

# Safety and Riding Right

## SECONDARY MODULE 2

Grades 6–12



### Overview

Everything you need to introduce students in grades 6–12 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*



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## 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. More transit ridership leads to:

- ◆ Cleaner air and water
- ◆ Reduced traffic on local roadways
- ◆ Deeper community connections and increased economic, academic, and social 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

Secondary students are beginning to have independence to travel to school, jobs, internships, and social events. The focus of the modules is to give them the tools to successfully navigate different forms of public transit and help students feel safer using public transit, leading to long-term increases in ridership.

**Secondary Module 1: Get to Know Metro** is an introduction to public transit for grades 6–12 students. In this module, they will learn the logistics needed to ride the bus or Link light rail, learn how to read bus and light rail schedules, and practice planning a trip using different tools.

**Secondary Module 2: Safety and Riding Right** focuses on safety considerations for students traveling alone and in groups. Module 2 will have students identify elements of transit that may make them feel uncomfortable, think about ways to alleviate these feelings, and discuss tools King County Metro has available to encourage respectful riding and report concerns.

**Secondary 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. This module will connect students to ideas and goals around environmental sustainability, climate change, and access to transit.

# Student Outcomes

**By the end of Module 2, students in grades 6–8 will:**

- ◆ Know the basic riding right guidelines of Metro.
- ◆ Understand how to respond to various safety situations.
- ◆ Know how to use tools for reporting safety incidents on public transit.
- ◆ Be able to find resources to help answer future questions about public transit safety.

**By the end of Module 2, students in grades 9–12 will do all of the above, plus:**

- ◆ Be able to submit a Metro report of a safety or ridership concern.
- ◆ Discuss and address safety issues using critical thinking.



## PLANNING GUIDE

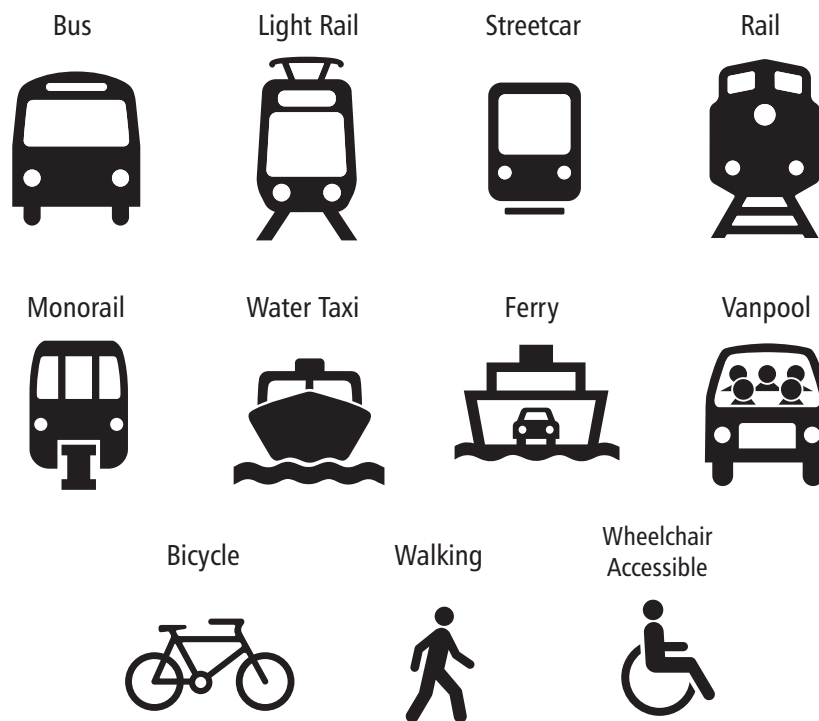
# How to Use this Module

This module is designed for two 45-minute classes or one 75-minute class with a focus on flexibility for the needs of your classroom.

In the primary activity for this module, *Safety Scenarios*, students will use information learned throughout this module to create and present a group skit that demonstrates how to properly respond to a real-life situation that may occur on public transit. Through modeling a response in front of classmates, students can teach their peers how to safely engage with public transit using appropriate riding behaviors. To help students prepare, instructors may wish to use the supporting PowerPoint and/or video resources found in the Teacher Tools section of this module.

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

- ◆ How familiar are my students with transit? Did they learn the information from Module 1: Get to Know Metro?
- ◆ Do my students ride transit by themselves, with friends or family? Why or why not?
- ◆ Do my students know what resources are available to help use public transit?
- ◆ Do my students feel comfortable riding transit? Why or why not?
- ◆ Can my students differentiate between safe and unsafe transit behaviors?



