

Safety and Riding Right

PRIMARY MODULE 2

Grades 2–5



Overview

Everything you need to introduce students in grades 2–5 to basic transit safety topics and ridership skills. Includes a differentiated lesson plan, example activities, and a supporting PowerPoint and video.



King County
METRO

Moving forward together



Table of Contents

INTRODUCTION

About the Curriculum..... 3
 Student Outcomes 4

PLANNING GUIDE

How to Use this Module 5

PRIMARY ACTIVITY

Create a Ride Right Poster..... 6
 Instructor Guide..... 6
 Activity Pages 7

EXTENSION ACTIVITIES

Riding Right Do’s and Don’ts 8
 Instructor Guide..... 8
 Activity Pages 9
 Spot the Difference 19
 Instructor Guide..... 19
 Activity Pages 20
 Plan Your Trip..... 21
 Instructor Guide..... 21
 Activity Pages 23
 Ride Right Bingo 24
 Instructor Guide..... 24
 Activity Pages 26
 Transit Safety Word Search..... 41
 Instructor Guide..... 41
 Activity Pages 42

SUPPORTING RESOURCES

Plan Your Ride Resource Guide 44
 Frequently Asked Questions..... 47
 Transit Safety Rules and Tips 49
 Glossary 51

TEACHER TOOLS

Activity Example and Worksheet Answer Keys 53
 Video and Presentation Slides..... 58

INTRODUCTION

About the Curriculum

The primary goal of the King County Metro Youth Mobility Program’s classroom modules is to increase youth transit ridership and help students connect with their communities. The Transit Education Classroom Modules are designed to help students feel confident using and engaging with different modes of transit by teaching ridership skills.

Why teach about public transit in the classroom?

By reaching students in schools, King County Metro hopes to build long-term student engagement with transit. Higher transit ridership leads to:

- ◆ Cleaner air and water
- ◆ Reduced traffic on local roadways
- ◆ Deeper community connections and increased access to opportunities

How does this fit with the other modules?

The Metro Youth Mobility Program classroom education framework builds skills over multiple grade levels and is designed to help students become confident, independent riders by the end of high school. The framework is built around three core themes:

1. What is transit and how do I ride it?
2. Riding transit safely
3. Climate impacts and community connections

Most primary students will ride with others, so the focus of the modules is on helping younger students understand the basic functions of the transit system. For younger students, knowledge of transit systems builds excitement around using transit in their communities, encouraging more household ridership. As students get older, secondary modules shift the focus to independent ridership skills, such as trip planning.

Primary Module 1: Get to Know Metro is an introduction to public transit for grades 2–5. In this module, they will learn about the different kinds of transit in their communities and practice basic ridership skills.

Primary Module 2: Safety and Riding Right focuses on safety considerations relevant to younger students, including identification of safety resources and safe ridership practices.

Primary Module 3: Sustainability and Community Connections helps students engage with transit’s role in their communities, providing a foundation that will help them develop connections to related topics. As they grow into their independence in middle and high school, this context will help them understand why they might want to ride and support public transportation.

Student Outcomes

By the end of Module 2, students in grades 2–3 will:

- ◆ Demonstrate safe transit behavior.
- ◆ Distinguish safe from unsafe behaviors when riding public transit.
- ◆ Understand what to do if they need help on public transit.

By the end of Module 2, students in grades 4–5 will do all of the above, plus:

- ◆ Understand the importance of planning trips when riding public transit.
- ◆ Describe why 'riding right' is important.
- ◆ Describe appropriate responses to different situations of concern.



PLANNING GUIDE

How to Use this Module

This module is designed to be taught in 60–90 minutes with a focus on flexibility for the needs of your classroom. There are additional extension activities for both grades 2–3 and grades 4–5.

In the primary activity for this module, Create a Ride Right Poster, students will use the information learned throughout this module to design an educational poster for a Metro bus or bus stop. Students should design their posters with the intention of helping other young riders engage in safe behaviors on public transit while including the information each student finds most relevant, interesting, or necessary. To help students prepare, there is a supporting PowerPoint and video.

Ask the following questions to help you plan your lesson and guide students:

- ◆ How familiar are my students with transit?
- ◆ Have students reviewed the information in Module 1: Get to Know Metro?
- ◆ Do my students ride transit? Why or why not?
- ◆ Do my students feel comfortable riding transit?
- ◆ Could my students differentiate between safe and unsafe transit behavior?



PRIMARY ACTIVITY

Create a Ride Right Poster

(Grades 2–5, 30–60 minutes)

In this activity, students will create their own Ride Right awareness posters. The purpose of the poster is to promote courteous and safe conduct while on transit in a way that will inform and engage other students.

Materials

- ◆ Blank paper, any size
- ◆ Drawing and coloring utensils
- ◆ Ride Right Poster worksheet (recommended for grades 4–5)
- ◆ Example posters to show students (see [Teacher Tools](#))

Learning Prerequisites

- ◆ Students should be familiar with King County public transit via Module 1: Get to Know Metro.
- ◆ Students should be familiar with public transit safety rules.

Activity Outline

1. Review the transit Code of Conduct and transit safety information found in the Instructor PowerPoint and/or video in Teacher Tools.
2. Explain that students will be creating educational transit posters to inspire other kids around King County to ride right. The instructor should set guidelines as they see fit.
3. The instructor may lead students through a discussion using the following questions:
 - ◆ What do you think is the most important thing people your age should know about riding transit?
 - ◆ What do you want other riders to learn from your poster?
 - ◆ What kinds of posters or advertisement designs do you like to see? For instance, do you like bright colors? Funny jokes? Fun cartoon characters or mascots? Nature?
 - ◆ What kinds of visuals make you feel motivated or safe?
4. Students may want to discuss their ideas in small groups before starting their poster designs. Students in grades 2–3 may use a blank piece of paper to doodle ideas, words, and pictures that could help portray their message in an engaging way. Students in grades 4–5 may also benefit from the use of the accompanying worksheet.
5. After students have established their ideas or drafts they may begin creating their transit safety poster. After all posters are done students can share their posters and messages with the class or use them to educate other students by hanging them in the hallways or displaying them as appropriate.

Name: _____

WORKSHEET:

Create a Ride Right Poster

Answer the following questions before you create your poster.

