

The Mississippi Driver Education Framework

- 🚗 Classroom Instruction
- 🚗 Driver Trainer Simulator Instruction
- 🚗 Multi-Car Driving Range Instruction
- 🚗 Behind The Wheel Instruction

DRIVER EDUCATION

Office of Safe and Orderly Schools
Division of Pupil Transportation
2001

MISSISSIPPI BOARD OF EDUCATION POLICY

RULES AND REGULATIONS OF THE MISSISSIPPI BOARD OF EDUCATION GOVERNING THE ESTABLISHMENT, CONDUCT, AND SCOPE OF DRIVER EDUCATION AND TRAINING PROGRAMS IN SECONDARY SCHOOLS IN MISSISSIPPI AS AUTHORIZED BY SENATE BILL 1691, REGULAR SESSION, 1962, APPROVED JULY 24, 1962. REVISED SEPTEMBER 30, 1965, FEBRUARY 24, 1970, APRIL 25, 1978, AND OCTOBER 16, 1987.

- I. Right to Establish Driver Education and Training Programs
 - A. Any school or school district maintaining a secondary school which includes any combination of grades nine (9) through twelve (12) desiring to establish and maintain automobile driver training under the provisions of this Act, shall submit an application to the Mississippi Board of Education for approval.
 - B. To justify procurement and maintenance of an automobile and an instructor, an attendance center should not have less than 10 students enrolled in the driver education program.
 - C. All schools or school districts must be accredited. Public schools must be accredited by the Commission on School Accreditation. Non-public schools must be accredited by the Commission on School Accreditation, the Mississippi Private School Association, or Southern Association of Colleges and Schools.
- II. Pupils Eligible to Participate in the Driver Education Program
 - A. Each school or school district providing driver education and training shall prescribe regulations determining who can best profit by and who shall receive instruction under this program. It is provided, however, that any student receiving instruction under this Act shall be:
 - 1. Fourteen years of age and above (preferably 14 years, six months). Age must be verified by proof of birth.
 - 2. A regularly enrolled student in the ninth, tenth, eleventh, or twelfth grades.
 - 3. A full-time student in the respective secondary school.
 - 4. Must secure a learner's permit from the Mississippi Highway Safety Patrol or have a valid driver's license.
 - B. A learner's permit issued to a 14 year old student is valid only while participating in an approved driver education course.

- C. The instructor shall return all applications for learner's permits to the students and destroy all permits issued to 14 year olds when the course is terminated.

III. Instructional Time Requirements and Credit

- A. A driver education course receiving approval for reimbursement must consist of a minimum of 30 clock hours of classroom instruction and six hours behind-the-wheel training or its equivalent which may be achieved in the following ways:
 - 1. Actual six hours behind-the-wheel instruction, or
 - 2. Twelve hours instruction in a State approved simulator and three hours behind-the-wheel training, or
 - 3. Any combination of multi-car driving range instruction and simulation instruction at the proper ratio and a minimum of two hours on-street driving.
- B. Instruction in a State approved simulator when not counted as classroom time may be substituted for behind-the-wheel training at a 4 –1 ratio not to exceed three hours substitution.
- C. Twelve hours time in any approved simulator may count as classroom time when it is not substituted for part of the six hours actual behind-the-wheel training.
- D. Multi-car driving range training may be counted at a ratio of 2 - 1 when substituted for on-street driving.
- E. A minimum of two hours on-street driving is required regardless of combination of simulation, range and on-street training.
- F. Training time received on a multi-car driving range that is substituted for on-street driving time must receive prior approval from the Mississippi Department of Education.
- G. One-half unit credit can be given provided the course meets the minimum hours required and covers a full semester.
- H. Items A-G must receive prior approval from the Mississippi Department of Education.

IV. Summer School Courses

- A. Driver and traffic safety education may be offered in a regular summer school program for reimbursement provided:

2. An application is submitted and approval is secured from the Supervisor of Driver and Safety Education, Mississippi Department of Education.
 3. Classes are scheduled to provide students with no more than two hours of classroom instruction and one hour of behind-the-wheel instruction during any 24 hour period. Where simulation and/or off-street multiple car driving ranges are utilized, not more than one additional hour per student per day should be allowed.
- B. Schedules may be required to show how these requirements will be achieved.
- C. All reports and records required during regular session are also required for a summer school session.

V. Reimbursement

- A. Reimbursement will be made to school or school district upon request for courses which meet the requirements stated in III and IV.
- B. The maximum allowance for cost of driver education and training as set forth in Chapter 25, Section 37-25-13 of the Mississippi Code of 1973, as amended 1982, is as follows:

“The State Superintendent of Education shall allow to each school or school district an amount per pupil to be determined by the Mississippi Board of Education, but in no case to exceed the actual cost per pupil completing the course in the driver education and training programs in that school or school district during the preceding fiscal year in accordance with the regulations set forth by the Mississippi Board of Education to the school or school districts for instructing pupils in driver education and training. All such funds made available for the purposes of this act shall be appropriated by the Legislature in the same manner as general funds. In the event that the funds herein authorized by the Legislature for the support of driver education shall exceed the funds which actually become available, each participating school or school district have its funds reduced on a pro rata basis.”

