

buses  
&  
trains  
for everyone



instructor  
training  
guide

# Acknowledgments

Curriculum developed by the Director and Staff of the Travel Training Program, District 75, New York City Board of Education in collaboration with the New York Coalition for Transportation Safety.

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American Public Transportation Association

National Association of Elementary School Principals

National Association of Media and Technology Centers

National Council on Independent Living

National Education Association

National Institute on Disability and Rehabilitation Research

National Organization on Disability

New York Coalition for Transportation Safety

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The Arc of the United States

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Program materials developed by [messagemakers.com](http://messagemakers.com).

This curriculum was developed by the Director and Staff of the Travel Training Program, District 75, New York City Board of Education in collaboration with the New York Coalition for Transportation Safety. Additional lesson plans were developed by teachers at the Henry Viscardi School, Long Island in New York and the Sunrise School in Pittsburgh, Pennsylvania. Support for this program was provided by Easter Seals Project ACTION.

# Overview of the Buses and Trains For Everyone Curriculum

The *Buses and Trains for Everyone* curriculum was developed to familiarize students in kindergarten through eighth grade about the concepts and skills necessary to use public transportation. The lessons cover every aspect of using public transportation from what a bus is to how to pay a fare and plan and take a trip on public transportation. Safety, personal responsibility, and problem-solving skills are emphasized in every lesson.

While the lessons of the curriculum are important for all students, the curriculum identifies and addresses the needs of riders with disabilities. This has the dual benefits of increasing the potential for independence of students with disabilities and raising awareness of and sensitivity to disability issues among students who don't have disabilities themselves.

This curriculum plants the seed in children too young to travel independently that public transportation will be a viable option for getting them where they want to go and increasing their freedom and independence when they become young adults.

The program materials include:

- Six lesson plans and accompanying worksheets
- Alternate lesson plans from pilot sites
- Video
- Comic/coloring book for students in kindergarten through third grade
- Workbook for students in fourth through eighth grade
- Interactive Web site with materials for teachers and students
- Electronic game

## Suggestions for Use

This training guide should be used with the enclosed *Buses and Trains for Everyone* curriculum. The program lessons culminate in an actual class trip on public transportation. While the program prepares students with the knowledge they need to use public transportation, it's not a travel training program.

*Buses and Trains for Everyone* should be taught collaboratively by two teachers when possible. We recommend that the teachers select

a trip destination and route before beginning the lessons. Checklists have been provided for organizing and planning the trip and evaluating the proposed route. Professional development time should be set aside to plan and take the trip prior to teaching the curriculum. Taking photographs of landmarks along the route allows teachers to post them on school walls for students to practice their trip.

## Program Benefits

*Buses and Trains for Everyone* has many benefits. Not only does it teach students how to use public transportation, it emphasizes safety, personal responsibility, and problem-solving skills. These important areas may not be adequately covered in the existing school curriculum.

The earlier children are exposed to public transportation and become comfortable using it, the more likely they will use it as adults. For children with significant disabilities who may be unable to drive when they get older, this curriculum may expand their horizons and increase their potential for independence.

Many people don't use public transportation simply because they've never learned how to use it. This program addresses that problem by teaching children about public transportation at a time when they're eager to learn about it.

*Buses and Trains For Everyone* has led educators in some areas to use public transportation for all class trips. Before they made this change, their trips were often cut short because buses had to return to the school to transport children home. By using public transportation, a class has the ability to set its own schedule.

## The Benefits of Using Public Transportation

Fixed-route service on public transportation is one of the most cost-effective modes of transportation available. For the transportation provider, the per rider cost is a fraction of the cost of paratransit or school bus service. In addition, fixed-route service offers more flexibility to riders because they don't have to schedule rides 24 hours in advance and it has a better on-time record than paratransit service. Users of fixed-route service have the freedom and independence to go where they want when they choose.

