all through the town!

The babies on the bus go waa, waa, waa; waa,
waa, waa; waa, waa, waa.

The babies on the bus go waa, waa, waa, all
through the town!

The parents on the bus go shh, shh, shh; shh,
shh, shh; shh, shh, shh.

The parents on the bus go shh, shh, shh, all
through the town!

The signals on the bus go blink, blink, blink;
blink, blink, blink; blink, blink, blink.

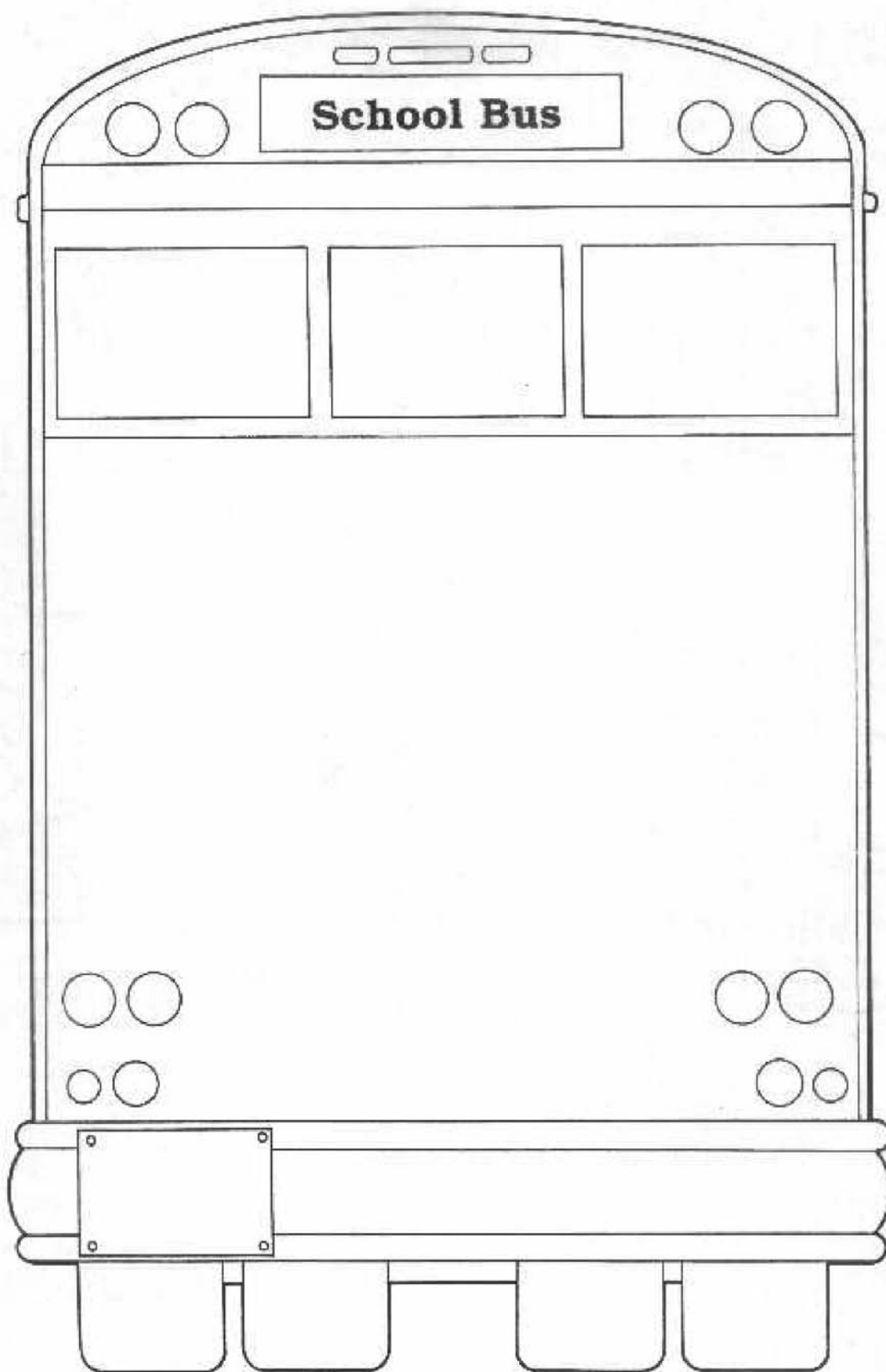
The signals on the bus go blink, blink, blink,
all through the town!