- C. School or school districts using the State-owned driver trainer simulators will receive seventy-five per-cent (75%) per pupil reimbursement allocated to districts teaching the conventional driver education course
- D. Per pupil reimbursement from the State may vary from year to year. The amount of per pupil reimbursement is determined by the Mississippi Board of Education based on receipts that have accumulated in the Driver Penalty Assessment Fund.

VI. Teacher Qualifications

- A. Driver Education Teachers shall have a professional teachers degree from an approved teacher training institution and meet minimum requirements as established by the appropriate accrediting association.
- B. Evidence must be provided by each instructor of having satisfactorily completed the required courses (12 semester hours for New Teachers) in driver education at an approved teacher training institution.
- C. Driver Education Teachers shall have a valid driver's license issued by the State of Mississippi.
- D. Teachers who instruct in the simulation phase of the program must show evidence of proper training in use of the equipment. Ordinarily this training should be incorporated within a college credit course.
- E. In addition to the above requirements, it is imperative that the school administration, when choosing a teacher for this program, be aware of the fact that much of the instruction is done on the public streets and highways under the eye of the most severe critic, as far as automobile operation is concerned, the motoring public. In view of the public relations involved, the prospective teacher should be one who accepts the responsibility of being a competent traffic citizen not only when teaching but also in his personal life as both a driver and a pedestrian.

VII. Driver Trainer Simulators

- A. Simulator practice driving must be a four to one ratio, that is four hours of simulator experience equals one hour of practice driving instruction in an automobile with dual controls.
- B. The following are the responsibilities of the Mississippi Department of Education concerning the State-owned mobile simulators.
 - 1. Cooperate in the maximum utilization of available simulators by scheduling them in schools through local school superintendents.
 - 2. Conduct in-service training workshops for teachers in the use of simulators.
 - 3. See that the actual instruction of students in simulators is done by regularly employed driver education instructors in the school or school district where the instruction is being given.

C. The following should be considered when installing the State-owned mobile simulator at the school.

1. Sufficient space must be available. Each trailer is 60 feet long, 10 feet wide, and 12 1/2 feet high. Sufficient space should be available for maneuvering since sharp turns are impossible to make. Be certain there is enough lateral, vertical, and longitudinal clearance plus a margin of safety for entrance to the site.
2. The ground should be level and a hard surface is necessary due to the weight of the equipment.
3. Power requirements for proper operation of the driver education simulator equipment may influence the selection of the site. A 230 volts, alternating current, three wires, (115 volts to 230 volts, alternating current, three wires, (115 volts to neutral) single phase is required. This source should be capable of providing 100 amperes per line or approximately 25 KVA. It is important that the voltage be 230 volts and not 208.
4. All of the arrangements concerning the power should be left in the hands of the school electrician or to a competent electrician or to a competent electrical contractor. A qualified person should perform the work since power of this nature is dangerous and expensive. Such a person will know the local and state laws which must be met for reasons of safety and insurability. It is important that the power into the unit should not be turned on without the Mississippi Department of Education Technician present.
5. Arrangements should be made to locate a fuse box near the power input connection of the trailer. From this external fuse (Circuit Breaker Box) 230 volts, 100 amperes, three number four wires can be run to the power disconnect plug on the front of the trailer. For permanent installation, the disconnect plug is removed and the wiring is made direct from the external fuse box to the internal circuit breaker panel.
6. When the trailer arrives and is located at its predetermined site, the Mississippi Department of Education Technicians will position the trailer and level the unit. Also, a complete check of the installation and the assurance of proper operation of the equipment will be made before turning the equipment over to the school.

VIII. Reports required by the Mississippi Department of Education

A. DE-1, Application for Approval and for State-Aid for Teaching Driver Education, shall be completed as follows:

1. One copy to be sent to the Mississippi Department of Education at the beginning of the regular school session and at the beginning of the summer session.

2. One copy should be kept on file at the respective school.
- B. DE-2, Application for Use of State-Owned Driver Trainer Simulator, shall be processed as follows:
1. Should be completed and returned immediately to the Mississippi Department of Education.
 2. Must be on file with the Mississippi Department of Education before a unit may be assigned to a school district.
- C. DE-3 and DE-3A, Requisition for Reimbursement for Teaching Driver Education and Summary of Students Completing Driver Education, shall be completed as follows:
1. One copy must be submitted to the Mississippi Department of Education at the conclusion of regular school year and at the end of the summer session.
 2. A copy of this report should be retained at the respective school and school district superintendent's office.
- D. DE-4, Driver Education Yearly Cost Report, shall be completed as follows:
1. One copy must be submitted to the Mississippi Department of Education at the end of the regular school session.
 2. One copy should be kept on file at the respective school.

IX. Compliance Standards for Driver Education Training

- A. No reimbursement will be made under this section for the instruction of pupils in driver education and training unless the respective school or school district has complied with the rules and regulations governing the establishment, conduct, and scope of driver education and training.
- B. The Mississippi Board of Education, on recommendation of the State Superintendent of Education, reserves the right to revoke, modify, or amend these rules and regulations at such time as a majority of the members thereof deems necessary.