## Testimonials From Pilot Sites

“Thank you for including the Henry Viscardi School in your wonderful grant project to introduce the concept of public transportation to our elementary school children. While staff and parents were initially concerned that riding the city and county buses and the Long Island Railroad might be a bit too much for their young children, they were all pleasantly surprised at the outcome. We are so proud of the children as they learned, through first hand experiences, how to access public transportation. This knowledge and experience will surely be an important part of their future independence. We are also proud that our participating teachers and ancillary staff were able to use the information you gave us to tailor these mobility ideas to their lessons and units and integrate them with the New York Learning Standards.”

*Geoffrey Lloyd, Principal  
Henry Viscardi School, Long Island, New York*

“*Buses and Trains for Everyone* should be incorporated into the curriculum as early as possible. Children need to be aware of how to use the public transportation system. *Buses and Trains for Everyone* gives children the opportunity to experience independence and helps family members become comfortable with the use of public transportation. For many children with disabilities, this is essential. Once they grow up and the school bus stops coming, they aren't able to go anywhere without public transportation. It is the key to independence for people with disabilities.”

*Dr. Pamela Kovacs, Principal  
Sunrise School, Pittsburgh, Pennsylvania*

## Tips to Keep in Mind When Teaching this Program

The *Buses and Trains For Everyone* curriculum has been carefully developed to meet the needs of all teachers. The program components can be incorporated into lessons on many different subjects. Suggestions for doing so are included in the materials. In addition, all of the lessons include alternative performance indicators for students with significant disabilities.

Safety tips permeate every aspect of this program. Each lesson emphasizes the correct and safe way to travel on public transportation. Life skills—including personal responsibility, travel etiquette and manners, and problem-solving skills—are also woven throughout the curriculum.

Paraprofessionals can be an excellent source of assistance in developing and implementing this program. Involve the paraprofessionals in your classroom in planning the trip and seek their assistance in meeting the needs of the children with whom they work during the program.

## Ways to Collaborate with Local Transportation Providers

Local transportation providers and their national associations, the American Public Transportation Association (APTA) and the Community Transportation Association of America (CTAA), have been key supporters of this program since its inception. The program offers the benefit to transportation providers of developing ridership and ensuring that future users know how to ride safely and properly. These agencies also have made their buses accessible and are eager to increase the number of riders with disabilities.

Your local transportation provider can support your program in many ways. It may bring a bus to the school for a demonstration so students can experience being on a bus firsthand before taking a trip. Ask your local public transportation agency if they'll provide free passes for the students' first trip on the bus. Transportation providers may be able to disseminate information about the program through their local cable shows, magazines, and newsletters. Doing so will reinforce the importance of the curriculum to parents.

Contact your local transportation provider with ideas about how to collaborate on this program. They might also have some suggestions to share with you. They may have a travel training program for older students who are transitioning into adulthood or may work with your school district to develop one.

## How to Access the Buses and Trains for Everyone Web Site

The *Buses and Trains* Web site can be accessed through the Easter Seals Project ACTION Web site, [www.projectaction.org](http://www.projectaction.org). Just click on the Buses and Trains icon and you'll be directed to the *Buses and Trains for Everyone* Web site.

## Highlights of the Web Site

The *Buses and Trains for Everyone* Web site has two sections—one for teachers and one for students.

The teacher section provides a way for teachers to access additional resources and share information with other educators across the country. It has all of the *Buses and Trains for Everyone* Lessons in Portable Document File (PDF) format and in Adobe PageMaker format for customizing, the elements of the training guide, and information about the *Buses and Trains for Everyone* electronic game. A list of program materials with an order form and a list of local transportation providers are also available. The site includes a feedback mechanism where teachers can post information and questions or submit alternate lessons plans they develop.

The student section provides a mechanism for students to learn more about public transportation and share their experiences through student ride stories that will be posted to the site. On the site, the students will be able to play the *Buses and Trains for Everyone* electronic game. They will also have access to other activities and be able to create their own activities for other children to try.