## PRIMARY ACTIVITY

# Safety Scenarios

(Grades 6–12, 30–60 minutes)

In this activity, students will practice safety awareness and response by reviewing a situation and acting out how to handle the scenario using best practices and existing safety tools and resources. Students will be given time to discuss with classmates and decide how to use their designated skit time to teach others how to address safety concerns when riding public transit.

### Materials

- ◆ Safety Scenarios Worksheet (Regular or Advanced)

### Learning Prerequisites

- ◆ Students should know basic content of Module 1: Get to Know Metro.
- ◆ Students should be familiar with the different forms of transit in the area.
- ◆ Students should be familiar with the Ride Right Code of Conduct and safety tips (see Supporting Resources).

### Activity Outline

1. Lead a classroom discussion about transit safety and riding right. Optional discussion questions are provided below along with an accompanying PowerPoint and video. Additional information can be found in the [Supporting Resources](#).
  - ◆ Do you feel comfortable riding public transit? Why or why not?
  - ◆ What experiences, positive or negative, have shaped your views on riding public transit?
  - ◆ What are some appropriate or respectful ridership behaviors you may have seen when riding public transit?
  - ◆ What are some inappropriate or disrespectful ridership behaviors you may have seen when riding public transit?
  - ◆ What are safe behaviors when using public transit? How do those behaviors keep you safe?
  - ◆ What are unsafe behaviors when using public transit? Why can these be dangerous?
2. Explain that students will be placed into groups and assigned a specific transit scenario. Each student group will work together to create a skit addressing the assigned situation using safe transit and riding right behaviors.
3. Divide students into six groups. Pass out one Safety Scenarios worksheet to each student and assign each group one of the six safety scenarios from the list on the worksheet. Alternatively, instructors may allow student groups to select their scenario.
4. Allow students time to answer the questions and plan their skit.
5. After planning time has ended, invite each group to present their scenario skit for the class. When each skit has ended, the group should share an explanation of how they handled the situation in alignment with Metro's riding right behaviors.

# Safety Scenarios

You will be assigned a transit scenario from the list below. With your group, **design a 3–5 minute skit** representing the scenario, as well as one to three appropriate responses. You will then present your skit to the class and describe how your group chose to handle the situation using riding right guidelines and safety tools or resources.

## Safety Scenarios

1. You and your friends are riding the Link light rail back from the airport and notice vomit on a seat. What do you do?
2. As you wait at the bus stop to start heading home, you are approached by an individual who appears to be intoxicated and is asking you questions that make you feel uncomfortable. What do you do?
3. You are riding the bus and notice that another person who is traveling alone slipped, fell, and cut their hand badly. What do you do?
4. You and two friends are riding the bus on the way to the Mariners' game and witness a transit rider harassing the bus driver. What do you do?
5. You and your friends are on the bus heading to a park. Other people get on and play loud music while they eat food. What do you do?
6. You are waiting for the Link light rail when you hear yelling and see a fight break out. What do you do?

After you are assigned your scenario, work with your group to answer the following questions and begin developing your skit.

1. What is the safety concern or other issues in my scenario?
2. How do you want to respond?
3. What are some resources available for you to use?
4. What solution will you highlight in your scenario?

## Safety Scenario Responses

Use this list to help plan your skit. Choose up to three possible actions or solutions to highlight in your skit. Your solution can be a combination of multiple solutions or a solution that is not on the list.

- ◆ Move away from the situation to a distance you feel comfortable.
- ◆ Get off at the next stop.
- ◆ Take no action.
- ◆ Tell an adult that is traveling with you.
- ◆ Call 911.
- ◆ Take a photo or video of the situation and share it with the appropriate individuals - including transit security or transit police.
- ◆ Report the problem to the driver or operator.
- ◆ Move closer to the bus driver.
- ◆ Call 206-296-0100 (Metro buses only).
- ◆ Leave a comment using this link: [kingcounty-metro.force.com/customers/cs\\_app#/cs/ride](https://kingcounty-metro.force.com/customers/cs_app#/cs/ride) (Metro buses only).
- ◆ Press the emergency intercom button on the train or platform (Link light rail only).
- ◆ Call or text Sound Transit security at 206-398-5268 (Link light rail only). Include the station you are at or the number of the car you are traveling in, the direction you are traveling and most recent stop.





# Safety Scenarios

(Advanced)

You will be assigned a transit scenario from the list below. With your group, **design a 3–5 minute skit** representing the scenario, as well as one to three appropriate responses. You will then present your skit to the class and describe how your group chose to handle the situation using riding right guidelines and safety tools or resources.