BASIC DRIVER EDUCATION COURSE

The task facing driver educators is as complex as it is important. Certainly, they must provide the information and experiences that will enable students to acquire basic vehicle handling skills. But, teachers must go far beyond simple tasks of familiarizing students with the mechanics of driving. They also must generate within students an understanding and appreciation of the process of driving, the practices and procedures necessary to safe driving, the principles of safe driving which reinforce these procedures and the transportation system as a whole. Additionally, if these goals are to be attained, teachers must provide educational experiences that will equip their students to make responsible decisions in a variety of personal and social concepts -- in areas such as alcohol and drug use, resource consumption, and citizenship.

Classroom Instruction

A basic driver education course must consist of a minimum of 30 clock hours of classroom instruction and six hours of behind-the-wheel training or its equivalent, which may be achieved in the following ways:

1. Actual six hours behind-the-wheel instruction (TWO PHASE PROGRAM), or
2. Twelve hours instruction in a State approved driver trainer simulator and three hours behind-the-wheel instruction (THREE PHASE PROGRAM), or
3. Four hours of multi-car driving range instruction, Eight hours of driver simulation instruction and a minimum of two hours behind-the-wheel instruction (FOUR PHASE PROGRAM).

Classroom lessons are divided into 11 units of instruction as follows:

- Unit 1: Highway Transportation System
- Unit 2: MS Motor Vehicles Laws and Regulations and Their Application
- Unit 3: Vehicle Familiarization
- Unit 4: Basic Control Tasks
- Unit 5: Perception and Driving Strategies
- Unit 6: Natural Laws Affecting Vehicle and Operator Performance
- Unit 7: Adverse Conditions
- Unit 8: Handling Vehicle Emergencies
- Unit 9: Driver Fitness
- Unit 10: Alcohol and other Drugs
- Unit 11: Vehicle and Driver Responsibility

General Considerations

Each instructor should possess a state adopted driver education textbook. The instructor should select the textbook that he/she is most familiar with using based on their experience as a driver education teacher.

Each school system should make available the following equipment and materials for use in the instructors program classroom units:

1. Slide projector
2. Film projector
3. Filmstrip projector
4. Overhead projector
 - a. extra bulbs for projector
5. Screen, carts, extension cords
6. VCR, monitor, cords and stand
7. Classroom and desks
8. Chalkboard, chalk and eraser
9. Traffic board
10. Blank transparencies
11. Copying facilities and paper
12. Computer
13. Driver Education book
14. Mississippi Driver License Manual
15. Motor Vehicle Laws of Mississippi – “Rules of the Road”

This section of instruction relies heavily upon teacher input in the form of teacher-made transparencies and teacher-made tests. These are the responsibility of the instructor. Instructors should follow this section of instruction objective by objective so that there is a standardization of instruction occurring regardless of the location of the program. Each objective should be covered in order without skipping over any. It is understood that the method by which each objective is met may differ from one instructor to another, but it must be stressed that all objectives must be accomplished during the program to help ensure program effectiveness and state consistency.

BEHIND-THE-WHEEL (BTW) INSTRUCTION

Behind-the-Wheel (BTW) lessons in driver education offer the student the opportunity to apply the knowledge and procedures he/she learned in the classroom to real world driving situations. In the basic driver education course for provisional licensees, Mississippi regulations require the student to receive at least six (6) hours of BTW instruction unless a simulator and/or multi-car range program is also offered with the program.

General Considerations for BTW

- A. Equipment recommended for BTW instruction includes:
1. Driver education car
 2. Provisions for gas, oil and maintenance
 3. Insurance
 4. Identification signs
 5. Dual control brake (instructor brake)
 6. Eye check mirror
 7. Dual mirror (instructor mirror)
 8. At least eight (8) large 36" traffic cones
 9. At least four (4) clipboards
 10. Off-street area (parking lot or driving range)
 11. Stop watch
 12. Wedge seat
- B. Suggested scheduling of the BTW instruction should be integrated into the entire basic driver education program and be concurrent. Ideally, there should be no time lapse between the phases of instruction.
- C. Specific routes should be developed by the instructor for each driving lesson.
- D. The behind-the-wheel program is divided into eight lessons as follows:
- | | |
|-----------|--|
| Lesson 1: | Basic Procedures and Car Control |
| Lesson 2: | Residential Driving (Light Traffic Area) |
| Lesson 3: | Open Highway and Shopping Centers |
| Lesson 4: | In-Town Moderate Traffic |
| Lesson 5: | Expressway Driving |
| Lesson 6: | Rural Driving and On-Road Emergencies |
| Lesson 7: | In-Town Business District |
| Lesson 8: | Student Evaluation |

Lessons 1-8 involve scheduling students to drive a proportionate period of time as per the following table:

Minutes per Period Practice Driving	Minimum Number of Sessions Required for Six (6) Clock Hours of		
	2 Students In Car	3 Students In Car	4 Students In Car
40	18	27	36
45	16	24	32
50	15	22	29
55	13	19	25
60	12	18	24

Each student will be supplied with an appropriate amount of activity sheets to use in the observation. These activity sheets can be found in the Behind The Wheel Instruction Section.