## Parent Outreach

Parents are an important component of successful implementation of the *Buses and Trains for Everyone* program at your school. Some parents may not know how to use public transportation and may need to learn themselves. Other parents may be apprehensive about their children using public transportation. Providing information to parents is critical to gaining their support and addressing their concerns.

Some parents, especially parents of children with disabilities, may be reluctant to support the program because they perceive that their children are unable to use public transportation. Once they learn the nature of the program—that it's not a travel training program—and the comprehensive manner in which the children are taught about staying safe and using public transportation, they'll view it as a necessary component of getting the best services for their children and will advocate for its inclusion in the curriculum. The program may also teach some parents that their children are capable of independence.

Having parents involved and invested in the program may make it easier for you to incorporate it into your curriculum. Share information with parents about the benefits of the program and your goals for your students. You can send information home with your students or make a presentation about the program at a parents' night. Involve parents in planning the trip. They can be an excellent source of support and assistance. Encourage parents to use public transportation with their children to help the children reinforce their newly acquired skills.

## Introduction to the Curriculum

*Buses and Trains for Everyone* is a school-based program that provides instruction in the concepts and skills associated with the use of mass transportation. It is intended for use by teachers of children with disabilities in Kindergarten through Eighth grade.

The curriculum and support materials for *Buses and Trains for Everyone* have been designed to be integrated into everyday instruction by the classroom teacher. The lessons are intended to meet the needs of students who are autistic or have physical, emotional, developmental, cognitive or multiple disabilities. Corresponding materials are geared to various grade and/or functional levels and are designed to support the classroom lessons.

This training guide is meant to help teachers understand the program's goals and methods. It is also intended to encourage teachers to take their students on a class trip using public transportation in order to help the students reinforce their newly acquired skills.

## The Training Guide

People enjoy planning new experiences that can be exciting and fun. Children especially like new adventures. However, new experiences can also produce a variety of emotions for children with disabilities. If the new experience involves the use of public transportation for children with disabilities, the teacher may also have to deal with parental fears and anxieties. This is especially true if parents are not accustomed to using public transportation themselves.

The facts in this training guide are intended to allay many of the anxieties surrounding the use of public transportation. By providing basic information regarding the use of transportation systems,

some of the children's desires to take a trip using public transportation may be fulfilled. This basic information remains the same whether you reside in a large metropolitan area, a quiet suburb or a rural community.

Hopefully, this handbook will help you to see that travel by public transportation is a practical option for everyone and an ultimate necessity for some people with disabilities.

## Transportation Resources

The following are samples of public transportation options:

### 1. **BUSES:**

**Fixed Route** - City Buses: Local and Express  
ADA Complementary

**Paratransit Services** - Under the Americans with Disabilities Act (ADA), complementary paratransit is available to individuals who meet certain eligibility requirements. All ADA complementary paratransit systems are the responsibility of the local public transportation provider.

**Private Buses** - (examples) Green Line and Triboro Coach

**Over-The-Road** - (examples) Greyhound, Trailways, Command, Short Line

### 2. **TRAINS:**

**Commuter**

Long Island Railroad

Metro North

Path

**Interstate/Intrastate**

AMTRAK

### 3. **OTHER TYPES OF PUBLIC TRANSPORTATION:**

Staten Island Ferry  
South Ferry Company  
Cross Sound Ferry  
Spring Valley Jitney

New York Waterway  
Port Jefferson Steamboat  
Hampton Jitney

# Taking A Trip Requires...

## Planning

1. Select a destination that can be reached by public transportation.
2. Review a street atlas, transportation map, bus, subway, and train schedule. Select the form of transportation you consider the best and most appropriate. Plan a route and an alternate route in case there are problems with the first choice.
3. As you plan your route, consider how you will get to the transportation stop. If you are walking, choose streets according to sidewalk conditions, pedestrian flow, lighting and time of day.
4. Take into account your students' limitations, including those of a physical, cognitive, health and emotional nature.
5. Decide what time you would like to reach your final destination.
6. Figure out how long it will take to get from your house to the transportation stop. Then, using schedule information provided by your local bus and/or train company, determine how long it will take you to get from the pick-up point to your final destination. Allow extra time for transfers, if necessary. Now you are ready to calculate your total travel time door to door.