1. What are three important safety rules people your age should know about riding transit?
2. What do you want transit riders to learn from your poster?
3. What do you like to see on posters or advertisements?
Hint: Think about colors, shapes, or images that make you feel motivated or safe.
4. Think about your answers for questions 1–3. Plan what you want your poster to say and look like by using this space to draw, write, or describe ideas that could help transit riders understand your message. After you have your poster planned out and reviewed, you may begin creating your ride right poster on a separate blank sheet of paper.



EXTENSION ACTIVITY:

Riding Right Do's and Don'ts

(Grades 2–3, 15–20 minutes)

In this activity, students will use the included action cards to identify a variety of behaviors as appropriate or “Do” behaviors vs. inappropriate or “Don’t” behaviors when riding public transit.

Materials

- ◆ Action cards (8 sets)
- ◆ Do and Don’t cards (8 sets)

Learning Prerequisites

- ◆ Students should be familiar with King County public transit via Module 1: Get to Know Metro.
- ◆ Students should be familiar with public transit safety rules.

Activity Outline

1. Divide students into groups of 3–4. Explain that each group will be receiving a deck of action cards as well as Do and Don’t cards.
2. Instruct each group to place the Do and Don’t cards in the middle of the group where everyone can see them.
3. Explain that each action card shows a person doing something while riding on public transit. Some of these actions are appropriate and safe, while others are not. Each action card image has a written description on the back.
4. Instruct each group to sort their action cards into a Do pile and a Don’t pile. The Do pile should hold action cards that are appropriate and safe, while the Don’t pile should hold action cards representing inappropriate or unsafe transit behavior.
5. After all groups are done sorting their action cards, engage in a class discussion about appropriate, courteous, and safe transit behavior. Instructors may use the transit safety information and activity answer key located in the Teacher Tools section of this module.





Student sitting properly on bus seat.

Student sitting with a backpack in their lap.

Student waiting at a bus stop.

Student walking off the bus.



**Student asking
the bus driver
a question.**

**Students sitting
calmly next to each
other talking.**

**Student pulling the
cord to stop the bus.**

**Student using
headphones.**



Student sitting with feet on bus seat.

Backpack in the bus aisle.

Student standing in front of the safety line.

Student running down bus aisle.



**Student jumping
off the bus.**

**Student yelling
"STOP" on the bus
to the driver.**

**Student with
hands out of the
bus window.**

**Students pushing or
grabbing each other
while on the bus.**



Don't

Do

**Student knocking
on bus window.**

**Student playing
loud music.**

Ride Right Card

Ride Right Card

Spot the Difference

(Grades 2–5, 15–20 minutes)

The Spot the Difference worksheet features two images of people riding a Metro bus. While both images are similar, each contains subtle differences. Students will find and circle all the differences between the two images.

Materials

- ◆ Spot the Difference worksheet

Learning Prerequisites

- ◆ Students should be familiar with King County public transit via Module 1: Get to Know Metro.
- ◆ Students should be familiar with public transit safety rules.

Activity Outline

1. Pass out the Spot the Difference worksheet to students. Explain to students that they will be looking for differences between two images: one with unsafe and inappropriate transit behaviors, and one with safe and appropriate transit behaviors.
2. Give students time to complete the worksheet by circling the differences they find.
3. Lead a class discussion about safe transit behavior using the differences students identified between the two images. See Teacher Tools for transit safety information and activity answer key.



Spot the Difference

Find and circle 7 differences in the pictures below. After you find the differences star the picture with the safer behaviors.



EXTENSION ACTIVITY

Plan Your Trip

(Grades 2–5, 30–60 minutes)

In this activity, students will use the [King County Metro Trip Planner](#) to plan a trip from their school to a destination of their choosing. Before the activity begins, the instructor should hold a class discussion about why planning a trip ahead of time is an important part of transit safety. Consider the following guiding questions:

- ◆ Why is it important to plan your trip before you leave?
 - ▶ To know what time to leave and to know what stops to use.
- ◆ What things should you consider when planning a trip using public transit?
 - ▶ Time, cost, the items you'll need (e.g. a map or phone), and directions.
- ◆ Who should you talk to before planning a trip?
 - ▶ Your guardian, caregiver, or trusted adult. Always make sure someone knows where you are going, when you will check in, and when you will be back.
- ◆ How can you plan a trip on transit?
 - ▶ Transit maps at bus stops, paper transit maps, and digital mapping tools, such as King County Metro Trip Planner, Google Maps, Apple Maps, or others.

Materials Required

- ◆ Student devices with internet access such as a computer or tablet
- ◆ Plan Your Trip worksheet

Learning Prerequisites

- ◆ Students should be familiar with King County public transit via Module 1: Get to Know Metro.
- ◆ Students should be familiar with public transit safety rules.
- ◆ Students should be familiar with school computers and school-appropriate internet search protocols.

Activity Outline

1. Divide students into pairs. Each pair will need one device with internet access.
2. Hand each student a Plan Your Trip worksheet.
3. Explain that students will be working together to plan an imaginary trip from their school to wherever they desire, using King County Metro Trip Planner. Alternatively, a similar activity can be done using Google Maps. They will also be recording the details of their trip on their Plan Your Trip worksheet.
 - a. The location students travel to should be local, as students must be able to travel to their destination using local transit (for example, students can't plan a trip to Disneyland).

4. After explaining the activity, guide students to the [King County website](#). Students can practice their deductive reasoning skills to find the “Plan a bus trip” link on the lefthand side of the web page (circled below). After trying King County Metro Trip Planner students can try additional transit planning tools, such as Google Maps or Apple Maps.

The image shows the King County website homepage. At the top left is the King County logo. A search bar is in the top right. A navigation menu includes 'Home', 'How do I...', 'Services', 'About King County', and 'Departments'. Below the navigation is a large banner image of a forested hillside. A 'Stay Healthy this Season' section offers links for 'Get a COVID booster' and 'Get a flu shot'. A text box provides information about the 'State v. Blake' decision. The 'How do I...' menu on the left lists various services, with 'Plan a bus trip' circled in blue. Other menu items include 'Get a job at King County', 'Report a road maintenance issue', 'eFile Superior Court documents', 'Pay my property taxes', and 'More tasks'. A central image shows a house with a caption: 'First half of 2023 property taxes due May 1'. To the right, the 'Taking a bus?' section features a search bar and links for 'Plan a trip', 'Route maps', and 'Alerts'. Below that is the 'County Council' section, featuring a portrait of Dow Constantine, County Executive, and a group photo of the County Council members. The footer contains navigation links: 'Information for...', 'Do more online', 'Get help', and 'Español'. There are also icons for 'Services', 'Events', and a Facebook icon.