Block Scheduling

Modular/block scheduling takes on one of three forms in Mississippi: 4 x 4 scheduling, A & B scheduling, or a modified version. A description of each is provided here:

4 x 4 Version:

Classes are taught in longer period, typically 90-95 minutes per day, meeting for only part of the school year. Students are enrolled in fewer classes each day and can participate in more courses throughout the year.

A & B Version:

Classes are taught in longer periods of typically 90-95 minutes throughout the school year with certain classes meeting on A block (Monday, Wednesday, Friday), and others meeting on B block (Tuesday and Thursday).

Modified Version:

Variations of both schedules are abundant. For example, in some schools certain class periods meet every day, while others meet on A & B block days. Schools may utilize 4 x 4 scheduling for some of the class periods, while other period meet every day.

MULTI-CAR (DRIVING RANGE) INSTRUCTIONAL LESSONS

Multiple-car facilities are parking lots, or similar areas used to supplement on-street driving instruction. These areas are used primarily for beginning lessons and for initial driving experience away from on-street traffic conditions. The multiple-car method of instruction is defined as: *an off street paved area incorporating a variety of realistic traffic situations which will develop the identification, prediction, decision, and execution abilities of driving.* Physical facilities, however, are not the sole criteria for designating a multi-car facility. It is the manner in which the facility is used that determines whether it can truly be called a multiple-car facility. The multiple-car method of instruction permits several automobiles to be operated simultaneously on a special off-street facility, under the direction of one instructor positioned outside the vehicle. From an educational standpoint, the multiple-car method of instruction emphasizes learning rather than teaching. There are three fundamental types of instruction that can be offered on a multiple-car driving facility: basic skills, traffic mix and advanced driver training. These types of instruction are based upon the IPDE objectives presented in the classroom instruction.

General Considerations

- A. Three facilities sizes:
1. Basic Skills Facility -- Typically this type of facility can be designed on less than 200' x 400' and is the most fundamental type. This area is large enough for the instructor to set up traffic cones or stanchions to mark out exercise areas so that basic exercises such as parking, three point turn-around, garage exercises, etc. can be mastered.
 2. Traffic Mix Facilities -- Typically minimum size for this type of facility is 200' x 400' designed with emphasis on the basic skill exercises including layouts with decisions -- producing traffic mix situations for practicing the IPDE principles. State regulations permit two (2) hours of BTW instruction with an 8-hour course of instruction on this type of facility.
 3. Advanced Driver Training Facilities -- Typically this is a facility that is designed to incorporate the experiences in types 1 and 2, and, in addition, advanced training exercises such as off-road recovery, blowout simulation, evasive maneuvering, skidding, etc.
- B. Equipment -- a facility requires three kinds of equipment.
1. Vehicles -- Schools generally secure free-loaner driver education cars or lease cars through cooperative programs sponsored by local car dealers and automobile manufacturers.

2. Fixed installations -- The feasibility of fixed equipment may be questionable if maximum flexibility of the facility is to be obtained. However, fixed equipment that may be considered includes: posts or standards for mounting signs, a storage enclosure, and traffic signs.
3. Portable Equipment -- Portable equipment can increase the maximum flexibility of the multi-car area. The following list is neither inclusive nor absolute, since certain items may serve a limited purpose on some facilities.
 - a. Portable traffic signs
 - b. Traffic cones
 - c. Lane markings
 - d. Barricades
 - e. Instructor aids
 - f. Maintenance equipment
 - g. Communications system

Multiple-car instruction lessons are ten (10) units divided into eight (8) clock hours.

Lesson 1:

- a. Orientation
- b. Pre-ignition procedure
- c. Starting procedure
- d. Stopping procedure
- e. Steering procedure
- f. Driving forward and backward
- g. Driving around area – right and left turn procedures
- h. One way traffic

Lesson 2:

- a. Serpentine
- b. Lane changing
- c. Follow-the-Leader-right and left turn procedures
- d. One way traffic

Lesson 3:

- a. "T" exercise
- b. Two way traffic

Lesson 4:

- a. "X" exercise
- b. Two way traffic

Lesson 5:

- a. Garage exercise

Lesson 6:

- a. Figure "8" exercise
- b. Maintaining safety

Lesson 7:

- a. "Y" turn
- b. One way street and railroad

Lesson 8:

- a. Parallel and angle parking
- b. Review all other exercises

Lesson 9:

- a. Review of lane changing -- passing, braking

Lesson 10:

- a. Evasive maneuver drill

DRIVER TRAINER SIMULATOR INSTRUCTIONAL UNIT

1. Simulation combined with in-car instruction has become a widely used method of driver education. This guide is to assist the instructor in using simulator methods along with the in-car phase. Simulation instruction safely and efficiently allows the student to practice drive in all types of traffic environments, enables instructors to instruct in emergency techniques, enhances the development of driver attitudes, and develops procedural, visual, and perceptual skills. (A list of simulator programs available on pages 19-22 of this guide.
2. Simulator practice driving must be in a four- to- one ratio (4:1), that is four (4) hours of simulator experience equals one (1) hour of practice driving instruction in an automobile with dual controls.
3. Arrangements for a simulator to be scheduled for your school's program should be done through the Mississippi Department of Education – Office of Safe and Orderly Schools. The following are the responsibilities of the Mississippi Department of Education concerning the State-owned mobile simulators.
 1. Cooperate in the maximum utilization of available simulators by scheduling them in schools through local school superintendents.
 2. Conduct in-service training workshops for teachers in the use of simulators.
 3. See that the actual instruction of students in simulators is done by regularly employed driver education instructors in the school or school district where the instruction is being given.