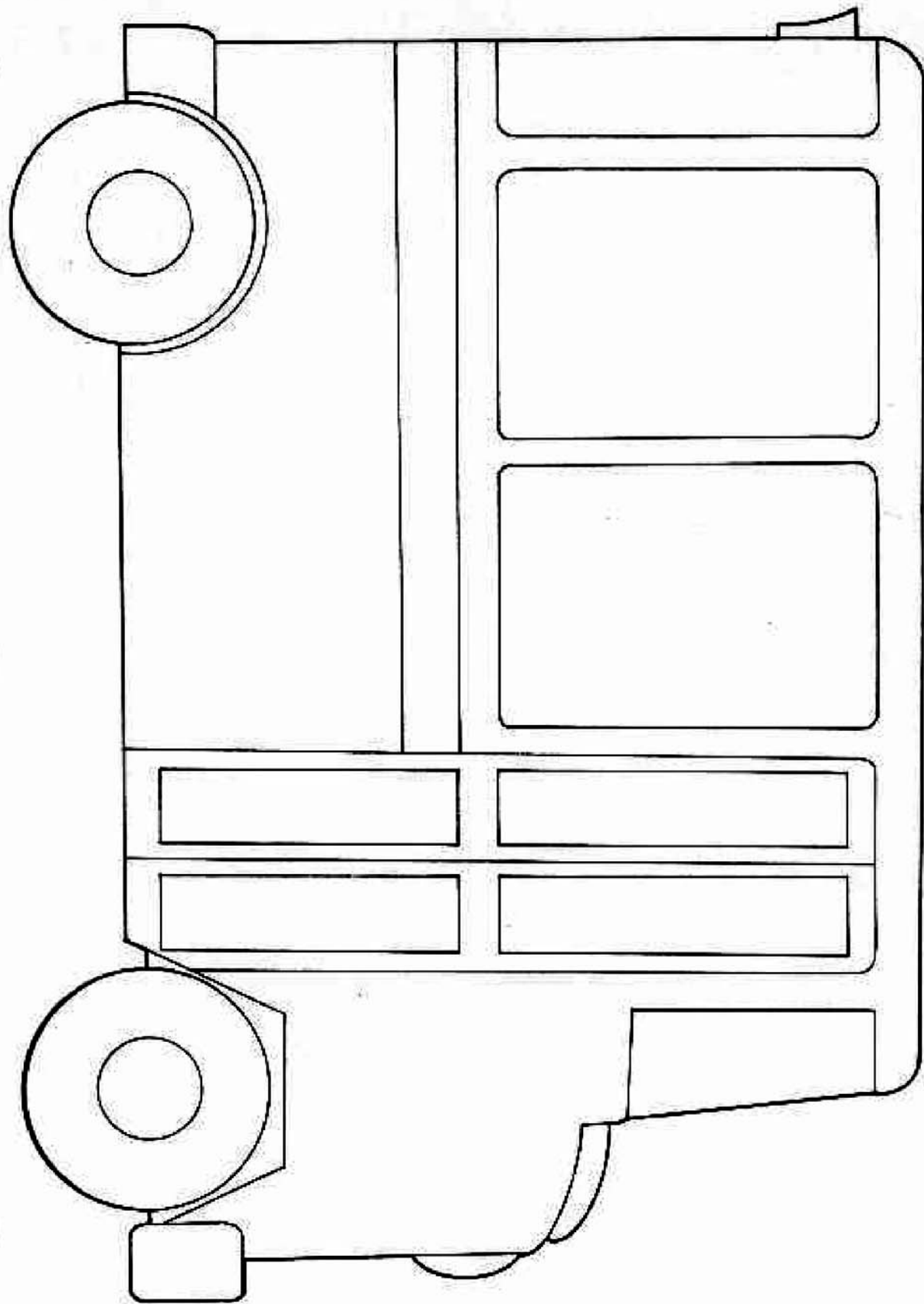
The motor on the bus goes zoom, zoom, zoom;
zoom, zoom, zoom; zoom, zoom, zoom.

The motor on the bus goes zoom, zoom, zoom,
all through the town!