## Forethought

1. **Accessibility**
  - Curb ramps at intersections
  - Barriers or obstacles
  - Walkways and islands in the street
  - Construction
2. **Places to wait**
  - Availability of bus shelters or store awnings or some other protection from the weather
  - Benches or other places to sit and rest along the way
3. **Safety**
  - Public telephones along the route
  - Stores and shops
  - Pedestrian traffic

4. **Clothing**
  - Weather forecast
  - Comfortable shoes
  - Rain poncho, umbrella
  - Needed accessories
  
5. **Destination**
  - Accessible entrance, ramp, steps
  - Working elevators
  - Accessible restaurants and bathrooms

## Organization

1. Self-identification or ID cards, one for each child and one for you (include any medical alerts and emergency phone numbers on both ID's).
2. Correct fare in the form required by the transportation service. For example, if the fare is \$1.25 can you use a dollar bill plus a quarter or must you use change only.
3. Telephone numbers for your destination, transportation provider, car service, taxi and other pertinent phone numbers.
4. Directions/cue cards with route destination address and cross streets.
5. Bus lift key (See Q&A on pages 10 and 11).
6. Transportation maps and schedules.
7. Extra money for expenses such as entrance fees, souvenirs, telephones or emergencies.

# Questions & Answers

**Here are some commonly asked questions. Remember, if you do not find the answer to your questions here, you can always ask a transportation representative.**

- 1. Q. I drive everywhere. Why would I choose to take my students on public transportation?**

**A.** Your students will benefit from the experience and learn that there are other kinds of transportation. The child who may never drive can understand that there are other ways to get to business and recreation.
- 2. Q. Some of my students use a wheelchair. Can they use public transportation?**

**A.** Yes. The Americans With Disabilities Act (ADA) requires that buses, trains and rail systems be accessible to all people. However, not every train station or transportation car will be accessible. It is best to contact your transportation system to see which systems are accessible.
- 3. Q. Can people use a bus lift even if they are not in a wheelchair?**

**A.** Yes, just tell the bus operator you require the use of a lift.
- 4. Q. I've heard stories about some bus operators who tell people in wheelchairs that they can't get on the bus because there is no key for the lift. Is there anything I can do to prevent this from happening to me?**

**A.** Yes, tell your students to contact their transportation systems' customer service representative and inquire about lift keys. If you have difficulty accessing the lift, contact your local transportation provider immediately for additional assistance.

