A CHANCE TO RIDE

Lesson 4
Preparing For Your Trip
Introduction
Preparing For Your Trip

The cornerstone of travel training programs is safety, and all students at all levels need to do pre-trip planning. Travelers need to find out the weather forecast by listening to a radio, watching a weather report, reading a newspaper, consulting a website or checking a thermometer, and then determining what to wear. Since they will be outside a good deal, warmth, comfort and rain, snow or sun protection is important. Teachers should discuss weather conditions and when applicable, reinforce appropriate dress. Sensitivities to certain clothing will still need to be accommodated (i.e., even if an individual does not prefer long sleeves it still is advisable to wear a coat in the cooler months).

For some students it is difficult to remember the essential personal items that lead to a successful transit trip. Lessons at all levels work on this skill. Figuring out a way to remember the necessary items (such as an audio or visual checklist) is an area that teachers and trainers need to cover. In some instances individuals may need to bring devices that help them with communication (i.e., a tablet computer may be included in their “essentials list”).

This lesson also teaches every step that a student will take to have a successful transit ride. Depending on the student’s abilities, creating an audio or visual schedule or printed checklist may keep an individual on track. The steps would include: items to bring; time to depart; walking to the transit stop; waiting at the transit stop; recognizing the vehicle; boarding the vehicle; finding a seat; looking for landmarks; signaling to stop; exiting the vehicle; walking to the destination.
The route needs to be pre-planned, taking into account such factors as safety (i.e.: Are there any environmental hazards? Are there very big streets to cross? Is there a non-populated alley?); length of walk (Is it too long for students with limited stamina? Are there rest stops?). In addition to the correct walking route to the transit stop, the amount of time it takes to get to the stop needs to be determined and a departure time set. It is generally recommended to arrive at the stop approximately 5 minutes prior to scheduled departure. This will allow time to get organized for boarding. Some people arrive too early and may end up taking a wrong bus or train because they assume theirs is next. Arriving too early can also be a problem when the weather is bad, or when a person feels isolated waiting at a stop alone for a long time. Some students with ASD may experience great anxiety about being late, but the consequences of too early arrival need to be addressed.

How to wait safely at the transit stop should also be modeled as well as reviewing the best place to sit or stand while waiting. The stop should allow for a good viewing of oncoming vehicles. For certain students the importance of staying at and not straying off from the stop must be reinforced. Other students will need reminding to pay careful attention in order not to miss their bus or train. This is also a good time to reinforce appropriate interaction with strangers and fellow bus passengers.

Recognizing the proper bus or train to board is the next step. Typically routes are identified through number(s), letter(s), color(s) or any combination of these. Based on the student’s ability to distinguish colors, letters and numbers, select a means of identification to teach route recognition. Some techniques include taking a picture of the exact bus or train and making visual reminder cards to match it.

When the proper bus is identified, the student must prepare for boarding. If the student is apprehensive about having identified the proper bus, he or she should be taught to question the driver whether this vehicle stops at or near their desired destination. Any rider may request the driver to announce their stop. Mandatory stop announcements at key intersections and when requested is part of the law under the American’s with Disability Act (ADA).
It is advisable that before leaving the place of origin the student separates his or her fare and any identification that needs to be shown and place these items somewhere for easy access (i.e., pocket, outside of a pocketbook or book bag). Students who count out the fare at the stop make themselves an easy target. As the student enters the vehicle he/she should have the proper fare ready, which could be cash, coins, a token, a bus pass or a transfer. It is helpful to show pictures of the fare box and where to insert the fare in pre-training lessons. When more than one thing is required to be organized, some students will have difficulty remembering the proper sequence and must be referred back to the established routine to avoid confusion.

Safety is an issue with seat selection. Students should be taught to see if seats are available, and then select a seat where they feel most secure and comfortable. Some students may feel claustrophobic on a vehicle. Here there is no standard rule: for some a window seat is preferable and for others, an aisle seat. Students should also be prepared to stand on a crowded bus. Techniques in balancing, being close to other people and finding a seat when one becomes vacant should be practiced. Also a student should be encouraged to be flexible on seat choices. The same seat may not always be available.

