**Charlton County School District**PBIS Bus Lesson Plans

Why Bus PBIS?

It sets the tone for the student’s day.

The bus ride is a time for the student to prepare for school and a time to unwind after school

To do that, our three bus rules are:
**B.U.S.--Be Responsible, Use Respect, Stay Safe**

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Lesson Plan #1

 **Waiting for the Bus**

|  |
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| **STEP 1: Identify the expected behavior and describe it in observable terms.**When waiting for the bus, you (the students) will:1. Arrive 5 minutes prior to pick up time.
2. Stand in a line at designated spot.
3. Stay in line.
4. Keep your hands, feet, and other objects to yourself.
 |
| **STEP 2: State the reason for teaching the rule.***Why is it important?* Be Responsible, Use Respect, Stay Safe |
| **STEP 3: Teach a range of example, always beginning and ending with the positive expected behaviors.** |
| **Positive Examples of the Expected Behavior**What does it look like?What does it sound like? | **Non-Examples of the Expected Behavior**What not to do.(adults only provide these examples) |
| 1. Arrive 5 minutes prior to pick up time
2. Get in line at designated spot as soon as you arrive
3. Stay in line
4. Keep your hands, feet, and other objects to yourself
 | 1. Arriving late
2. Running around
3. Touching the person or backpack in front of you
4. Standing in a group
5. Standing near traffic
 |

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Lesson Plan #2

 **Entering the Bus**

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| **STEP 1: Identify the expected behavior and describe it in observable terms.**When entering the bus, you (the students) will:1. Wait for the driver directions
2. Walk
3. Greet the bus driver
4. Hold the handrail
5. Quickly find your seat and slide over for others
6. Keep hands, feet, and other objects to yourself
 |
| **STEP 2: State the reason for teaching the rule.***Why is it important?* Be Responsible, Use Respect, Stay Safe |
| **STEP 3: Teach a range of example, always beginning and ending with the positive expected behaviors.** |
| **Positive Examples of the Expected Behavior**What does it look like?What does it sound like? | **Non-Examples of the Expected Behavior**What not to do.(adults only provide these examples) |
| 1. Wait for driver directions
2. Walk
3. Greet the bus driver
4. Hold the handrail
5. Quickly find your seat and slide over for others
6. Keep hands, feet, and other objects to yourself
 | 1. Ignore the bus driver’s directions
2. Run
3. Push the person in front of you
4. Talk with friends
5. Refuse to slide over in seat
6. Yell
 |

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Lesson Plan #3

 **Riding the Bus**

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| --- |
| **STEP 1: Identify the expected behavior and describe it in observable terms.**When riding the bus, you (the students) will:1. Follow driver’s directions
2. Stay seated
3. Keep aisles and exits clear
4. Use appropriate voice and language
5. Keep your hands, feet, and other objects to yourself
6. Ask permission to open windows
 |
| **STEP 2: State the reason for teaching the rule.***Why is it important?* Be Responsible, Use Respect, Stay Safe |
| **STEP 3: Teach a range of example, always beginning and ending with the positive expected behaviors.** |
| **Positive Examples of the Expected Behavior**What does it look like?What does it sound like? | **Non-Examples of the Expected Behavior**What not to do.(adults only provide these examples) |
| 1. Follow driver’s directions
2. Stay seated
3. Keep aisles and exits clear
4. Use appropriate voice and language
5. Keep your hands, feet, and other objects to yourself
6. Ask permission to open windows
 | 1. Sticking objects or self out the window
2. Standing up
3. Ignoring the driver’s directions
4. Using inappropriate language
5. Bringing dangerous materials/objects on the bus
6. Putting backpacks or other objects in the aisle
 |

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Lesson Plan #4

 **Exiting the Bus**

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| **STEP 1: Identify the expected behavior and describe it in observable terms.**When exiting the bus, you (the students) will:1. Stay seated until the door opens at your assigned stop2. Take all belongings with you3. Exit front to back4. Keep hands, feet, and objects to yourself5. Move to a safe stop on the sidewalk |
| **STEP 2: State the reason for teaching the rule.***Why is it important?* Be Responsible, Use Respect, Stay Safe |
| **STEP 3: Teach a range of example, always beginning and ending with the positive expected behaviors.** |
| **Positive Examples of the Expected Behavior**What does it look like?What does it sound like? | **Non-Examples of the Expected Behavior**What not to do.(adults only provide these examples) |
| 1. Stay seated until the door opens at your assigned stop2. Take all belongings with you3. Exit front to back4. Keep hands, feet, and objects to yourself5. Move to a safe stop on the sidewalk | 1.Standing up before the bus stops and the door  opens2. Pushing your way to the front of the line3. Yelling4. Running5. Standing near the bus after exiting |

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Lesson Plan #5

 **Evacuating the Bus**

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| **STEP 1: Identify the expected behavior and describe it in observable terms.**When evacuating the bus, you (the students) will:1. Stay quiet2. Follow the driver’s direction3. Leave belongings on the bus4. Help others when appropriate5. Exit quickly and safely |
| **STEP 2: State the reason for teaching the rule.***Why is it important?* Be Responsible, Use Respect, Stay Safe |
| **STEP 3: Teach a range of example, always beginning and ending with the positive expected behaviors.** |
| **Positive Examples of the Expected Behavior**What does it look like?What does it sound like? | **Non-Examples of the Expected Behavior**What not to do.(adults only provide these examples) |
| 1. Stay quiet2. Follow the driver’s direction3. Leave belongings on the bus4. Help others when appropriate5. Exit quickly and safely | 1. Talking or screaming2. Pushing or shoving3. Taking belongings with you4. Ignoring those who need help5. Running |