## Safety Scenarios

1. You think you are on the bus to Southcenter Mall. When you get off the bus, you realize you do not know where you are. What do you do?
2. You get on the Link light rail with friends and notice that there is broken glass on some of the seats. What do you do?
3. You are on the bus with a couple of friends when two people start yelling and fighting on the bus. What do you do?
4. You are traveling alone and waiting for the Link light rail at the station. A person approaches you to ask a question. After you answer their question, they continue to talk to you, ask you more questions, and move closer to you as they talk. They are making you feel uncomfortable. What do you do?
5. While riding the Link light rail you notice a fellow rider is using a lighter to light paper on fire. What do you do?
6. You stayed out later than you intended, and it is dark as you walk to the bus stop. You don't feel comfortable standing at the stop alone in the dark, but you need to get home. You are not able to call a friend, family member, or car service. What do you do?

After you are assigned your scenario, work with your group to answer the following questions and begin developing your skit.

1. What is the safety concern or other issue in my scenario?
2. How do you want to respond? Check in with yourself: Do you feel comfortable addressing the situation?
3. What are some resources available for you to use?
4. What solution will you highlight in your scenario?

## Safety Scenarios (continued)

### Safety Scenario Responses

Use this list below to help plan your skit. Your solution can be a combination of multiple solutions or a solution that is not on the list.

- ◆ Move away from the situation to a distance you feel comfortable.
- ◆ Get off at the next stop.
- ◆ Take no action.
- ◆ Tell an adult that is traveling with you.
- ◆ Call 911.
- ◆ Take a photo or video of the situation and share it with the appropriate individuals - including transit security or transit police.
- ◆ Report the problem to the driver or operator.
- ◆ Move closer to the bus driver.
- ◆ Call 206-296-0100 (Metro buses only).
- ◆ Leave a comment using this link: [kingcounty-metro.force.com/customers/cs\\_app#/cs/ride](https://kingcounty-metro.force.com/customers/cs_app#/cs/ride) (Metro buses only).
- ◆ Press the emergency intercom button on the train or platform (Link light rail only).
- ◆ Call or text Sound Transit security at 206-398-5268 (Link light rail only). Include the station you are at or the number of the car you are traveling in, the direction you are traveling and most recent stop.



## EXTENSION ACTIVITY

# Riding Right... Ranked!

(Grades 9–12)

In this activity, students will rank riding right guidelines from most important to least important based on their own experience with public transit. They will order a set of ten guidelines, discuss which is most important to them, and answer questions connecting the riding right guidelines to transit safety.

### Materials

- ◆ Riding Right... Ranked! worksheet

### Learning Prerequisites

- ◆ Students should know basic content of Module 1: Get to Know Metro.
- ◆ Students should be familiar with the different forms of transit in the area.
- ◆ Students should be familiar with the Ride Right Code of Conduct and safety tips (see Supporting Resources).

### Activity Outline

1. Distribute the Riding Right...Ranked! worksheets. Give students time to complete the ranking section (Part 1) independently.
2. Explain to the class that each student will be ranking expected riding behaviors based on what is most important to them and their own experiences with public transit.
3. After students have completed Part 1 of the worksheet, pair them up and encourage them to spend the remaining time discussing their rankings and completing questions 1–3 (Part 2).



## WORKSHEET

# Riding Right...Ranked!

### Part 1: Ranking

Read through the ten riding right guidelines in the box on the left. In the box on the right, order the guidelines from **most relevant to you (#1)** to **least relevant to you (#10)** based on your experience with public transit. Keep in mind, even if you rank a guideline as least relevant, following these guidelines helps everyone feel more comfortable on transit.

- A. Pay the right fare.
- B. Respect other passengers' privacy.
- C. Do not cause safety problems.
- D. Use headphones.
- E. No eating, smoking, or littering.
- F. No alcoholic beverages.
- G. Do not harass the bus driver or other riders.
- H. Do not lie down on the seats.
- I. Respect transit property.
- J. Use Metro services and facilities for transportation purposes only.

- #1. \_\_\_\_\_
- #2. \_\_\_\_\_
- #3. \_\_\_\_\_
- #4. \_\_\_\_\_
- #5. \_\_\_\_\_
- #6. \_\_\_\_\_
- #7. \_\_\_\_\_
- #8. \_\_\_\_\_
- #9. \_\_\_\_\_
- #10. \_\_\_\_\_

### Part 2: Riding Right

Pair up with another student and share why you ranked the riding right guidelines the way you did. After discussing, answer questions 1–3 below.

1. Which riding right guideline did your partner rank most important or relevant to them? How is this similar or different to your most important guideline?