5. Once students have selected the transit icon, they will practice finding and understanding bus routes while completing their Plan Your Trip worksheets. When using Google Maps, Apple Maps, or other trip planning tool students may need to select the transit icon.

Name: _____

WORKSHEET

Plan Your Trip

Answer the following questions about the trip you planned using the digital trip planning tool.

1. What is your starting location (your school's address)?

2. What is your destination?

3. How many itineraries (trip options) did the map find for you to choose from?

Choose one of the itineraries given for your trip and click on "View Details". Answer the following questions using the information provided for your trip.

4. How long will it take you to get to your destination?

5. Does your trip include walking? If so, how far will you walk? (Distance may be listed in feet or miles)

6. Does your trip include transfers? If so, how many?

7. Throughout most of the state, anyone 18 years old or younger can ride transit for free. If you were over 18 and paying for your trip, how much would it cost?

EXTENSION ACTIVITY

Ride Right Bingo



(Grades 2–5, 15–20 minutes)

In this activity, students will play a transit safety bingo game by marking a board with images that represents missing words from transit safety statements read aloud by the instructor. Ride Right Bingo can be played as a class multiple times.

Materials

- ◆ Ride Right Bingo transit safety statements
- ◆ Ride Right Bingo boards

Learning Prerequisites

- ◆ Students should be familiar with King County public transit via Module 1: Get to Know Metro.
- ◆ Students should be familiar with public transit safety rules.

Activity Outline

1. Pass out a Ride Right Bingo board to each student. There are 15 different board variations to use for this activity.
2. Explain to students that they will listen to the instructor read aloud a transit safety statement with a missing word. They will then match an image on their board to correctly complete the transit safety statement.
 - ◆ For grades 2–3, the instructor should help students figure out the missing word and associated image to mark.
 - ◆ For grades 4–5, students will look at the images on their bingo board to guess the missing word and mark the matching image on their board.
3. The first student to mark four squares in a row on their bingo board is the winner. Ride Right Bingo can be played as a class multiple times by changing the order in which the statements are read aloud or by exchanging bingo boards.

Instructor Note

A set of Bingo slides are included at the end of the instructor slides linked in [Teacher Tools](#). If you use the slides it is recommended that you shuffle the slides if you play multiple rounds.

Ride Right Bingo Material - transit safety statements

Metro safety statements to be read aloud by the instructor (in any order):

- ◆ Keep the bus aisles clear of ____ and other things you may bring on the bus with you. [backpacks]
- ◆ Keep your head, legs, and ____ inside the bus windows. [arms]
- ◆ Hold onto the railing when exiting the bus. Bus stairs and sidewalk may be slippery from _____. [rain]
- ◆ As you leave the bus, watch out for _____. [cars]
- ◆ Allow passengers to ____ the bus before you board. [exit]
- ◆ If you are standing on the bus, be sure to ____ the handrails to keep from falling. [hold]
- ◆ King County residents can ride all Metro buses and Link light rail trains for free until they are _____ years old. [19]
- ◆ If watching a video or listening to music on the bus, you should use _____. [headphones]
- ◆ If you have questions about your route or need assistance, you should ask the ____ when the bus is stopped. [bus driver]
- ◆ Never ____ on a bus or in front of a bus. [run]
- ◆ If a bus is _____, move to the back to make space for others. [crowded]
- ◆ Never ____ on the bus because you could startle the driver or other passengers. [yell]
- ◆ To request a _____, pull on the signal cord along the walls of the bus to inform the driver. [stop]
- ◆ The driver will not move the bus if a passenger is standing in the _____. [doorway]
- ◆ Do not put your _____ on a bus seat. [feet]
- ◆ Plan your bus trip ahead of time to avoid getting _____. [lost]