Students who select a seat and then become bothered by other passengers should be taught to ignore others and if the behavior persists, move to a seat toward the front of the vehicle and seek the assistance of the driver, if necessary. In Level I and Level II, seat finding can be practiced in class by simulating situations that occur on a vehicle. The Level III lesson occurs in the community followed by processing the experience back in the classroom.

While on the bus, recognizing landmarks is important to a student’s ability to orient him or herself. The student will need to choose two landmarks; one for when the student should be signaling to disembark and one for the destination stop. A landmark along the route must meet the following criteria to be meaningful: It must have constancy and permanence, and it must have significance to the individual on the route. A church with a large steeple, a school or an unusually shaped house would be an excellent landmark choice. A billboard that is constantly changing its advertising would be a poor choice. The same would be true for any landmark that is not in clear sight during all seasons and could be easily missed.
The student should have as much input as possible in deciding at what landmark they should prepare to disembark. It is very likely that the student might notice or remember things differently than the teacher or trainer does. Students will best remember a landmark that has personal significance. One technique for trainees who have difficulty remembering landmarks is to take a snapshot of the landmark and incorporate it in their visual schedule. Major landmarks should be pointed out daily to reinforce the correct route.

One final landmark should be chosen just before the destination stop. It’s at this landmark that the student should signal to indicate a desire to get off the vehicle. Some people become anxious and signal before the landmark and others will identify the landmark and not signal. It’s frequently a time of high anxiety, and steps should be taken very slowly. The teacher or trainer should model where to position oneself to signal and how to pull the cord or press the strip to signal to disembark. Also, communication with the driver should be stressed. The student can tell the driver his or her destination in advance to prepare the driver for his or her disembarking. However, informing the driver may not be totally reliable as the bus may get crowded and the driver may not see the student, or the driver might forget.

The student should wait for the vehicle to come to a complete stop before getting off. Students have the option of exiting through the rear or the front door, depending where they are sitting. Going out the front door provides the advantage of being watched by the driver. If possible, it is best to practice both ways so that the student does not become “stuck” on one way and can make wider choices.

There is an optional lesson on Schedule Reading for students in Level III. While it is not a mandatory skill for travel training and independent travel, the ability to read maps and other transit tools is helpful in trip planning and back-up if a student should get lost, miss a transit vehicle or a stop. Learning how to read and use a schedule fosters generalization skills as well as a higher level of independence skills. The student may be capable of learning the whole transit system, not only a trip-specific route. One caveat is that some students may have an unusual preoccupation with schedule reading and have memorized everything from bus numbers to transit stops. This, however, does not necessarily mean that they are ready for travel training because they may have difficulty in applying this knowledge.
Preparing For Your Trip
Lesson 4 Level I

LEARNING OBJECTIVES

- Identify different types of transit vehicles.
- Identify appropriate clothing for specific weather conditions.
- Identify which items are suitable to carry when traveling in the community and which items are not.
- Identify signs and amenities found at a transit stop and on a transit vehicle.
- Demonstrate the basic rules of traveling on public transit vehicles.

GOAL

Orient students to the public transit vehicle and review correct behavior when waiting for, boarding and riding a public transit vehicle

PREREQUISITE

Ability to follow rules on a public transit vehicle

MATERIALS PROVIDED

1) PowerPoint: Lesson 4 Levels I, II & III Virtual Bus Tour
2) Handout: Lesson 4 Level I Preparing For Your Trip Practice Activity

INSTRUCTIONS

Section I: What Should I Bring?

1) Show pictures of specific weather conditions (i.e. a sunny day, rain, cold, wind, and snow, etc.). For each picture, have students choose the correct items to bring. This can be done with pictures or specific clothing and weather-related articles.