## Riding Right...Ranked! (continued)

2. Is there anything missing on this list of guidelines that would make you feel safer on public transit?

3. How could following the riding right guidelines make public transit a safer experience for all?

## ART EXTENSION ACTIVITY

# Design a Public Awareness Poster

In this activity, students will design a physical or digital poster to educate the public on the importance of a chosen safety concern or respectful transit behavior.

### Materials

- ◆ Design a Public Awareness Poster worksheet
- ◆ Design medium
  - ▶ Paper and coloring utensils
  - ▶ Word, Paint, PowerPoint or other electronic platforms.

### Learning Prerequisites

- ◆ Students should know basic content of Module 1: Get to Know Metro.
- ◆ Students should be familiar with the Ride Right Code of Conduct and safety tips (see Supporting Resources).
- ◆ Students should be familiar with classroom Internet and device policies and protocols.
- ◆ Students should have reviewed the Safety Scenarios extension activity.

### Activity Outline

1. Instructors may choose to have students work independently or in pairs. This activity can be done in the classroom or be used as a homework assignment.
2. Give students time to choose a safety rule or ride right guideline for their project. Alternatively, the instructor can assign students a safety rule or ride right guideline.
3. Give students time to create their safety campaign posters.
4. Once students have finished their posters, encourage them to engage with one another's work by sharing with the entire class, small groups, partners, or by displaying the posters for a class gallery walk.
5. Optional: Ask the following questions:
  - ◆ What safety message or riding behavior does this campaign poster highlight?
  - ◆ Why is it important for the public to know about this behavior?
  - ◆ What group of people is this poster targeting? Youth or adults? A more specific target?
  - ◆ What about this poster makes it effective for teaching the public about safety and riding right?