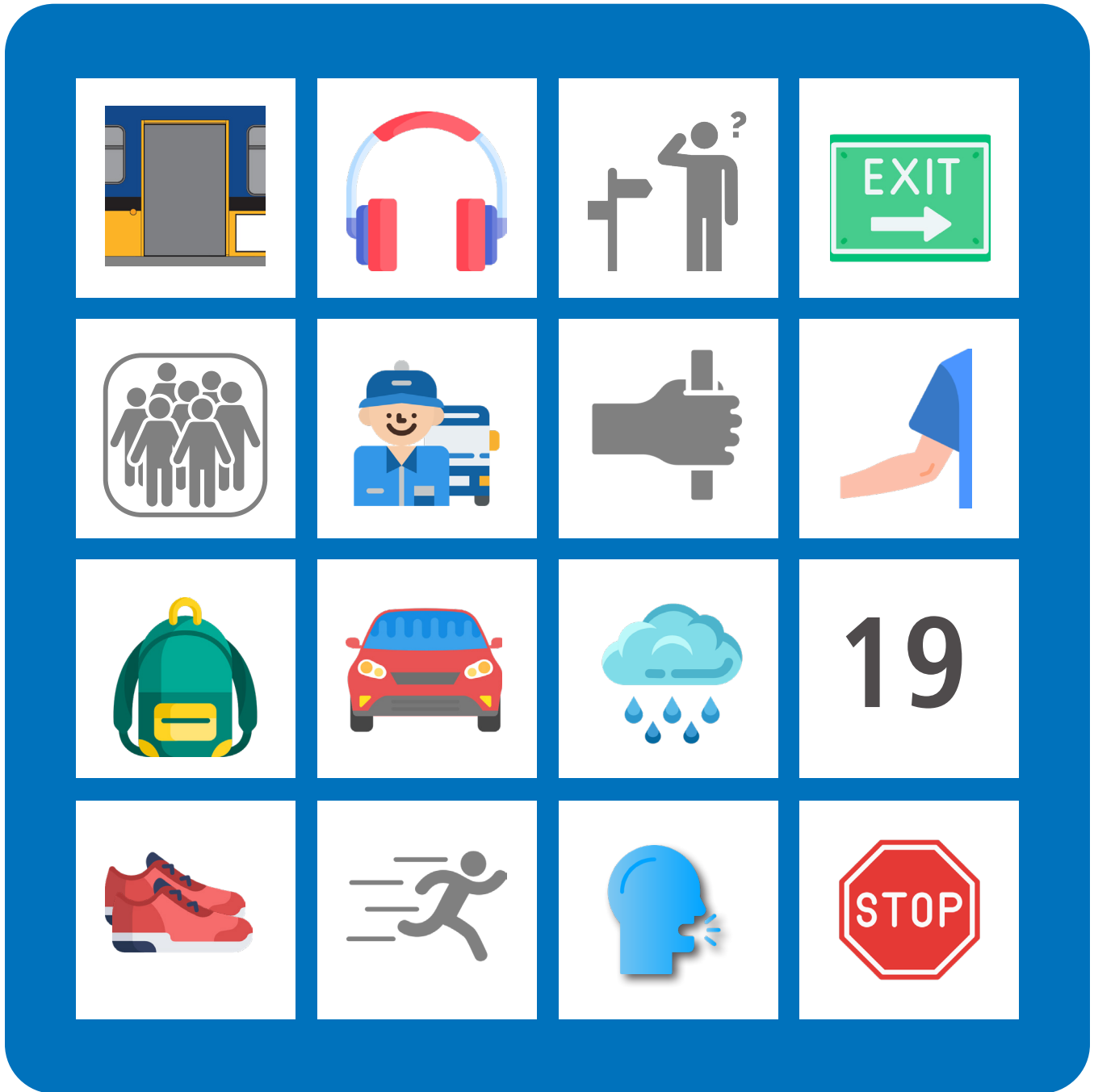
Instructor Note

Slides for the above statements are available in the Teacher Tools instructor slides section of this module. The Bingo slides are located at the end of the slide deck. We recommend randomizing the slide order if you play multiple rounds.

Ride Right Bingo



Ride Right Bingo



Ride Right Bingo



Ride Right Bingo



Ride Right Bingo



Ride Right Bingo



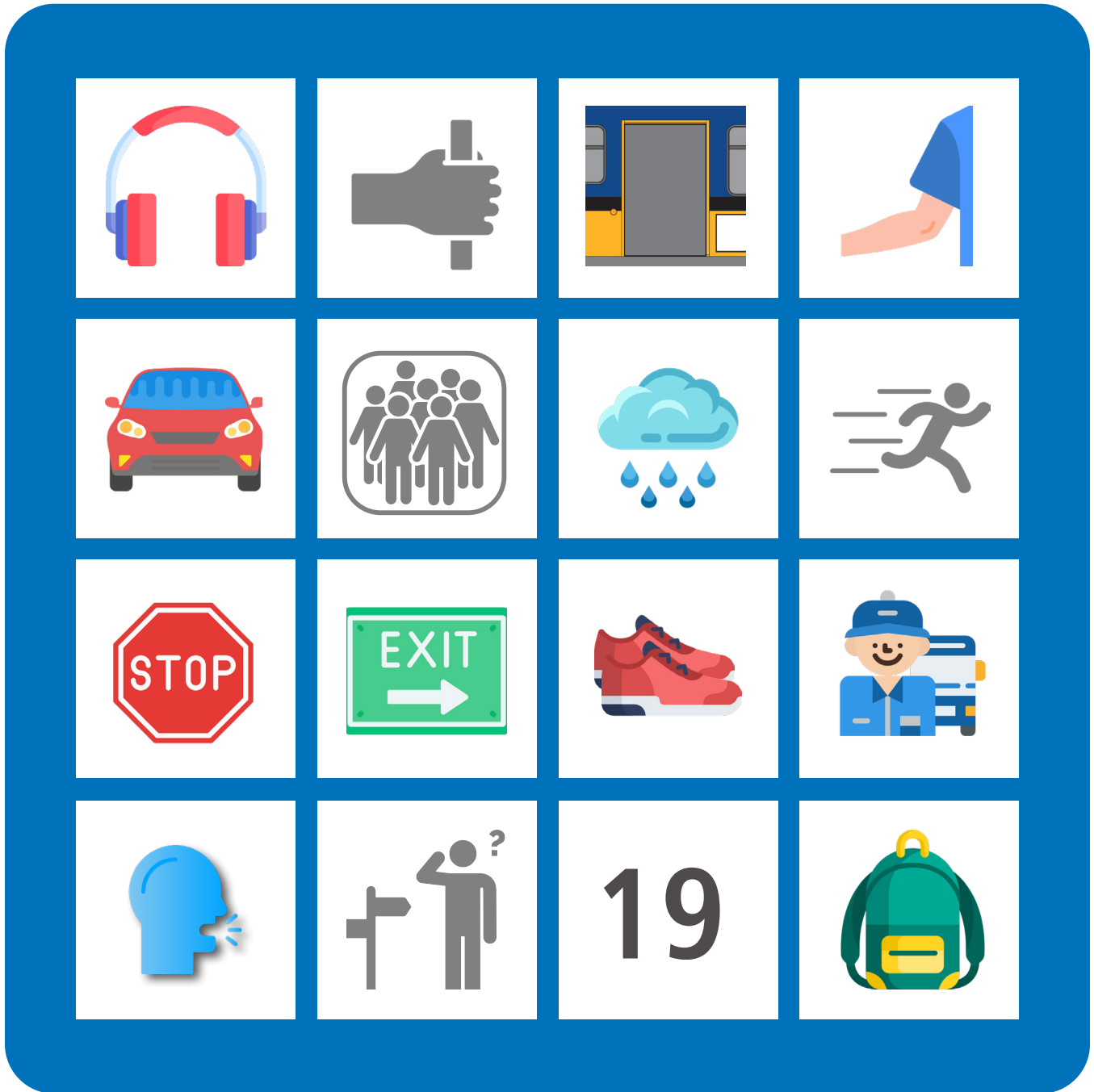
Ride Right Bingo



Ride Right Bingo



Ride Right Bingo



Ride Right Bingo



Ride Right Bingo



Ride Right Bingo



Ride Right Bingo



Ride Right Bingo



Ride Right Bingo



EXTENSION ACTIVITY

Transit Safety Word Search

(Grades 2–5, 10–15 minutes)

In this activity, students will complete the Transit Safety Word Search using the word bank. After the word search is complete, students will insert the words from the word bank into the missing words from the Metro safety rules.