Note to instructor: When implementing this lesson, focus on each form of transportation separately. The focus of this sample lesson is on the public bus system. Follow the same format to create lessons for each form of public transit. Make the lesson specific to your local area’s public transit network by taking pictures of transit vehicles specific to your region.

Dress for the weather app - iDress for Weather, Pebro Productions
2) Make a checklist of things to bring when traveling in the community. Include:

A. Wallet
B. Identification
C. Critical information card (emergency contact numbers, medical conditions, disability, and medications)
D. Transit fare or transit pass
E. Preprogrammed cell phone to make calls in an emergency
F. Weather related clothing and items

Section II: What Can I Expect?

1) Using the PowerPoint Lesson 4 Levels I,II & III Virtual Bus Tour, define and match words associated with transit vehicles:

A. Sample terms associated with bus: bus, bus stop, front door, bus rules, cord, steps, bus driver, fare, fare box, and bus pass.

2) Develop a visual schedule to prepare students for their group trip on public transit.

A. Sample visual schedule should include: items to bring, time to leave, location for start of trip, bus or transit stop, boarding, paying fare, selecting a seat, exiting, walking to and arriving at destination.

B. Explain that the class will be going on a trip using public transit. Show a picture of your destination and discuss what the class will do at the destination.

C. Show a picture of a transit vehicle that the students will travel on. Point out ways to identify the vehicle (i.e. transit logo, route destination sign).

D. Show students pictures of the transit stops (where they will board and exit).
3) General rules to follow when boarding the bus: (rules may vary for other modes of public transit).

   A. Wait for bus at or near bus stop sign, sidewalk or grass (not in the street).
   B. Do not move towards bus until it has stopped moving and door has opened.
   C. Allow people on bus to exit before boarding.

Section III: On the Bus

1) Paying the fare. Decide in advance how the group will pay the fare (cash, bus pass, token, ticket). Show the students a picture of the fare box. Point out where to place the particular fare medium that you will be using.

2) Selecting a Seat—Bus Simulation

   A. Show a picture of the typical seating lay out of the vehicle you will be using. Have the students decide where they would prefer to sit.
   B. Vehicle will probably not be empty. Set up chairs to model the seating layout of the bus. Have some students/staff be other bus riders. Practice selecting a seat, and asking other riders for the seat next to them. You can also practice following the bus rules such as quiet conversations, no talking to the driver while he/she is driving, no eating or drinking, and keeping your belongings off the seats.

Student Review

✧ Use the handout Lesson 4 Level I Preparing For Your Trip Practice Activity to review the material taught in the lesson.

Recommendation For Extended Learning

✧ Call the local transit company or travel trainer. Arrange for an out-of-service transit vehicle for your class, if possible. Practice boarding, riding and exiting the vehicle. Review rules and expected behavior on vehicle without having other passengers present.
Preparing For Your Trip  
Lesson 4 Level II

LEARNING OBJECTIVES

- Research the weather forecast by television, computer, smart phone app or newspaper.
- Determine the correct weather-related clothing and items to bring for the trip.
- Identify items suitable to carry when traveling in the community and which items are not.
- Identify the cost of public transit.
- Define terms used in public transit. (Sample terms: fare box, bus fare, transfer, bus stop, and exact change).
- State rules and social expectations when traveling on public transit vehicles.

INSTRUCTIONS

Section I: What Should I Bring?

1) Show pictures of specific weather conditions (i.e. a sunny day, rain, cold, wind, and snow, etc.). For each picture, have students choose the correct items to bring. This can be done with pictures or specific clothing and weather related articles.

iPhone App: iDress for Weather, Pebro Productions

2) Make a checklist of things to bring when traveling in the community. Include:
   A. Wallet
   B. Identification
   C. Critical information card (emergency contact numbers, medical conditions, disability, and medications)
   D. Transit fare or transit pass
   E. Pre-programmed cell phone to make calls in an emergency
   F. Weather related clothing and items
Preparation for Your Trip
Lesson 4 Level II (continued)

Section II: Exploring the Bus

1) Use the PowerPoint Lesson 4 Levels I, II, & III Virtual Bus Tour to acquaint students with the features of the bus (such as the ramp/lift, the fare box, the stop request cord and sign, the route destination sign, the wheelchair securement areas). This PowerPoint can be used as a template to create your own featuring your local transit system.