## WORKSHEET

Name: \_\_\_\_\_

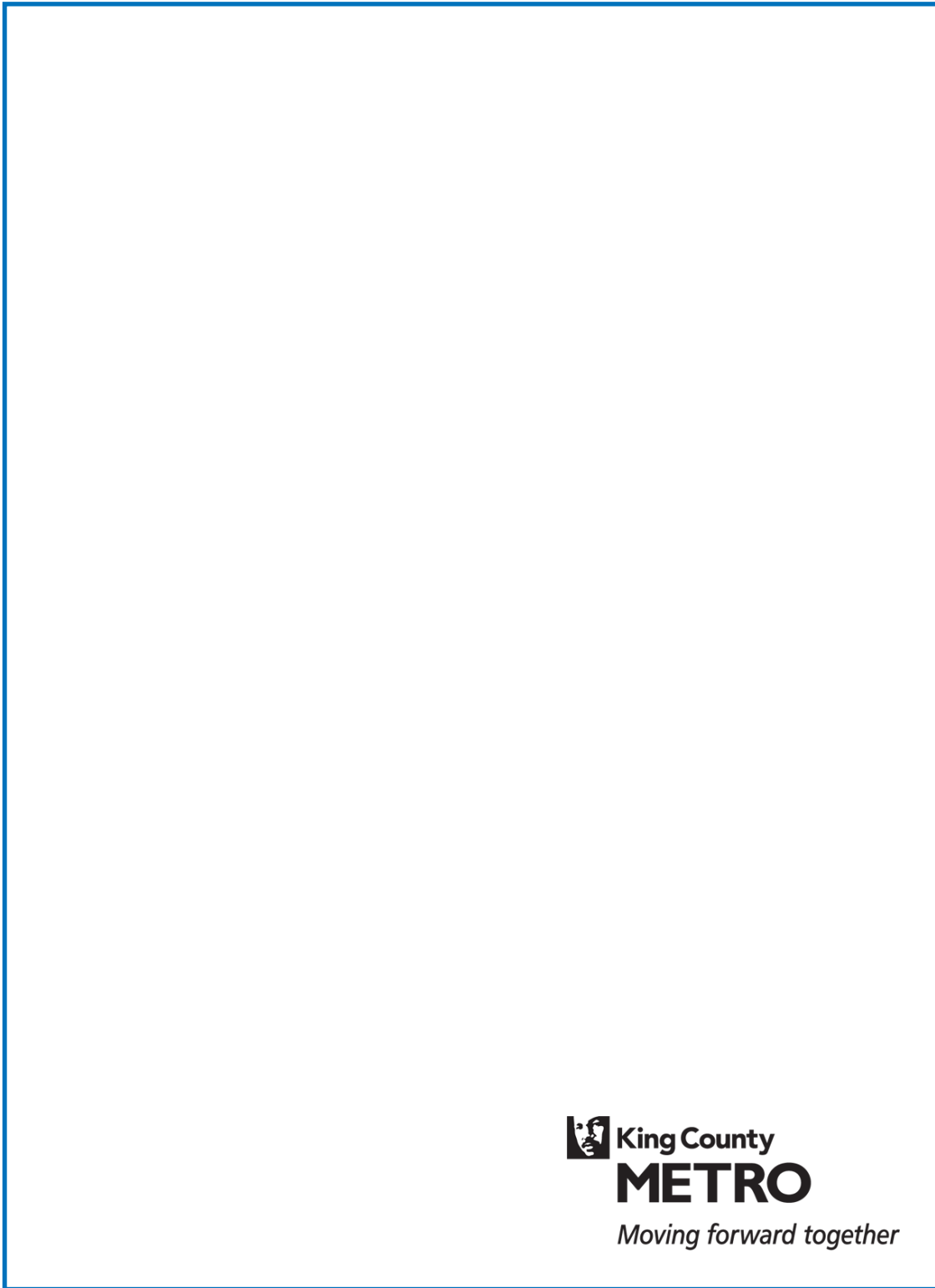
# Design a Public Awareness Poster

There are many safety tools and resources available to help people ride public transit effectively. Design a poster that can be used as a public safety campaign for your peers based on transit safety resources or riding right guidelines.

Answer questions 1–4 before creating your safety campaign poster. After you’ve answered all four questions, use the poster template to sketch and plan ideas for your poster. When your idea is finalized, begin creating your poster.

1. Who is your audience?
2. What is the purpose of your campaign? Why is it important?
3. Do you want someone or something to represent your campaign?
4. How can you make something that people will remember?

## POSTER TEMPLATE/DRAFT





## ART EXTENSION ACTIVITY

# Design a Public Awareness Campaign

In this activity, students will design a public awareness campaign for their peers. Students will use various platforms to create at least three pieces of media that could help their peers understand some of the different transit safety tools and resources.

### Materials

- ◆ Design a Public Awareness Poster worksheet
- ◆ Design medium
  - ▶ Paper and coloring utensils
  - ▶ Word, Paint, PowerPoint or other electronic platforms.

### Learning Prerequisites

- ◆ Students should know basic content of Module 1: Get to Know Metro.
- ◆ Students should be familiar with the Ride Right Code of Conduct and safety tips (see Supporting Resources).
- ◆ Students should be familiar with classroom Internet and device policies and protocols.

### Activity Outline

1. Instructors may choose to have students work independently or in pairs. This activity can be done in the classroom or be used as a homework assignment.
2. Give students time to choose three safety rules or riding right guidelines to highlight in their media project. Alternatively, the instructor can assign safety rules or ride right guidelines.
3. Give students time to create their campaign. They can use a social media post such as Twitter, TikTok, and Instagram or more traditional advertising outlets like billboards, bus ads, and posters. Remind students they need to use more than one medium, so their campaign should not have three tweets or three TikTok videos or three bus ads. Encourage them to mix it up.
4. Once students have created their campaign, they should display all three together. Have students move around the room and admire their peers' work. While exploring class campaigns, encourage students to think about the following questions:
  - a. What safety message or respectful riding behavior does this campaign poster display?
  - b. Why is it important for the public to know about this safety or respectful riding behavior?
  - c. What about this campaign makes it effective in teaching the public about safety and riding right?
  - d. How do all three pieces of media work as a campaign? Do they build on each other or are they all independent?

5. Once students have finished their gallery review, instructors may lead a group discussion. Consider the following optional guiding questions:
  - a. Why are public safety campaigns important?
  - b. What are the best ways to engage students in your age group?
  - c. What resources are the most important for your peers to know about? How do you spread that knowledge through your campaign?
  - d. What did you find easy about creating this campaign? What did you find difficult about creating this campaign?



# Design a Public Awareness Campaign

There are many safety tools and resources available to help people ride public transit effectively. Design three pieces of media that can be used as a public safety campaign for your peers based on transit safety resources or ride right behaviors.

Different forms of media at your disposal include **social media** (TikTok, Instagram, YouTube, Twitter) or **traditional media** (billboards, flyers, posters, bus ads) While creating your campaign, you should use 2–3 different types of media. Your media pieces can either work together to support one message, or each piece of media can represent separate messages. Optional sample templates and drafts are provided for you to use.

Answer questions 1–5 **before** starting your safety campaign.

1. What are the main goals of your campaign? Why is your campaign important?
2. Will your campaign pieces build on each other or are they three different messages?
3. Do you want someone or something to represent your campaign (such as a community leader or a mascot)?
4. What will be unique about your campaign to make it stand out?