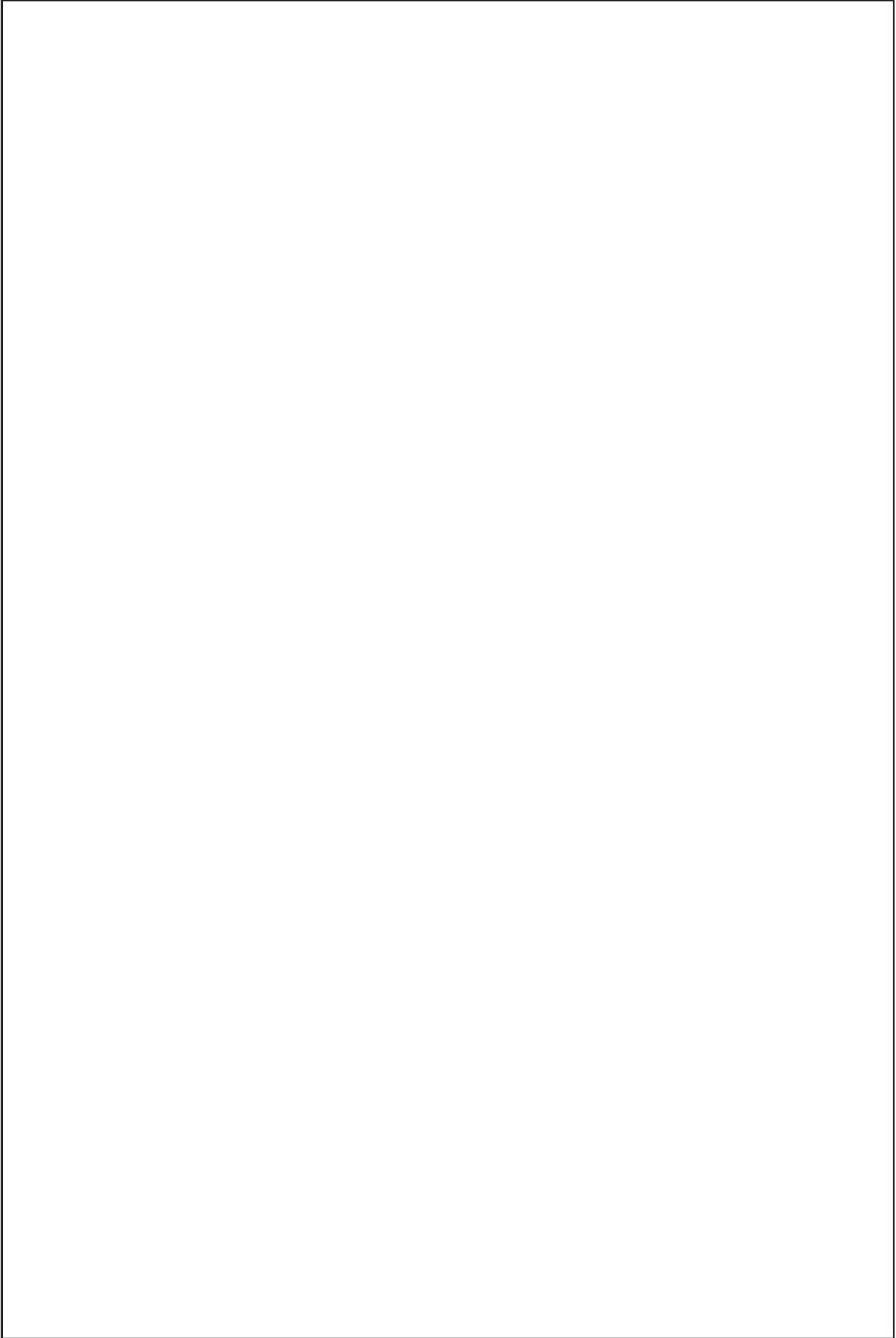
- 5. Q. What happens when the weather is bad?**
- A.** Use your best judgment based on the student's needs and abilities. Contact the transportation system in your area to find out how the system is working on that day. They can advise you as to whether or not there are delays or other problems.
- 6. Q. Will a bus operator tell my students when the bus has reached their stop?**
- A.** Yes. The American With Disabilities Act (ADA) requires that the bus operator announce major intersections. The operator will announce any stop on the request of a person with a disability.
- 7. Q. Are there designated seats for people with disabilities?**
- A.** Yes. There are designated locations with securement for wheelchairs, and other seats designated for persons with disabilities.

# Local Transportation

| Name  | Telephone Numbers                  |
|---|------------------------------------|
| New York City Transit<br>Subway & Bus Information | 718-330-1234<br>718-596-8273 (TTY) |
| Access-A-Ride (Paratransit)                       | 212-632-7272<br>212-722-4403 (TTY) |
| Amtrak  | 800-872-7245                       |
| Greyhound Lines                                   | 800-231-2222                       |
|   |                                    |
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|   |                                    |
|   |                                    |



# Travel Notes

A large, empty rectangular box with a thin black border, intended for taking notes during travel. The box occupies most of the page below the title.