Materials

- ◆ Transit Safety Word Search worksheet

Learning Prerequisites

- ◆ Students should be familiar with King County public transit via Module 1: Get to Know Metro.
- ◆ Students should be familiar with public transit safety rules.

Activity Outline

1. Pass out the Transit Safety Word Search worksheet to each student. Explain to students that they will be completing the word search, then using the same words to complete the transit safety rules on the back side of the page.
2. Give students time to complete the worksheet.
3. Instructors may discuss the correct answers with students using the activity answer key and transit safety information located in the Teacher Tools section of this module.

Name: _____

WORKSHEET

Transit Safety Word Search

Complete the word search using the word bank. Then, use the word bank to complete the safety rules on the back of this page.

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

Word Bank

PLAN	STOP	PRIORITY	LOOK	TIME	DOORS	SEE
SEATED	RUN	METRO	DRIVER	BACK	INSIDE	ENTER

Transit Safety Rules

After the word search is complete, insert the words from the word bank into the missing words from the transit safety rules below.

Word Bank

PLAN STOP PRIORITY LOOK TIME DOORS SEE
SEATED RUN METRO DRIVER BACK INSIDE ENTER

1. Don't _____ after the bus and be sure to stay safe on the sidewalk.
2. Calmly _____ the bus once it has come to a full stop and the driver has opened the doors.
3. _____ seating makes it easier for people with disabilities, young children, and senior citizens to ride transit. Please keep these seats open for people that need to use them.
4. Stay _____ while the bus is in motion unless you are holding on to a handrail.
5. Avoid talking to the bus _____ while the bus is in motion. When the bus is stopped, they are happy to answer any questions you have.
6. Always wait until the bus comes to a complete _____ before exiting.
7. When crossing rail tracks _____ both ways and never go around or under a rail crossing gate.
8. Never cross in front of or behind a bus; drivers cannot _____ you.
9. Link light rail _____ will automatically open when it is safe for you to enter or exit. Remember to stand clear of the doors once you board the train.
10. Keep your head, arms and all objects _____ bus windows.
11. Signal the bus driver at least one block before your stop so they have enough _____ to stop smoothly.
12. On crowded buses, please move to the _____ of the bus to make room for others.
13. King County _____ is the Puget Sound region's largest public transit agency.
14. You should always _____ where you are going and how to get there before getting on a bus.

SUPPORTING RESOURCES

Plan Your Ride Resource Guide



1. Get an ORCA Card

Youth 18 and younger can sign up online for a Free Youth Transit Pass (Youth ORCA card). Visit [FreeYouthTransitPass.com](https://www.freeyouthtransitpass.com).



If you don't qualify for the Free Youth Transit Pass there are many ways you can purchase an ORCA card:

- ◆ **Online:** for adult, youth and senior ORCA cards visit myORCA.com



Scan to order ORCA card.

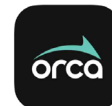
- ◆ **In person:** outlets, vending machines and customer service offices visit myORCA.com/where-to-buy



Scan to find locations to purchase ORCA card.

Phone: 888-988-6722

- ◆ **Get the myORCA app:** Manage your account from anywhere 24/7. The app is available on Apple iOS and Google Play Store.



2. Plan Your Trip Tools

- ◆ To look up specific routes, go to [King County Metro schedules and maps](https://www.kingcounty.gov/transportation/metro/schedules-and-maps)



Scan to look up transit routes.

- ◆ To plan a trip, go to tripplanner.kingcounty.gov



Scan to plan a trip.

- ◆ You can also use other apps to plan your trip:



Google Maps



One Bus Away



Transit app

3. Riding the bus

Boarding:

- ◆ If you have an ORCA card, have it ready. If you are 18 years old or younger you can also use a student or government ID, or just get on board.
- ◆ Make sure you are at the correct bus stop going in the correct direction.
- ◆ When the bus arrives, it will have its route number or letter and destination displayed on the front and side. Many different routes can come to one bus stop, so be sure to board the correct one!
- ◆ When you enter, there will be an ORCA card reader machine next to the bus driver. Tap your card and board the bus! If you are 18 or younger and don't have your ORCA card, you can show your ID or if you do not have an ID you may just board the bus.
- ◆ If you need to secure your bike to the front of the bus, make sure the driver sees you before using the rack.
- ◆ If you need to access priority seating, it is found near the front doors. If you need assistance with accessible seating, notify the driver.



Exiting:

- ◆ When you want to let the bus driver know your stop is next, pull the yellow stop cable that runs along both sides of the bus by the window, or press a red stop button on a pole.



- ◆ Once the bus comes to a complete stop, you may exit.
- ◆ Exit from the back of the bus when possible. If you need to use the doors by the front of the bus, that is okay too.
- ◆ If you are going to unload a bike from the bike rack at the front of the bus, make sure the driver sees you and knows you are unloading your bike.

4. Riding Link light rail

Boarding:

- ◆ If you have an ORCA card, have it ready. If you are 18 years old or younger you can also board with your student or government ID, or just get on the train.
- ◆ If you are using an ORCA card, find a yellow machine and tap on before entering the station. If you do not have an ORCA card, you may just board the train. If you have one, you may be asked to present an ID to transit employees while on board.



- ◆ Know which direction you need to travel so you can go to the correct platform. (Northgate travels North and Angle Lake travels South).
- ◆ Look for signs or listen for overhead announcements that tell you when the next train is arriving.
- ◆ If you have a bike or large luggage, identify the appropriate place in the train car for your items so that they are not in the way of other passengers.
- ◆ If you need to access priority or accessible seating, it is found near the doors.

Exiting:

- ◆ As your stop approaches, make your way towards the doors. The speakers will announce which side of the train the doors will open on.
- ◆ After the train comes to a full stop and the doors open, you may exit.
- ◆ Get off at your station and follow signs for which cross streets the exit leads to.
- ◆ Tap your ORCA card once you exit the station.

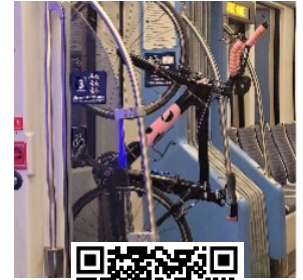
SUPPORTING RESOURCES

Frequently Asked Questions

For more FAQs, visit FreeYouthTransitPass.com.