## TWITTER TEMPLATE/DRAFT



**King County Metro** @KingCountyMetro

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## INSTAGRAM TEMPLATE/DRAFT



kcmetrobus



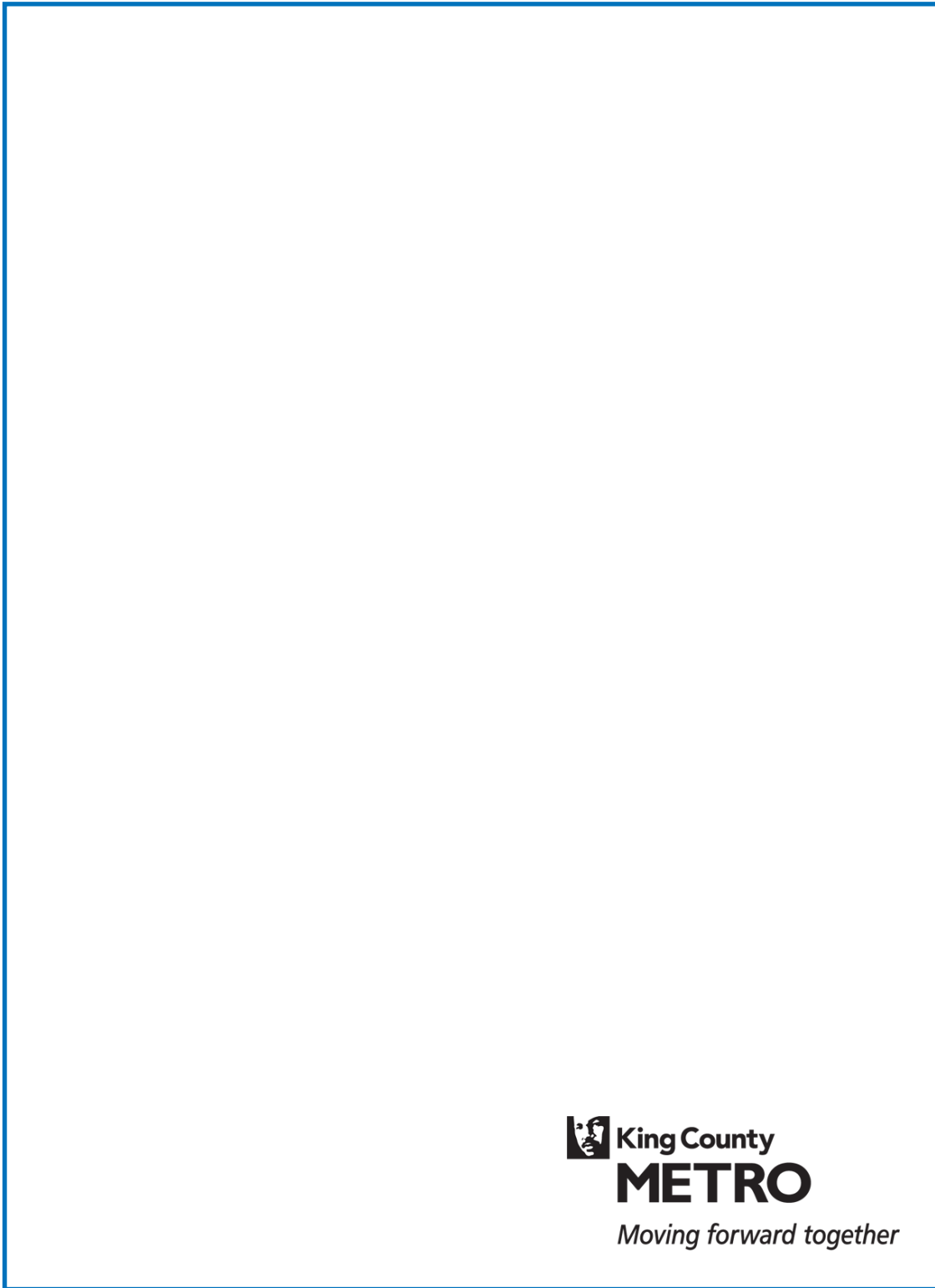
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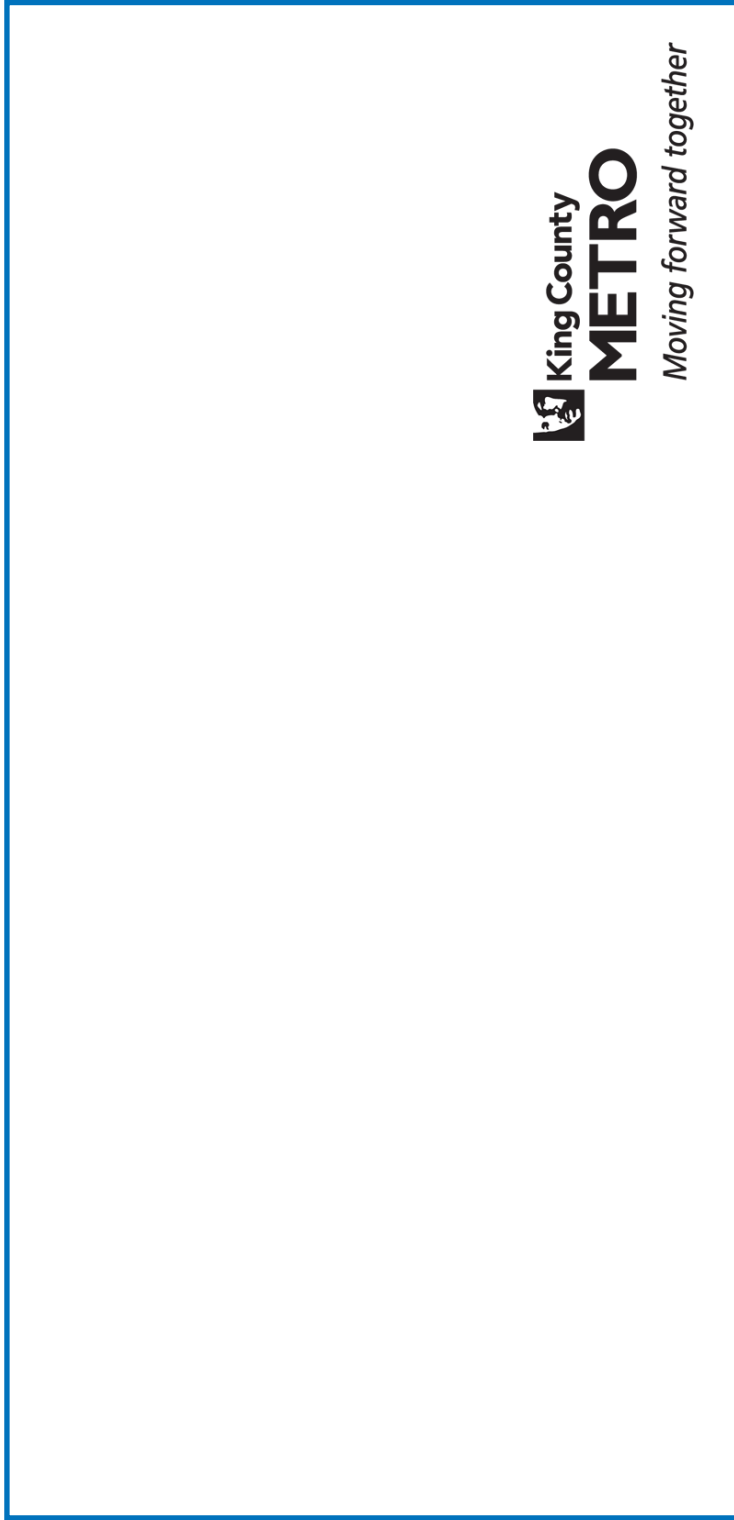
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## POSTER TEMPLATE/DRAFT