Directions: Sing the song with your child while making up the movements during the different phrases. Encourage your child to help make up the movements as you sing along. Through participating in this activity your child is learning new skills and concepts. Some include: recalling familiar songs, fine and gross motor skills, creativity, and imagination.

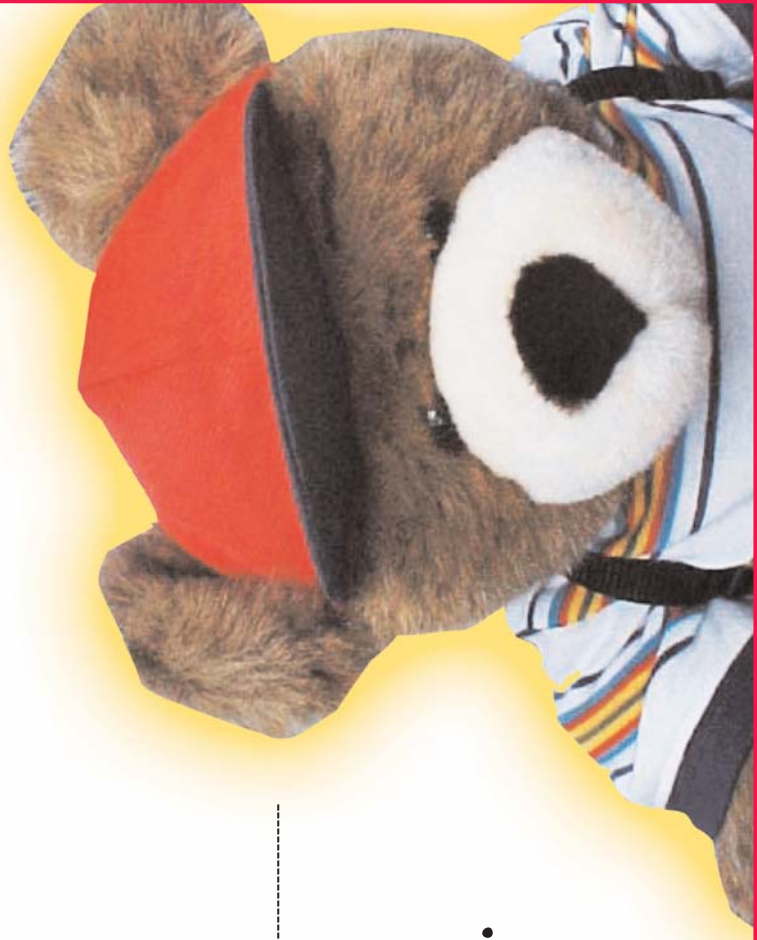






Safety Sam Award

Awarded to:



I can do it!
Just wait and see.
I can be safe,
safe as can be!



Sources of Information

Bittinger, Gayle. 1-2-3- Science; *Science Activities for Working With Young Children*. Warren Publishing House, Inc. 1993. Everett, WA.

Carson-Dellosa. Patterns. Carson Delosa Publishing Company, Inc. 1995. Greensboro, NC.

Department of Health and Human Services. Administration for Children and Families. *The Head Start Path to Positive Child Outcomes Booklet*. Head Start Bureau. June 2001. Washington D.C.

Herr, Judy & Libby, Yvonne. *Creative Resources for the Early Childhood Classroom 2nd Edition*. Delmar Publishers Inc. 1995. Albany, NY.

Manthey, Cynthia M., *Pre-K Math Concepts From Global Sources*. Humanics Learning., 1996. Atlanta GA.

Mohrmann, Gary. Totline Books. *1001 Rhymes and Fingerplays*. Warren Publishing House. 1994. Torrance, CA.

Rosser, Caroline Spang. *Planning Activities for Child Care: A Curriculum Guide for Early Childhood Education*. The Goodheart-Willcox Company, Inc. 1993. Warrensburg, MS.

Softley, Darlene & Flemming, Bonnie. *Resources for Creative Teaching in Early Childhood Education 2nd Edition*. Harcourt Brace Jovanovich College Publishers. 1990. Fort Worth, TX.

Washington Traffic Safety Commission. *We Love You Buckle-Up!*. 1000 South Cherry St. P.O. Box 40944. Olympia, WA 98504-0944. 206-753-6197.