# Books Your Students Might Enjoy

## **Early Childhood**

1. *Safety City*, by Kids Books Inc.
2. *Big Blue Engine*, by Ken Wilson-Max
3. *Trains*, by Gail Gibbons
4. *The Little Engine That Could*, by Wally Piper
5. *Let's Go for a Ride*, by World Book
6. *Chugga Chugga Choo Choo*, by Kevin Lewis
7. *Engine No. 9*, by Stephanie Calmenson

## **Elementary and Junior High School**

1. *The Best Book of Trains*, by Richard Balkwill
2. *Look Inside Trains*, by Darling Kindersley
3. *The Wheels on the Bus*, by Paul Zelinsky
4. *City Trains*, by Roger Yepsen
5. *Transportation (Life in America 100 years ago)*,  
by Linda Leuzzi
6. *Transit Talk*. by Robert Snyder
7. *Transportation Theme*, by Carol Chaiet Gnojewski
8. *Staying Safe on Public Transportation*, by Donna Cahiet
9. *100 Words about Transportation*, by Richard Brown
10. *Child-Size Masterpieces: Transportation in America*,  
by Gerald P. Wolf
11. *Colors and transportation*, by Nancy N. Bijan
12. *Cut & Create! Transportation*, by Kim Rankin

# Suggested Web Sites

- [www.mta.nyc.ny.us](http://www.mta.nyc.ny.us)
- [www.nycsubway.org](http://www.nycsubway.org)
- [www.geocities.com](http://www.geocities.com)  
GeoCities provides information about neighborhoods, art, entertainment, and travel and allows you to build your own web page
- [www.amtrak.com](http://www.amtrak.com)  
Home page and index of AMTRAK services
- [www.artnet.net](http://www.artnet.net)  
List of all transportation systems in New York, New Jersey and Pennsylvania
- [www.civil.utah.edu](http://www.civil.utah.edu)  
The University of Utah paratransit website provides links to all types of transportation and paratransit information
- [www.digitalcity.com](http://www.digitalcity.com)  
Digital City provides a variety of information on events in cities throughout the United States and allows you to search for events by neighborhood
- [www.EPVA.org](http://www.EPVA.org)  
Eastern Paralyzed Veterans Association website geared to people with disabilities. Provides links to announcements, actions (legal), programs, publications, jobs, membership information and an Accessible Traveler's database (both local and national)
- [www.lm.com](http://www.lm.com)  
Transportation Resources on the Web is a directory of rail transportation systems throughout the United States
- [www.greyhound.com](http://www.greyhound.com)
- [www.apta.com](http://www.apta.com)  
American Public Transportation Association (APTA) represents primarily large urban systems across the country. The web site allows users to search for local and state member transportation providers.
- [www.ctaa.com](http://www.ctaa.com)  
Community Transportation Association of America (CTAA) exists to promote transportation services in all areas, with special emphasis on specialized transportation for elderly persons, persons with disabilities and rural areas.

# Workbook Answer Key

## **Lesson 1B–Using Your Senses (Personal Safety Tools) To Stay Safe**

Possible answers:

1. I use my eyes to look out for traffic, watch for friends, make sure I don't bump into anyone, read directions.
2. I use my ears to listen to the teacher, listen for traffic, be aware of what's going on around me.
3. I use my nose to smell for dangerous things like something burning, gasoline leaks, spoiled food.
4. I use my mouth to tell someone I know when something's wrong, ask for help, ask for directions.
5. I use my hands to get things, to break my fall, put on the right clothes for the weather.
6. I use my brain to think of good solutions to problems, stay aware, identify hazards.
7. I use my feet to move away from unsafe situations, to take me where I need to go, to respond when my parent or teacher calls.