Can I bring a bike on the bus or Link light rail?

Yes, you can bring a bike on the bus or the light rail. The bus has spots on the front of the bus for you to secure your bike. Make sure the driver sees you before using the rack. The light rail has spaces inside the train cars to hang your bike so that they are out of the way. To learn more, visit King County Metro [Bikes & Transit](#) or [Sound Transit Bring your bike](#).



Can I eat on the bus or light rail?

No, please refrain from eating on public transit. You may drink from a covered beverage. Drinking alcohol is not permitted. You are permitted to eat outside of light rail stations and while waiting for buses. If you want more information, please read Metro's Code of Conduct at metro.kingcounty.gov/safety.



What do I do if I witness something unsafe on public transit? Who do I tell if I am being harassed?

Bus:

- ◆ If you see or experience a problem, please **tell the driver**. The role of the bus driver is that of a peacekeeper and not an enforcer. However, they can help determine what actions to take.
- ◆ You can also call **transit police** at 206-296-3311 or call 911.
- ◆ In every case make sure you know your **route number, bus number, where your bus is currently, and where on the bus the problem is located**.

Link light rail:

- ◆ If you see or experience a problem on the Link light rail you can **alert security** if you see them on the train or on the platform. Transit security officers wear uniforms with dark green tops labeled "Transit Security".
- ◆ Platforms and trains have emergency intercom buttons that you can use to contact someone. See picture.
- ◆ You can also call or text **Sound Transit Security** at 206-398-5268.
- ◆ When you are reporting a problem, include the car number of the train you are riding in. It is located high on the wall at either end of the car. Include the direction that you are traveling in and your last stop. The text messages and phone line are monitored 24 hours a day.



If I have a disability, what are my additional transit options?

Whether it is taking a bus, planning a trip, or trying out one of our many Rideshare programs, Metro is committed to providing equal access to all its services.

To learn more about your transit options, contact [Accessible Services](#). Please call 206-553-3000 to be connected to a customer representative who can best support your transportation needs.

Transit Instruction is available to individuals with disabilities and seniors. To learn more about this free training service call 206-749-4242 or visit [Transit Instruction](#).

How do I get an ORCA card?

If you are 18 years or younger you qualify for the Free Youth Transit Pass. As of September 1, 2022 all youth can take public transit for free thanks to Move Ahead Washington. For more information, visit [FreeYouthTransitPass.com](#). If you do not have an ORCA card, you can show your current school ID, or any other ID that can verify age. If you do not have an ORCA card or ID and are under 19 years of age you can still ride for free.



If you are older than 18, you can go to [myORCA.com](#) to get more information or use the resource guide to help you get an ORCA card.

Can I use my ORCA card and then pass it to someone else who does not have one?

No. To ride for free, each rider 18 and younger must either use their own ORCA card, show their student ID, or just get on board. Adults 19 and older must pay their own fare.

What should I do if I lose my ORCA card?

If you do not have a myORCA.com account, order a new Youth ORCA card for free at [myORCA.com/buy-online](#).

If you have a myORCA.com account, log into your account. In the “My Cards” menu, click “Replace Card”, then select the card you wish to replace.

While you are waiting for your new card in the mail, you can still ride for free by showing your student ID or just getting on board.

Can I use my ORCA card on the ferries?

You can use an ORCA card to ride the King County Water Taxi. Please visit the website for more information regarding schedules and routes: [kingcounty.gov/depts/transportation/water-taxi.aspx](#).

Youth 18 and younger also ride for free on Kitsap Transit Fast Ferries and Washington State Ferries as a walk-on passenger. You can use your ORCA card or get a free ticket at a ticket booth. Teenagers driving a vehicle need to pay the fare.



Where can I use my ORCA card to ride for free?

You can use your ORCA card to ride for free on participating ORCA agencies. This includes, but is not limited to, King County Metro, Sound Transit, Community Transit, Everett Transit, Kitsap Transit, Pierce Transit, Seattle Streetcar, the King County Water Taxi, Washington State Ferries, and the Seattle Monorail. To learn more, visit [FreeYouthTransitPass.com](#).



Once you turn 19 years old you can load money or passes onto your ORCA card to pay your transit fares on any of these services.

SUPPORTING RESOURCES

Transit Safety Rules and Tips

Use these bus safety rules and tips provided by King County Metro to lead a discussion with your class. For more information, please visit kingcounty.gov.

Safety and Security Tips

kingcounty.gov/depts/transportation/metro/about/safety-security.aspx#metro-tips

- ◆ Never run after a bus, or alongside a bus. They may not be able to see you, and you could be putting yourself and others at serious risk by distracting the driver.
- ◆ Look up for safety. Be aware of what's going on around you, especially when you are crossing the street. Make sure drivers see you.
- ◆ Do not cross in front of a Metro bus at a bus stop. Wait until the bus leaves the stop, and then cross carefully.
- ◆ Please allow passengers to exit the bus before you board.
- ◆ If you are standing in the bus, hang onto the handrails provided in the event the bus makes a quick stop.
- ◆ On crowded buses, please move to the back of the bus to make room for others.
- ◆ Stand behind the yellow line on the floor next to the driver's station. This helps give drivers as much visibility as possible.
- ◆ Stay clear of the doors.
- ◆ Avoid standing in the stairwells.
- ◆ Keep the aisles clear.
- ◆ Keep your head, arms, and all objects inside bus windows.
- ◆ Signal the bus driver at least one block before your stop so he or she has sufficient time to stop smoothly.
- ◆ Hold onto the railing when exiting the bus. Bus steps and sidewalks can become slippery from rain.
- ◆ As you leave the bus, watch for cars.

Code of Conduct

kingcounty.gov/depts/transportation/metro/about/safety-security/code-of-conduct.aspx

- ◆ Pay the right fare.
- ◆ Respect other passengers' privacy.
- ◆ Do not cause safety problems.
- ◆ Use headphones.
- ◆ No eating, smoking or littering.
- ◆ No alcoholic beverages.
- ◆ Do not harass driver or other riders.
- ◆ Do not lie down on the seats.
- ◆ Respect transit property.
- ◆ Use Metro services and facilities for transportation purposes only.