General Considerations:

The following should be considered when installing the State-owned driver trainer simulator instructional unit at the school:

- Sufficient space must be available. Each trailer is 60 feet long, 10 feet wide, and 12 ½ feet high.
- Sufficient space should be available for maneuvering since sharp turns are impossible to make. Be certain there is enough lateral, vertical, and longitudinal clearance plus a margin of safety for entrance to the site.
- The ground should be level and have a hard surface at least 15 feet wide, and 75 feet long due to the weight of the equipment.
- Power requirements for proper operation of the driver education simulator equipment may influence the selection of the site.

The following power specifications are required for the State-owned driver trainer simulator unit:

- A special type of power box is necessary for the operation of the equipment contained in the unit, and safety of persons or person connecting the power source.
- The power box will be equipped with outside cutoff, 230 volts, 100 amp single phase.
- The type of power box will be of an ITE Siemons NR323 (lockable box), Square “D” D223NRB or GE TG3223R. No other type of circuit breakers will be accepted.
- The power box must be located not more than 5 feet above ground, when secured to pole or building. Ground rod needed below disconnect.
- The local power source will use No. 2 wire for outside use or No. 4 Romex in conduit, and enter box from the top.
- The type of ground bar to be installed in disconnect shall be: GB 21-36-Siemons, PK 3GTA-Square “D” or TGL2-GE.
- Arrangements should be made to locate a fuse box near the power-input connection of the trailer.
- No outlet is necessary as we will wire directly into the bottom of the disconnect box with a 25 foot extension cable.

SEE POWER SPECIFICATIONS FOR DRIVER TRAINING UNIT DIAGRAM, PAGE 18

**MISSISSIPPI DEPARTMENT OF EDUCATION
POWER SPECIFICATION FOR DRIVER TRAINING UNIT**

The driver training unit is 10 feet wide, 60 feet long. A special type power box is necessary for the operation of the equipment contained in the unit, and the safety of persons or person connecting the power source.

230 VOLTS/100 AMP – SINGLE PHASE

When the trailer arrives and is located at its predetermined site, the Mississippi Department of Education Technicians will position the trailer and level the unit. Also, a complete check of the installation and the assurance of proper operation of the equipment will be made before turning the equipment over to the school.

DRIVER TRAINER SIMULATOR INSTRUCTIONAL PROGRAMS AVAILABLE:

DORON PRECISION SIMULATOR SYSTEMS, INC. PROGRAMS

- Unit 1:** **Starting Right.** A first driving lesson: pre-start procedures, starting the engine, merging into traffic flow, smooth acceleration and deceleration, speed control, use of the service and parking brakes, uncomplicated lane changing, steering, leaving the traffic flow, securing the vehicle. *Running time: 26 minutes.*
- Unit 2:** **Ins and Outs of Turns.** The second driving lesson: appropriate vehicle position and control while driving into, through, and out of intersections. Urban, suburban, rural, and multi-lane roadway combinations are included. *Running time: 22 minutes.*
- Unit 3:** **Search and Identify.** A variety of traffic environments including two, four, six-lane and divided roadways with a mix of light to heavy traffic densities provide the setting for instruction and practice in basic IPDE strategies. In each of the three drives in this program, students will learn to search their environment to identify hazards, and to anticipate how such hazards might affect the safety of their intended path of travel. *Running and driving time: 23 minutes.*
- Unit 4:** **Decide and Act.** During the three drives in this program, emphasis is on the decision-making process of the IPDE strategy and practice in making decisions that will enable them to avoid or minimize risks. Experiences in suburban, inner city urban, and interstate highway driving, each with moderate to heavy traffic, are included in this program. *Running and driving time: 23 minutes.*
- Unit 5:** **Risk Assessment.** Light to heavy traffic densities in a variety of urban and suburban environments provide the setting for instruction and practice in dealing with multiple risks with a major emphasis on management of speed and position to minimize potential for accidents in urban environments. *Running time 24 minutes; driving time: 23 minutes.*
- Unit 6:** **Turnabouts and Parking Maneuvers.** The driver experiences and masters a variety of intersection maneuvers. The driver practices and techniques for driving on single, multi-lane and one-way intersections. Uphill/downhill parking and turnabouts are also learned. *Running time: 18 minutes.*
- Unit 7:** **Rural Roadways.** Designed to allow drivers to practice and demonstrate competency in speed and lane adjustments; passing and being passed; observation of highway signs, signals and markings; interaction with other rural roadway users and driving on gravel roads. Drivers will encounter special situations such as: railroad crossings; hills; reduced speed zones; a school bus; off-road recovery;

crossing, entering and leaving a four-lane divided roadway at grade intersections; plus other rural roadway situations. *Running time: 27 minutes.*