**BUS ADVERTISEMENT TEMPLATE/DRAFT**



## DIGITAL EXTENSION ACTIVITY

# Transit Safety Kahoot!

*(All grades, 15–20 minutes)*

In this activity, students will participate in an online Kahoot! game answering questions about public transit safety and respectful ridership. This is a great way to end Module 2: Ride Right and Transit Safety.

### Materials

- ◆ Device with internet access (cell phones are okay for students)

### Learning Prerequisites

- ◆ Students should know basic content of Module 1: Get to Know Metro.
- ◆ Students should be familiar with the Ride Right Code of Conduct and safety tips (see Supporting Resources).
- ◆ Students should be familiar with classroom Internet and device policies and protocols.

### Activity Outline

1. For a brief introduction of how to use/play Kahoot!, check out the following YouTube video:  
[youtu.be/zBkVp8-CDeo?t=260](https://youtu.be/zBkVp8-CDeo?t=260)



- ◆ The relevant information starts around 4:00.

2. Pull up the Kahoot! game by using the following link or scanning the QR code.



- ◆ [Transit Safety: King County Metro](#)

3. Display Kahoot! game on a screen large enough for students to see it throughout the classroom.
4. Have students enter the Kahoot! game on their individual devices using the game-generated PIN.
5. Play the game and enjoy!



## 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](https://www.myORCA.com)



*Scan to order ORCA card.*

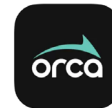
- ◆ **In person:** outlets, vending machines and customer service offices visit [myORCA.com/where-to-buy](https://www.myORCA.com/where-to-buy)



*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.kingcountymetro.net/schedules-and-maps)



*Scan to look up transit routes.*

- ◆ To plan a trip, go to [tripplanner.kingcounty.gov](https://www.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.