Wheelchair Safety

kingcounty.gov/depts/transportation/metro/about/safety-security.aspx#wheelchair

- ◆ All Metro buses are equipped with lifts or ramps at the front door.
- ◆ Each bus stop is clearly identified as to its accessibility.
- ◆ Alert the driver to deploy the lift or ramp.
- ◆ Wheelchair and scooter users have designated areas reserved at the front of the bus
- ◆ Please allow the driver to secure wheelchairs.
- ◆ Metro’s Rider Information Office can help you determine the level of accessibility at a specific stop.
- ◆ Metro’s Online Trip Planner lets you plan trips requiring accessible stops.

The screenshot shows the King County website homepage. At the top left is the King County logo. To its right is a search bar with the text "Search Kingcounty.gov". Below the logo and search bar is a dark navigation bar with the following items: "Home", "How do I..." (with a dropdown arrow), "Services" (with a dropdown arrow), "About King County" (with a dropdown arrow), and "Departments" (with a dropdown arrow). Below the navigation bar is a large banner image of a forested hillside overlooking a body of water. Below the banner is a white box with the heading "Stay Healthy this Season". Under this heading are two links: "Get a COVID booster" and "Get a flu shot". To the right of these links is a text box containing the following text: "Following the decision in [State v. Blake](#), if you were convicted of drug possession prior to February 2021, you may be eligible to have your conviction vacated, your sentence reduced, or your court fees refunded." Below the banner is a row of three tiles. The first tile is titled "How do I..." and lists several services: "Plan a bus trip", "Get a job at King County", "Report a road maintenance issue", "eFile Superior Court documents", "Pay my property taxes", and "More tasks". The second tile features an image of a modern house at dusk and the text "First half of 2023 property taxes due May 1". The third tile is titled "Taking a bus?" and includes a search bar with the placeholder text "Enter a route # or location...", a dropdown menu, and links for "Plan a trip", "Route maps", and "Alerts". Below the "Taking a bus?" tile is a section for "County Council" featuring a photo of Dow Constantine, County Executive, and a grid of photos for other council members. Below this is a link that says "Get to know your elected officials >". At the bottom of the page is a dark brown footer bar with the following items: "Information for..." (with a plus icon), "Do more online", "Get help" (with a calendar icon), and "Español" (with a Facebook icon).

SUPPORTING RESOURCES

Glossary

Accessible: when a place, type of transportation, or event is easy to get to, especially for people who have a disability.

Arrival: when you get to the place you are traveling to.

Atmosphere: the layer of air and gases that surround Earth and extend into space.

Board: to get onto a bus, train, or other form of transportation.

Bus: a large motor vehicle carrying passengers by road, typically on a fixed route.

Bus schedule: a list of times showing when buses will arrive and depart.

Bus stop: a place where a bus regularly stops, usually marked by a sign.

Climate: the weather conditions in a certain area over a long period of time; can include regular seasonal changes.

Climate change: the change in regional and global weather patterns over time.

Code of conduct: a set of rules that members of a business, school, organization, or service follow to make sure everyone is upholding the values of that community.

Crosswalk: an intersection or area of road where pedestrians are encouraged to cross/a signal letting pedestrians know it is their turn to cross the road or intersection.

Departure: leaving a place to go on a trip.

Depot: a place where buses or trains are kept and maintained and from which they leave for service.

Destination: the place to which people travel or send goods.

Electrification: the conversion of a machine or system to the use of electrical power.

Emissions: substances released into the air due to burning or making something.

Fare: the money a passenger on public transportation pays to ride.

Ferry: a boat for carrying passengers, bicycles, and sometimes cars across waterways.

Fossil fuels: energy-rich substances formed from the remains of organisms that lived millions of years ago and have been buried underground; examples include oil, natural gas, and coal.

Global warming: the increase in average global temperatures over time due to burning fossil fuels and releasing buried carbon into the atmosphere.

Greenhouse effect: the increase in air temperature due to the sun's energy getting trapped in the atmosphere.

Greenhouse gas: a gas, such as carbon dioxide or methane, that reflects some of the sun's energy back to earth and causes earth's temperatures to rise.

King County Metro: Metro is the Puget Sound region's largest public transit agency.

Link light rail: a specialized railroad and train cars for moving people within the community.

Operator: a person who operates, or drives, the bus, train, or other public transportation.

ORCA card: a card that can be used to pay fare on many different transit systems, including King County Metro.

Paratransit: specialized vehicles used to transport people with disabilities.

Passenger: a traveler on public transportation other than the driver, or crew.

Pedestrian: a person walking along a road.

Public transit: buses, trains, subways, and other forms of transportation that move people, usually run on fixed routes, and are available to the public.

Route: the path that a bus, train, or other form of transportation follows from one point to another.

Safety: the rules, procedures, and behaviors used to help everyone feel secure and welcome.

Timetable: a list of the times that buses, trains, and other forms of transportation are predicted to arrive at stops along their route.

Transfer: when passengers switch from one transit vehicle or route to another.

Water taxi: a boat used to transport passengers across waterways.

Weather: the day-to-day conditions of the atmosphere that affect a specific place; especially temperature, cloudiness, and rainfall.

Create a Ride Right Poster



TEACHER TOOLS | ACTIVITY ANSWER KEY

Riding Right Do's and Don'ts

Do

- Student sitting properly on bus seat.
- Student waiting at a bus stop.
- Student sitting with backpack in their lap.
- Student walking off the bus.
- Student asking the bus driver a question.
- Student pulling the cord to stop the bus.
- Students sitting calmly next to each other talking.