2) Selecting a seat.
   A. Show a picture of a typical seating layout of the vehicle you will be using. Have students decide where they would feel most comfortable sitting.
   B. In most cases, the vehicle will not be empty. Set up chairs to model the seating layout of the bus. Have some students/staff be other bus riders. Practice selecting a seat, and asking riders if the seat next to them is available.

Section III: Paying the Fare

1) Have students research local transit fares. If the transit system uses cash, place change on a table and have each student count out the exact fare. Create a picture card showing the exact fare.

2) Show students a picture of the fare box. It is recommended that this picture be from the local transit system, as they vary greatly among districts. Have students indicate where to place bills, where to place change, where to place a bus pass/transfer.

3) If your trip involves transferring to a second vehicle, explain that students will need to ask for a transfer. Show them what a transfer looks like and how to use it. Explain that instead of paying again, they can use the transfer when boarding the next vehicle of the trip.

Section IV: How Should I Act?

1) Define rules on the bus (no eating or drinking, no loud music, no loud conversations, keep belongings out of the aisles and off seats). Discuss the importance of each rule (respect for others, respect for transit property, safety).

2) Ask students what they would do if they were uncomfortable with another person talking to them, asking them for money, etc. Some suggestions could be:
   A. Ask the person to stop.
   B. Move to a different location on the public transit vehicle.
   C. Tell the transit worker.
3) Have the students role-play using different strategies to handle interactions that make them uncomfortable.
4) Have students complete: Handout: Lesson 4 Level II Preparing for Your Trip Practice Activity.

Section V: Interacting with Transit Workers

1) Explain to students that transit workers are able to assist them if they need help or give them information on schedules and routes. These workers usually wear uniforms so you can identify them.
2) Use the Lesson 4 Levels II & III Interacting with Transit Workers handout to discuss socially expected behaviors and topics of conversation when interacting with transit workers.
3) Have students model and review socially expected behaviors and topics of conversation when interacting with transit workers.

Section VI: The Trip

1) At least one day before your scheduled trip, as a class complete the Lesson 4 Levels II & III Planning For Your Trip Worksheet.

Recommendation for Extended Learning

- Introduce students to a second type of transit vehicle.
Preparing For Your Trip
Lesson 4 Level III

**LEARNING OBJECTIVES**

- Identify which items are suitable to carry with you when traveling in the community and which items are not.
- Identify etiquette expected while waiting, boarding, riding and exiting a transit vehicle.
- Identify transit fare and where to deposit fare and/or transit pass.
- Organize a trip plan from origin to destination.

**GOAL**

Identify transit vehicles and learn what travelers might see, hear, and do during trips on public transportation.

**PREREQUISITE**

Students need to be able to problem-solve, be aware of their surroundings, and interact with others in the community.

**MATERIALS PROVIDED**

1) PowerPoint: Lesson 4 Levels I, II, & III Virtual Bus Tour
2) Handout: Lesson 4 Levels II & III Interacting with Transit Workers
3) Worksheet: Lesson 4 Levels II & III Planning for Your Trip
4) Worksheet: Lesson 4 Level III Preparing Your Trip Review Activity
5) Lesson 4 Level III Preparing For Your Trip Practice Activity

**INSTRUCTIONS**

**Section I: What to Bring**

1) Have the students create a list of items that are appropriate to bring when traveling in the community.

**Section II: Exploring the Bus**

1) Use the PowerPoint Lesson 4 Levels I, II, & III Virtual Bus Tour to acquaint students with the features of the bus. This PowerPoint can be used as a template to create your own featuring your local transit system.