Unit 8: **Limited Access Highways.** In this program drivers experience entering/exiting limited access roadways, using a car pool lane, and learn techniques to help minimize the risk of collision. *Running time 24 minutes; driving time: 23 minutes.*

Unit 9: **Handling Weather Conditions.** Combines the driving conditions of poor visibility, whether it be at night or during adverse weather. The driver will be provided with tips on safe practices reinforcing good scanning techniques using IPDE to master more complex driving situations. *Running time: 18 minutes.*

Unit 10: **Crash Avoidance.** Fourteen crash-threatening incidents in a variety of traffic environments require drivers to take whichever of the following evasive action maneuvers is deemed most appropriate at that moment in time: swerve right, swerve left, brake and hold position, or accelerate sharply. Monitoring of conditions seen in the rear-view mirrors, as well as those directly ahead, is required throughout in order that the best escape routes will be taken. *Running time: 20 minutes.*

Unit 11: **Destination Driving.** Three point-to-point drives are the basis of this film, which includes trips downtown, interstate highway, residential and rural settings. Intended as a review experience, narration is limited. *Running time: 25 minutes.*

Unit 12: **Vans: Reducing the Risk.** The major emphasis throughout this laser videodisc program is on the accurate use of mirrors in numerous passing, lane changing and merge situations in a range of driving environments and conditions. The special requirements for safe driving of van-type vehicles can be practiced and discussed. Filmed portions of this program were selected from “Vans: Visibility is Different” and “Vans: Changing Environments”. *Running time 24 minutes; driving time: 19 minutes.*

Final Exam: Destination Driving.

SIMULATOR SYSTEMS INTERNATIONAL PROGRAMS

- Unit 1:** **Controlling Your Vehicle.** Introduction to driving; teaches fundamentals of vehicle control including pre-drive checks, starting, stopping, steering, and securing your vehicle. *Running time: 19 minutes.*
- Unit 2:** **Turning and Parking Maneuvers.** Begins with variety of lane changes from Controlling Your Vehicle. This program will introduce the student to advanced turns, curbside parking, perpendicular and parallel parking. *Running time: 23 minutes.*
- Unit 3:** **Rules to Live By.** Graphically enhanced primer on traffic signs, signals and roadway markings; stresses safety aspects of roadway rules featuring a variety of driving environments. *Running time: 19 minutes.*
- Unit 4:** **IPDE – The Decisions are Yours.** Introduces IPDE concept and Smith System rules for safe driving; discusses scanning and searching techniques, space cushion concept and escape routes; multiple scenarios in variety of driving environments to practice IPDE skills. *Running time: 26 minutes.*
- Unit 5:** **Understanding Intersections.** Teaches right-of-way rules and strategies for negotiating simple and complex intersections, including railroad crossings; provides multi-environment scenarios to practice intersection maneuvers. *Running time: 30 minutes.*
- Unit 6:** **City Streets.** Demonstrates application of IPDE principles within crowded urban areas; stresses need to co-exists in congested city traffic where the sheer number of vehicles and pedestrians create more hazards per mile than on most roadways. *Running time: 17 minutes.*
- Unit 7:** **Expressways.** Teaches quick judgement decisions using the IPDE process. Discusses space cushion for high-speed expressway driving; teaches entering and exiting highways, merging into traffic and passing maneuvers. *Running time: 18 minutes.*
- Unit 8:** **Identifying and Avoiding Conflicts.** Teaches drivers how to reduce the chances for a collision by isolating and compromising risks; provides numerous simulated driving scenarios which require drivers to identify and drive through potentially hazardous situations; multiple driving environments. *Running time: 27 minutes.*
- Unit 9:** **Dealing With Emergencies.** Demonstrates variety of roadway emergencies caused by mechanical failure including brake failure, engine malfunction, stuck accelerator, and power steering failure. Allows drivers to practice skills in handling variety of emergencies. *Running time: 15 minutes.*

Unit 10: **Handling Roadway Hazards.** Demonstrates problems arising from roadway hazards and driver error. Teaches appropriate actions to unexpected conditions; tire blow out, hood fly up and regaining control from a skid. *Running time: 16 minutes.*

Unit 11: **Adverse Driving Conditions.** Provides visual and measurable evidence of driver's ability to respond to various environments, including wet and icy road conditions. In addition, offers a unique approach in dramatizing the dangers associated with driving while impaired. *Running time: 29 minutes.*

Unit 12: **Avoiding Collisions.** Takes students through a variety of near-crash sequences which forces them into making controlled responses to dangerous situations; teaches drivers to identify escape routes to avoid crashes and allows them to practice in multiple environments. *Running time 25 minutes.*

Final Exams: Testing Driver Performance I. Comprehensive driving exam covering principles that have been taught in the previous SSI Safe Driver videos. *Running time: 20 minutes.*

