Matrix Location: **Busing**

**Core Value: Be Safe**

**Behavior Expectations: Walk**

<table>
<thead>
<tr>
<th>Teaching Example</th>
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<td><strong>Start with Terminology:</strong></td>
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<td>Walking vs. running – When we walk, do our feet move slow or fast? (slow). When we run, do our feet move slow or fast? (fast). Why is it important for our feet to move slowly when we go the bus? (We could bump into someone else, fall down, etc.)</td>
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**Class Activities:**
1. Read the Social Story “Run, Don’t walk”. Have a classroom discussion about what it means to run, and what it means to walk.
2. Class Activity: Let’s talk about times when it is OK to run, and when it is not. I will say an activity, and students, let me know if it is OK to run or not. Give me a “Thumbs up” if it is OK to run, and a “Thumbs down” if we should NOT RUN.
   a. Example: Teacher will say “Playing basketball in the gym” (Students will give a thumbs up.) “That’s right. If you are playing basketball in the gym, it is OK to run”
   b. Give several other examples (Hallway, office, bathroom, etc.)
   c. Example: Teacher will say, “Walking to the bus at busing time” (Students will give a thumbs down) “That’s right, we don’t run during busing time. What do we have to do instead?” (We have to walk during busing time.)

3. Re-cap why it is important to run instead of walk when going to the
bus. Have students give examples of what can happen if we run to the bus (Could get hurt, bump into people, could fall down get in trouble for breaking the rules. etc). Then have students give examples of what happens when we walk to the bus (we get on the bus, don’t get hurt, we are following the rules, etc.)

Role Play Examples

1. Take students down to the busing area to play a game to reinforce the learning. Play “Reverse the Roles” with the students.
2. Tell the students, “I’m going to be the student, and you be the teacher. I’m going to go to the bus the wrong way. You tell me what I should do.”
3. Teacher will begin running to the bus, over-exaggerating your movements, bumping into others (staff), etc. Have the students stop you. Have a discussion about what was wrong with what you did (Running is not safe, you bumped into other people, etc.)
4. Ask questions to the students such as: “What if I’m in a hurry? Can I run then?” (No, it is still unsafe to run. Talk about what you can do if you feel like you might miss the bus, such as tell an adult to help you, etc.)
5. Teacher will then model the appropriate behavior. Have the students practice praising the behavior (good job walking! You are being safe at bussing time!) Talk to the students about the difference between walking and running and why it is safe.
6. Now the teacher is going to be the teacher again, and the students will be students. Let’s all practice WALKING to the bus.
7. Remember the 4:1 ratio: 4 Positives for every 1 Corrective statement.
   a. Example: Please walk instead of running.
   b. Now you are following the rules.
   c. Thanks for being safe.
   d. Give a thumbs up
   e. Give a smile