2) Show students a picture of the fare box. Have students identify the fare and where a person would pay with bills, coins, and bus passes.

3) Show students pictures of different bus stops (i.e. one with a sign, one with a shelter, the transit center, etc.) Explain how different kinds of stops will dictate what a rider might need to do to board the bus (i.e. stepping out of a shelter as the bus approaches to be visible to the driver, listening for announcements about changes in service).

**Section III: Transit Etiquette**

1) Set up a bus stop and practice transit etiquette including where to stand safely while waiting; being attentive for the bus; and socially expected conversation with others at the bus stop. Use handout from Lesson 1 Levels II & III Interacting With Individuals in the Community as a reference.
Preparing For Your Trip
Lesson 4 Level III (continued)

2) Define rules on the bus (no eating or drinking, no loud music, no loud conversations, keep belongings out of the aisles and off seats). Discuss the importance of each rule with the class (respect for others, respect for transit property, safety).

3) Using the handout Lesson 4 Levels II & III Interacting with Transit Workers discuss and role-play “do’s and don’ts” when communicating with transit workers.

Section IV: Planning Your Trip

Note to instructor: Prior to completing this section, plan out the transit route to and from the destination. It is advisable to actually travel the route in advance so you are familiar with the route (i.e. detours, inaccessible stations, construction zones, busy intersections, etc.).

1) Have the students create a list of information needed in order to get to their destination (i.e. the location of the bus stop, the cost, the route, weather conditions, times the bus arrives).

2) Have the students go to the local transit company’s website and research:
   A. Fares, ways to pay
   B. Transfer policy
   C. Maps and schedules
   D. Alternate trip planning (calling customer service, google transit)
   E. Transit rules

3) Present the trip plan to your desired destination and have each student complete the Lesson 4 Levels II & III Planning for Your Trip Worksheet.

STUDENT REVIEW

❖ Using the Lesson 4 Level III Preparing for Your Trip Review Activity review the material in the lesson.

RECOMMENDATION FOR EXTENDED LEARNING

❖ Introduce students to a second type of transit vehicle.
**Learning Objectives**

- Identify symbols and their meaning on transit system’s bus route map.
- Practice looking up arrival and departure for specific timepoints on a transit schedule.
- Demonstrate steps needed to plan a route by using a paper schedule, computer, tablet, or smart phone.
- Using the schedule, organize a trip plan from origin to destination.

**Instructions**

**Section I: Understanding a Transit Schedule**

1. Give each student a local transit schedule/map. Have the students find the different symbols listed on the map. Use the map key to identify the meaning of each symbol.

2. Each route has a name, usually a main road on the route or its destination. For easy identification it might also have a number, letter, symbol and/or color.

3. Use the PowerPoint Lesson 4 Level III How to Read a Bus Schedule as an example of how to read a typical bus schedule.

4. Give students a copy of a local bus schedule.
   
   A. Have them identify the route name and designation. Use the key to understand what each symbol in the designation means.
   
   B. Have students identify what days of the week the schedule is for. (Some transit systems separate the weekday timetable and weekend timetable while others put all the days and times on the same schedule).
   
   C. Identify different sections of the timetable and match the time points that are outbound and inbound.
D. Match the time points identified on the map on the schedule.

5) Have students highlight a sequence of time points that follow one run.

Section II: Plan Your Trip

1) Have students create a trip plan. Write out the trip plan on the Lesson 4 Level III Trip Plan Worksheet. Include: the departure time from the point of origin, the street route to walk to the nearest transit stop, the time the bus arrives, the time the bus arrives at the destination and the reverse trip.

2) Have students create a list of information they will need from customer service to plan a trip and then have the students practice calling customer service.

STUDENT ASSESSMENT

- Use Lesson 4 Level III Trip Plan Worksheet. Have the students plan a trip to a destination of their choice. You can provide students with the bus schedules, have students look up schedules on-line, have students use trip planner on-line or call customer service.