Testing Driver Performance II. Comprehensive driving exam covering principles that have been taught in the previous SSI Safe Driver videos. *Running time: 19 minutes.*

BASIC DRIVER EDUCATION COURSE

CLASSROOM INSTRUCTION

11 LESSONS

30 HOURS

CLASSROOM SECTION:

UNIT THEME 1: HIGHWAY TRANSPORTATION SYSTEM

OBJECTIVES:

- A. The instructor will define and list the three (3) components of the Highway Transportation System.
- B. The instructor will state the purpose of the Highway Transportation System.
- C. The instructor will list five (5) criteria by which the overall performance of the Highway Transportation System can be assessed.
- D. The instructor will state various data related to the Highway Transportation System in the United States.
- E. The instructor will define the driving task.
- F. The instructor will identify three (3) skills associated with the driving task.
- G. The instructor will explain the four (4) steps associated with the Identify, Predict, Decide, Execute process.
- H. The instructor will briefly explain driving responsibilities in the Highway Transportation System.
- I. The instructor will explain the “multiple causation theory” concerning traffic collisions.
- J. The instructor will name the state and other governmental agencies involved in the Highway Transportation System and state their function.
- K. The instructor will explain why young drivers have a high accident rate.
- L. The instructor will identify the principles of good driving practices.

PURPOSE:

To introduce the student to the Highway Transportation System and the driving task.

OBJECTIVES:

A. OBJECTIVE:

The instructor will define and list the three (3) components of the Highway Transportation System.

CONTENT OUTLINE:

Components of the Highway Transportation System

1. People
2. Vehicle
3. Roadway

LEARNING ACTIVITIES:

List the components on the chalkboard or use teacher-made transparency.

1. Briefly discuss the roles each play in the Highway Transportation System.
2. Discuss alternatives to driving.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide

B. OBJECTIVE:

The instructor will state the purpose of the Highway Transportation System.

CONTENT OUTLINE:

To move people and goods from one place to another in a safe, efficient and economical manner.

LEARNING ACTIVITIES:

Write the definition on the chalkboard, or use teacher made transparency.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide

C. OBJECTIVE:

The instructor will list five (5) criteria by which the overall performance of the Highway Transportation System can be assessed.

CONTENT OUTLINE:

Criteria

1. The number of people and amount of goods moved
2. The geographical locations by which movement can occur

3. The time it takes for movement to occur
4. Collisions which interrupt movement
5. Cost factor

LEARNING ACTIVITIES:

Question the class for their ideas and prepare a list on the chalkboard.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide

D. OBJECTIVE:

The instructor will state various data related to the Highway Transportation System in the United States.

CONTENT OUTLINE:

Data

1. 3,867,4000 miles of streets and highways
2. 188,198,000 registered vehicles
3. 164,167,000 licensed drivers
4. 1,991 billion miles traveled

LEARNING ACTIVITIES:

List the data facts on the chalkboard

RESOURCE MATERIAL:

Accident Facts: ordered through the National Safety Council and through the Office of Highway Safety Planning.

E. OBJECTIVE:

The instructor will define the driving task.

CONTENT OUTLINE:

Tasks that a driver must perform to move safely and efficiently in the Highway Transportation System.

1. Apply visual skills
2. Identify situations
3. Judge time-space relationship

4. Coordinate eye-hand-feet movements
5. Obey traffic laws
6. Properly time all responses

LEARNING ACTIVITIES:

Write the driving task definition on a chalkboard or teacher made transparency. Discuss with the class as to what types of skills are necessary to perform safely in the driving task.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide

F. OBJECTIVE:

The instructor will identify three (3) skills associated with the driving task.

CONTENT OUTLINE:

1. Social skills
2. Physical skills
3. Decision-making skills

LEARNING ACTIVITIES:

Question the class as to which of these is most important and why. Stress the mental part of driving.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide

G. OBJECTIVE:

The instructor will explain the four (4) steps associated with the IPDE process.

CONTENT OUTLINE:

1. Identify
2. Predict
3. Decide
4. Execute

LEARNING ACTIVITIES:

List the steps on chalkboard or teacher made Transparency. Discuss further what is involved in each step.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide

H. OBJECTIVE:

The instructor will briefly explain driving responsibilities in the Highway Transportation System.

CONTENT OUTLINE:

1. Attitude
2. Financial Responsibility
 - a. Insurance
 - b. Vehicle-related costs
3. Fuel conservation

LEARNING ACTIVITIES:

Lead a discussion with the class as to what they believe are their responsibilities. List the ways to meet financial responsibility on chalkboard or teacher made transparency. Discuss parental responsibility.

RESOURCE MATERIAL:

Motor Vehicle Laws of Mississippi – “Rules of the Road”
Driver Education Textbook and Resource Guide

I. OBJECTIVE:

The instructor will explain the "multiple causation theory" concerning traffic collisions.