## **Lesson 2A–The Sounds of the Bus**

- |            |          |         |               |            |
|------------|----------|---------|---------------|------------|
| 1. Traffic | 3. Stops | 5. Lift | 7. Directions | 9. Quietly |
| 2. Engine  | 4. Bell  | 6. Fare | 8. Music      | 10. Light  |

## **Lesson 2C–Ways You Can Pay the Fare**

- |                  |                 |                    |
|------------------|-----------------|--------------------|
| 1. Pass          | 5. Fare Cards   | 8. Fare Machine    |
| 2. Token         | 6. Dollar Bills | 9. Coins           |
| 3. Transfer Pass | 7. Free Passes  | 10. Correct Change |
| 4. Money         |                 |                    |

### **Lesson 3A-The Bus & Bus Stop**

|               |   |
|---------------|---|
| Bus Stop      | You can board the bus here.   |
| Bus Schedule  | Information about the bus route that you can carry around with you.         |
| Bus Lift      | This helps people who use wheelchairs board the bus.                        |
| Bus Stop Sign | It indicates where to wait for the bus.                                     |
| Bus Shelter   | Where you stand while waiting for the bus to arrive.                        |
| Bus Operator  | The person who drives the bus and answers your questions.                   |
| Horn          | The way the bus operator lets people and cars know to look out for the bus. |
| Fare Machine  | It accepts the money you use to pay for your ride.                          |
| Fare card     | It's one way to pay for your bus ride.                                      |
| Bus Numbers   | These help you identify your bus.   |

### **Lesson 3C-It's Important to Follow The Bus Rules**

1. Someone is crossing the street when the "Don't Walk" sign is lit.
2. Kids are walking in the street instead of on the sidewalk.
3. A person riding the bus is playing music without headphones.
4. Another rider is eating a candy bar.
5. A young rider waiting to board the bus is wrestling with his friend behind him and holding up the line.
6. Two kids are playing ball in the back of the bus.
7. A rider has his hand out the window waving to someone outside the bus.
8. The safety belt on the person in the wheelchair being raised on the bus lift is not fastened.
9. The bus number on the bus schedule in the hands of a rider boarding the bus is the reverse of the number of the bus.
10. A rider has left a backpack in the bus shelter with valuable personal belongings in it.

## Lesson 4A-Travel Scenarios/What Would You Do?

1. Whether you have a bus pass or not, you might want the bus operator to call your parents for you to let them know you've been delayed or need them to pick you up. If you have a bus pass and can transfer to another bus, the bus operator can help you make the connection to a bus that stops at the YMCA.
2. Leaving the bus could be dangerous if you aren't familiar with the neighborhood. Wait on the bus for the bus operator to arrange for another bus to arrive to transport you and the other passengers along the bus's regular route.
3. Explain your situation to the bus operator and ask for assistance to get to the correct bus or locate another bus that also stops at the mall.
4. Look on the subway map, ask the station attendant, or call the subway line to find out about alternate lines going to the same place you were headed. If it's safe and close by, walk to the new subway station.
5. The easiest solution is to use the alternate route you planned. If you failed to identify one, check your route map to find the nearest bus stop. Always have an alternate route planned when you use public transportation so you're prepared if something unexpected happens.