RECOMMENDATIONS FOR EXTENDED LEARNING

- Have students look up schedules on the local transit providers’ website to plan a trip.
- Have students plan trips that would involve transferring from one vehicle to another to get to a specific destination.
Preparing For Your Trip
Lesson 4 Materials

1. Levels I, II, & III Virtual Bus Tour (PowerPoint)
2. Level I Preparing For Your Trip Practice Activity
3. Level II Preparing For Your Trip Practice Activity
4. Levels II & III Interacting with Transit Workers
5. Levels II & III Planning For Your Trip Worksheet
6. Level III Preparing For Your Trip Review Activity
7. Level III How to Read a Bus Schedule (Optional)
8. Level III Trip Plan Worksheet (Optional)
Virtual Bus Tour
Lesson 4 Levels I, II & III (continued)

Slide 9: The Front Seats
Slide 10: Front Seats for Mobility Device
Slide 11: Bike Rack
Slide 12: Front of Bus
Slide 13: Inside of a Bus
Slide 14: Camera
Virtual Bus Tour
Lesson 4 Levels I, II, & III (continued)

Slide 15
Stairs

Slide 18
View from Inside

Slide 16
Handrail

Slide 19
Pull Cord to Request the Bus to Stop

Slide 17
Rules

Page 3 of 3
Preparing For Your Trip
Practice Activity
Lesson 4 Level I

Name: ___________________________    Date: _____________________

The weather forecast is rain. Circle what you need to bring with you.

Cross out items you should NOT bring on your trip.

What is shown in this picture? Circle the correct letter.

A. Cord - What I pull when I want to get off the bus.
B. Fare box - Where I put my bus money or bus pass.

What is shown in this picture? Circle the correct letter.

A. Front door - Where I exit the bus.
B. Fare box - Where I put my bus money.
## Interacting with Transit Workers
**Lesson 4 Levels II & III**

<table>
<thead>
<tr>
<th><strong>Language and manners</strong></th>
<th><strong>Do</strong></th>
<th><strong>Don’t</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Use formal language:</td>
<td>Hello</td>
<td>Use informal language examples:</td>
</tr>
<tr>
<td></td>
<td>Goodbye</td>
<td>Yo</td>
</tr>
<tr>
<td></td>
<td>Please</td>
<td>Hey you</td>
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<tr>
<td></td>
<td>Thank you</td>
<td>Later</td>
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<tr>
<td></td>
<td><strong>Add your own</strong></td>
<td><strong>Add your own</strong></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Socially expected topics of conversation.</strong></th>
<th><strong>Do</strong></th>
<th><strong>Don’t</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>How to get somewhere</td>
<td></td>
<td>Talk about subjects like: religion, age, salary, sex.</td>
</tr>
<tr>
<td>How much transit costs</td>
<td></td>
<td>Say negative comments about the person’s appearance or personality <strong>Add your own</strong></td>
</tr>
<tr>
<td>Where to pay</td>
<td></td>
<td><strong>Add your own</strong></td>
</tr>
<tr>
<td>Times of buses</td>
<td><strong>Add your own</strong></td>
<td><strong>Add your own</strong></td>
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</tbody>
</table>

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<tr>
<th><strong>Body posture and facial Expressions</strong></th>
<th><strong>Do</strong></th>
<th><strong>Don’t</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Face transit worker when he/she is speaking.</td>
<td></td>
<td>Stare or roll eyes</td>
</tr>
<tr>
<td>Make eye contact to the best of your ability.</td>
<td><strong>Add your own</strong></td>
<td>Make angry or disgusted look <strong>Add your own</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Voice</strong></th>
<th><strong>Do</strong></th>
<th><strong>Don’t</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Speak as clearly as possible in a conversational tone</td>
<td><strong>Add your own</strong></td>
<td>Talk with anything blocking your mouth or in mouth. Whisker Yell or talk in loud voice <strong>Add your own</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Ending the conversation</strong></th>
<th><strong>Do</strong></th>
<th><strong>Don’t</strong></th>
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<tbody>
<tr>
<td>Repeat information and say thank you.</td>
<td></td>
<td>Say “Whatever”</td>
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<tr>
<td>Ask transit worker to repeat what he/she said if you did not understand.</td>
<td><strong>Add your own</strong></td>
<td>Say okay and walk away if you did not understand what transit worker said <strong>Add your own</strong></td>
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</tbody>
</table>
OUR TRANSIT TRIP