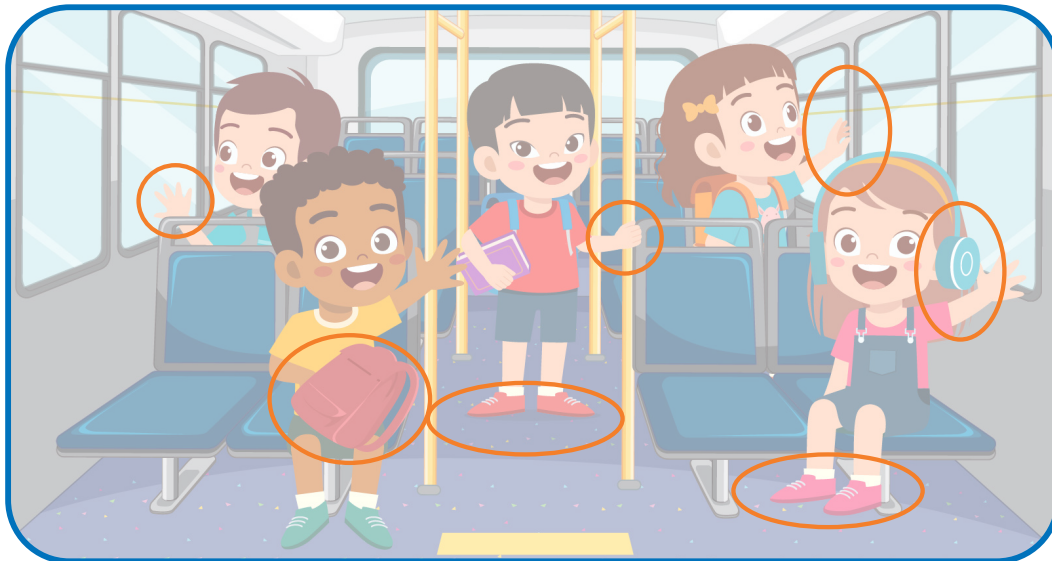
Don't

- Student sitting with feet on bus seat.
- Student standing in front of the bus.
- Backpack in bus aisle.
- Student running down bus aisle.
- Students pushing each other while sitting in bus seat.
- Student jumping off the bus.
- Student with hand out of the bus window.
- Student yelling "stop" on the bus to the driver.
- Student knocking on bus window from inside.

TEACHER TOOLS | WORKSHEET ANSWER KEY

Spot the Difference

Find and circle 7 differences in the pictures below. After you find the differences star the picture with the safer behaviors.



Don't/Do

1. Yelling stop/Pulling stop cord.
2. Knocking on window/Waving out window.
3. Backpack on floor/Backpack on lap.
4. Standing in front of safety line/Standing behind safety line.
5. Not holding onto handle or pole/Securely holding onto pole.
6. Listening to loud music/Wearing headphones.
7. Feet on the seat/Feet on the floor.

Transit Safety Word Search

Complete the Transit Safety word search using the word bank.

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

Word Bank

PLAN STOP PRIORITY LOOK TIME DOORS SEE
SEATED RUN METRO DRIVER BACK INSIDE ENTER

Transit Safety Rules

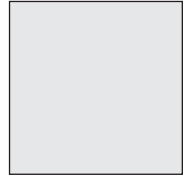
After the word search is complete, plug the words from the word bank into the missing words from the transit safety rules below.

1. Don't **RUN** after the bus and be sure to stay safe on the sidewalk.
2. Calmly **ENTER** the bus once it has come to a full stop and the driver has opened the doors.
3. **PRIORITY** seating makes it easier for people with disabilities, young children, and senior citizens to ride transit. Please keep these seats open for people that need to use them.
4. Stay **SEATED** while the bus is in motion unless you are holding on to a handrail.
5. Avoid talking to the bus **DRIVER** while the bus is in motion. When the bus is stopped, they are happy to answer any questions you have.
6. Always wait until the bus comes to a complete **STOP** before exiting.
7. When crossing rail tracks **LOOK** both ways and never go around or under a rail crossing gate.
8. Never cross in front of or behind a bus; drivers cannot **SEE** you.
9. Link light rail **DOORS** will automatically open when it is safe for you to enter or exit. Remember to stand clear of the doors once you board the train.
10. Keep your head, arms and all objects **INSIDE** bus windows.
11. Signal the bus driver at least one block before your stop so they have sufficient **TIME** to stop smoothly.
12. On crowded buses, please move to the **BACK** of the bus to make room for others.
13. King County **METRO** is the Puget Sound region's largest public transit agency.
14. You should always **PLAN** where you are going and how to get there before getting on a bus.

TEACHER TOOLS

Video and Presentation Slides: Module 2

The QR code to the right will connect you to an informational video and a deck of presentation slides. The information can also be found online at [\(HOLD FOR WEBSITE\)](#). Both sets of materials can be used to support the activities and discussions laid out in this module.



Key messages

- ◆ King County Metro is the Puget Sound region's largest public transportation agency. Metro provides bus, paratransit, rideshare, Metro Flex, and water taxi services, and operates Seattle Streetcar, Sound Transit Link light rail, and some Sound Transit Express bus services.
- ◆ Riding public transit can be a safe and convenient way to get around your community. It is important to be aware of your surroundings and practice safe ridership skills when using public transit.
- ◆ King County Metro has a code of conduct, or behaviors expected from passengers when boarding, riding, and exiting public transit. When you ride right, you treat others as you would like to be treated. And you show respect for your fellow passengers and the transit vehicles and facilities you use.
- ◆ In Washington State, youth 18 and younger can ride most transit for free! Riders age 13 and older are encouraged to use their Youth ORCA card or show the driver their current high school or middle school student ID. Youth who do not have one of these can still ride for free; just get on board.

Vocabulary

- ◆ Code of conduct
- ◆ Public transit
- ◆ Safety

Video

The educational video is approximately 6 minutes long and is designed as a supplemental tool to help facilitate class discussions and activities. The goal is to introduce students to tools and resources available to them specifically addressing safety concerns and the rider [code of conduct](#). This video can be used by itself or in conjunction with the presentation slides for further class discussions.

Instructor notes

The video will offer opportunities to pause for class discussions or actions. Note, the following icons will appear in the order provided when there is an optional pause opportunity:



Class discussion: Ask the class what the word safe means to them. What does it mean to be safe on public transit? How might their actions make others feel safer?



Class discussion: Ask what they think it means to ride right on public transit. Ask students to share their ideas for rules or codes of conduct they think are important on transit.

After watching the video, you may opt to facilitate further class discussions using the Presentation Slides.

Presentation slides

The slides are designed as a supplemental tool to help facilitate class discussions and activities. The goal is to introduce students to the King County Metro's Code of conduct to help them develop their skills as transit riders. These slides can be used on their own or in conjunction with the video.

Instructor notes

After sharing the slides with your class, you may opt to facilitate further class discussions or use any of the activities included in this module.

After exploring the video, slides, and module activities with your classes you may want to check out the other module packets. There are three modules in total:

- ◆ Module One: Get to Know Metro
- ◆ Module Two: Safety and Riding Right
- ◆ Module Three: Sustainability and Community Connections