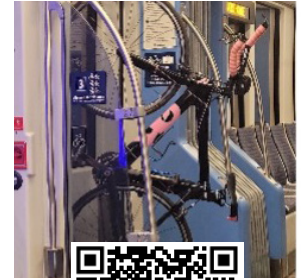
## SUPPORTING RESOURCES

# Frequently Asked Questions

For more FAQs, visit [FreeYouthTransitPass.com](http://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](http://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.

## TEACHER TOOLS

# Transit Safety Rules and Tips

## King County Metro Bus Safety 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](http://kingcounty.gov).



King County Metro Code of Conduct: To help ensure the safety, security, comfort and convenience of all those who use our services, the King County Council passed an ordinance to regulate conduct on Metro Transit property. It's best described as the way to "ride right". 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.

## Safety Resources

- ◆ **Transit Police:** They enforce the Metro Transit Code of Conduct along with local and state laws.
  - ▶ Business phone: 206-477-0900
  - ▶ Non-emergency Dispatch: 206-296-3311
  - ▶ Emergency: 911
- ◆ **SaFE Reform Initiative:** King County Metro is looking to reform its transit safety, security, and fare enforcement policies and practices through the SaFE reform initiative. Metro believes SaFE reform is a necessary step on its journey to becoming an anti-racist mobility agency, fulfilling its commitment to the King County Executive's True North and values, and adhering to Metro's Mobility Framework.
- ◆ **What is the bus driver's role?:** The bus driver's primary job is to operate the bus safely. If problems arise on the bus, the bus driver's first priority is to determine if a passenger's safety or security is at stake. The driver will assess the severity of the problem and resources available and respond accordingly. The bus driver, at his/her discretion, may choose to talk to the passenger, call for assistance, submit a report on the incident at the end of their shift, or take no immediate action. In the case of minor infractions of the code of conduct, Metro's general guideline for the driver would be to continue on the route rather than inconvenience other riders by delaying service.
  - ▶ The role of the bus driver is that of a peacekeeper, not an enforcer. Enforcement of the code of conduct is handled through a network of professionals that can be called upon by the bus driver, if and when needed.
- ◆ **Night Stop Program:** The Night Stop Program allows Metro bus riders to exit from the front door at any safe location (with limited exceptions) from 8 p.m. to 5 a.m. nightly. This means you may exit the bus almost anywhere along its route, even if it is not at a bus stop. When you board ask the driver if they can stop at your desired location. As your stop gets closer you may want to check in with the driver. If it is safe for the driver to stop at your location they will. This applies only to exiting the bus, not boarding. For passengers with accessibility needs the driver will ensure they are let off at accessible stops along the route.
- ◆ **Safe Place:** Young people in crisis can ask for help from the nearest bus driver, thanks to a partnership between King County, YouthCare, Auburn Youth Resources, Friends of Youth, and Safe Place. Any young person age 12–17 in need of help can ask any Metro bus driver for help. The driver will contact a youth service provider. What happens next depends on the needs of the youth. Sometimes it's counseling and providing help to reunite the child with family or friends. In the absence of alternatives, youth can be taken to a safe shelter.



## Transit Safety Rules and Tips (continued)

In addition, to help from Metro drivers, young people in King County can text to get information about the closest location to access immediate help and safety. By texting the word "SAFE" and their current location to 69866, youth can get help within seconds. In our area, they will be referred to shelters that will provide the assistance they need.

### Safety and Security Tips

[kingcounty.gov/depts/transportation/metro/about/safety-security.aspx#metro-tips](http://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.

More resources for staying safe around tracks and trains can be viewed on Sound Transit's Safety and security website, [soundtransit.org/ride-with-us/know-before-you-go/safety-security/stay-safe-around-tracks-trains](http://soundtransit.org/ride-with-us/know-before-you-go/safety-security/stay-safe-around-tracks-trains).

### Code of Conduct

[kingcounty.gov/depts/transportation/metro/about/safety-security/code-of-conduct.aspx](http://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.

## Wheelchair Safety

[kingcounty.gov/depts/transportation/metro/about/safety-security.aspx#wheelchair](http://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.



## 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.

## 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.
- ◆ There are many tools available to help you report concerns and to help you travel confidently and respectfully on transit.
- ◆ 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
- ◆ Fare
- ◆ Respect

## 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 the class what it means to be a respectful transit rider. How might riding right help others on transit feel safer and more comfortable?

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 Youth Mobility Program. 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