We will be traveling to: ____________________________

Mode of travel: ____________________________

We will leave at: ____________________________

The first vehicle we will take: ____________________________

It will come at: ____________________________

We will transfer: YES _____ NO _____

If yes, second vehicle we will take is: ____________________________

We will arrive at our destination at: ____________________________

We will leave to go back at: ____________________________

The transit fare is: ____________________________

Things to remember: ____________________________
Preparing for Your Trip
Practice Activity
Lesson 4 Level II

Name: ___________________________ Date: _______________________

Directions: Write the name of the item under the picture.

ramp  money  fare box  hand rail  camera  bus stop

Directions: Underline which are bus rules.

No eating or drinking on the bus.
You always have to sit while riding the bus.
No loud music.
Keep your belongings on your lap.

Circle necessary items you should bring on every bus trip.

Money  iPod  Identification  Cell Phone
Pet   Camera  Jewelry  Bus Schedule
Pen   Laptop  Candy  Emergency Numbers
Trip Plan Worksheet
Lesson 4 Level III (Optional)

Name: _________________________________  Date: __________________

Where will you be traveling from? _____________________________ (starting point)

Where will you be traveling to? ________________________________ (destination)

Need to be there at ____________ am or pm

Need to get back by ____________ am or pm

Walking route to transit stop

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

The Plan

<table>
<thead>
<tr>
<th>Time to Leave for Transit Stop</th>
<th>Departure Time for Transit Vehicle</th>
<th>Place</th>
<th>Route</th>
<th>Arrival Time</th>
<th>Place</th>
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Special Instructions ______________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________
How to Read a Bus Schedule
Lesson 4 Level III (Optional)

Slide 1
THE ROUTE NAME
- Each route has a name:
  • Service Area
  • Service Route
  • Park Route
- Each route has a way to identify it without reading:
  • R
  • The route number

Slide 2
ROUTE MAP
The map lays out the route the bus takes and shows the major locations accessed by using the route.

Slide 3
THE TIMETABLE
The timetable gives the times the bus will be at major intersections and stops.

Slide 4

Slide 5
BUS STOPS
Bus stops may be located every few blocks:
- At major stops, the bus stops at every stop
- Some bus systems use a "bus shelter" system, where there are stops waiting places where
- Rain stops are set up for the bus to stop regularly. Route stops are set up for the bus to stop at.

Slide 6
THE TIMETABLE
Check with the city's website for the city's map.

Slide 7
THE TIMETABLE

Slide 8

Page 1 of 1
Preparing For Your Trip Practice Activity
Lesson 4 Level III

Name: __________________________________ Date: __________________

Directions: Underline the questions that are okay to ask the bus driver.

How old are you?          What is your religion?
How much is the bus fare?  Why do you always wear the same hat?
Do you have kids?          Does this bus go to the grocery store?
Are you married?           Where are you going after work?
What time is the next bus coming? How do I transfer onto bus 1?

Name 2 things you know about a bus from looking at the front.

1) ____________________________
2) ____________________________

Directions: Underline statements that describe bus etiquette.

Let people get off the bus before you get on.
Always sit in the same seat.
Ask the person next to you where they are going.
Talk loudly on your cell phone.
If you touch someone by accident say, “excuse me.”
Share your food with strangers.
Keep your belongings off of other seats if the bus is crowded.
Yell at other passengers who are not following the rules.