## Lesson 4B-ID Card Word Search

|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| E | M | E | R | G | E | N | C | Y | C | O | N | T | A | C | T | F | I |
| A | D | H | Q | T | E | A | C | H | E | R | S | N | A | M | E | A | J |
| F | R | C | E | R | I | M | B | I | U | W | R | V | O | B | R | T | T |
| P | E | R | C | L | E | E | V | G | Y | B | O | M | N | E | Y | Y | O |
| E | I | E | E | R | P | W | D | I | C | T | E | V | N | N | B | R | C |
| Y | I | C | V | O | I | B | I | R | C | P | E | T | P | Y | A | B | A |
| E | V | R | T | E | F | K | P | W | H | C | S | T | R | R | S | U | R |
| F | V | H | S | U | D | E | R | O | W | N | O | T | I | E | W | O | R |
| O | B | T | R | E | R | X | N | M | A | N | Y | U | W | D | P | E | Y |
| T | R | A | V | R | W | E | P | M | D | R | A | C | D | I | I | B | N |
| G | E | D | R | D | H | J | E | E | T | Y | O | C | R | W | O | R | B |
| A | R | D | R | E | B | M | U | N | E | N | O | H | P | E | M | O | H |
| A | D | R | M | V | R | U | P | R | V | M | F | G | U | M | O | R | L |
| S | P | E | C | I | A | L | I | N | F | O | R | M | A | T | I | O | N |
| T | E | S | G | I | S | C | H | O | O | L | N | A | M | E | H | E | R |
| R | Z | S | L | A | M | I | N | A | T | E | R | T | C | Z | O | O | W |
| G | O | P | N | E | V | Y | Q | C | B | A | E | W | T | I | K | P | F |
| W | A | L | L | E | T | S | I | Z | E | O | Y | C | S | M | O | R | Y |

## Lesson 4C–Using Your Travel ID Card Safely

1. Yes
2. No
3. Yes
4. No
5. No

## Lesson 5A–Appropriate Passenger Behavior: The Right Way and the Wrong Way

|     | Right | Wrong | Why  |
|-----|-------|-------|--|
| 1.  |       | X     | Don't talk to strangers even if they seem nice.  |
| 2.  | X     |       | The bus operator may have the information you need and can help you resolve problems.  |
| 3.  | X     |       | It's important to sit with your feet on the floor for safety and to make sure that you're not bothering other people.  |
| 4.  |       | X     | Putting your feet on the back of the seat in front of you may disturb other riders.  |
| 5.  |       | X     | Eating is not allowed on the bus.  |
| 6.  | X     |       | Eating is not allowed on the bus.  |
| 7.  | X     |       | It's fine to talk quietly with people you know.  |
| 8.  |       | X     | Yelling to get someone's attention is inappropriate.   |
| 9.  |       | X     | Listening to any kind of music without headphones is not allowed because it will disturb other people.   |
| 10. | X     |       | Listening to music with your headphones on is allowed.   |
| 11. |       | X     | Yelling at the bus operator will disturb the other riders. You can pull the cord or press the rubber strip to let the bus operator know that you need to stop. |
| 12. | X     |       | This is the correct way to let the driver know that you need to get off the bus.   |

## Lesson 5 C-Travel Knowledge Mystery Quiz

|    |    |    |    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|----|----|----|
| A  | B  | C  | D  | E  | F  | G  | H  | I  | J  | K  |
| 26 | 25 | 24 | 23 | 22 | 21 | 20 | 19 | 18 | 17 | 16 |
| L  | M  | N  | O  | P  | Q  | R  | S  | T  | U  | V  |
| 15 | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 |
| W  | X  | Y  | Z  |    |    |    |    |    |    |    |
| 11 | 12 | 13 | 14 |    |    |    |    |    |    |    |

1. Things To Bring With You
2. Plan Your Trip
3. Look Out For Landmarks
4. Prepare For Weather Conditions
5. Observe Bus Rules

## Lesson 6A-Which Comes First?

- 6 Board the bus.
- 3 Plan an alternate route.
- 1 Choose a destination.
- 2 Look at the available bus routes on public transportation and choose the best one.
- 5 Check the bus number/name.
- 11 Exit the bus.
- 8 Sit down on the bus.
- 7 Pay your fare.
- 12 Arrive at your destination.
- 10 Signal the bus operator to get off the bus.
- 4 Wait for the bus in a safe, well-lit area.
- 9 Watch for landmarks along the route.



*Creating solutions, changing lives.*



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