CONTENT OUTLINE:

Multiple Causation Theory

1. Driver error -- approximately 85% of collisions
2. Mechanical breakdown – approximately 4% of collisions
3. Roadway conditions -- approximately 11% of collisions

LEARNING ACTIVITIES:

Question the class as to the causes of collisions. List the causes on chalkboard or teacher made transparency. Discuss "why" driver error is most often the cause.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide
"Accident Facts." National Safety Council and Office of Highway Safety Planning.

J. OBJECTIVE:

The instructor will name and list the state and other governmental agencies involved in the Highway Transportation System and state their function.

CONTENT OUTLINE:

1. Mississippi Highway Safety Patrol
2. Sheriff and Municipal Police Departments
3. Mississippi Bureau of Narcotics
4. Court system
5. Department of Transportation
6. Department of Public Safety
7. Office of Highway Safety and Planning
8. Mississippi Department of Education
9. Others

LEARNING ACTIVITIES:

Ask the class to list the agencies on a sheet of paper. Ask some students for one agency and what that agency's role is.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide
State government listing of agencies

K. OBJECTIVE:

The instructor will explain why young drivers have a high accident rate.

CONTENT OUTLINE:

1. Lack of experience
2. Risk taking/attitude
3. Night-driving
4. Exposure to alcohol and other drugs

5. Peer pressure

LEARNING ACTIVITIES:

Ask the class for their reasons. List the reasons on the chalkboard or teacher made transparency. Ask the class how "attitude" plays a role in each reason. Discuss with the class the "it can't happen to me attitude" and give recent reports on age group with the highest accident rate.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide

L. OBJECTIVE:

The instructor will identify the principles of good driving practices.

CONTENT OUTLINE:

1. Teaching of a combination of tasks
2. Exposure of different driving environments
3. Developing proper mental attitudes
4. Teaching defensive driving techniques
5. Teaching perceptual skills

LEARNING ACTIVITIES:

Ask the class the following questions: "Why do we have driver education?"; "What is the role of driver education?"; and "What are your expectations from a driver education class?" List their answers and discuss each briefly.

RESOURCE MATERIAL: Driver Education Textbook and Resource Guide

CLASSROOM SECTION:

UNIT THEME 2: MISSISSIPPI MOTOR VEHICLE LAWS AND REGULATIONS AND THEIR APPLICATION

OBJECTIVES:

- A. The instructor will discuss the following terms as they pertain to laws, rules and regulations as found in the most current Mississippi Driver's Manual, Rules of the Road and MS Code of 1972, Annotated.
- B. The instructor will explain the procedure for a learner's permit.
- C. The instructor will explain the license examination procedure.
- D. The instructor will describe the correct action to take in response to the standard three-phase traffic signal.
- E. The instructor will explain the meaning of and driver response to flashing signals.

- F. The instructor will explain the meaning of and driver response to other signals.
- G. The instructor will explain the meaning of the different shaped and colored signs in the Highway Transportation System.
- H. The instructor will explain the shape, color and specially-shaped signs.
- I. The instructor will explain the meaning of and driver response to various pavement markings.
- J. The instructor will state the responsibilities associated with a stopped school bus.
- K. The instructor will state the required driver action at a railroad crossing.
- L. The instructor will explain the driver's responsibility to pedestrians in crosswalks.

M. The instructor will explain the correct procedure for a right-turn-on-red.

N. The instructor will explain the driver's response to police officer directions.

PURPOSE:

To acquaint student with certain laws, rules and regulations dealing with rules of the road and laws.

OBJECTIVES:

A. OBJECTIVE:

The instructor will discuss the following terms as they pertain to laws, rules and regulations as found in the most current Mississippi Driver's Manual, Rules of the Road and MS Code of 1972, Annotated.

CONTENT OUTLINE:

1. Alcohol
2. Alley
3. Bicycle
4. Blind pedestrian
5. Certificate of title
6. Chemical analysis
7. Child restraint system
8. Crosswalk
9. Defensive Driving Classes (MS State Statute 63-1-55)
10. Emergency Vehicles
11. Financial responsibility
12. Habitual offender
13. Handicapped person (MS State Statute 63-1-9)
14. Helmets
15. Impaired driving
16. Implied Consent – No tolerance law effective 7/1/98
17. Inspections
18. Insurance
19. Intersection
20. Jurisdiction
21. Lanes
22. License

23. Lights
24. Moped
25. Motorcycle
26. Official license plates
27. Parking
28. Passenger vehicle
29. Passing
30. Pedestrian
31. Points
32. Private lots
33. Private road
34. Public vehicular area
35. Racing
36. Railroad grade crossing
37. Reciprocity
38. Reckless driving
39. Registration
40. Right-of-way
41. Right side of highway
42. Right turns
43. Rules of the road
44. Safety belts/Air bags
45. Safety zone
46. School buses
47. Sidewalk
48. Speed
49. Stop lights

- 50. Tailgating
- 51. Traffic lights
- 52. Turning
- 53. Turn signals
- 54. Uninsured motorist

B. OBJECTIVE:

The instructor will explain the procedure for a learner's permit.

CONTENT OUTLINE:

Procedures for learner's permit

1. Have an application signed and notarized by Parent(s) or Legal Guardian
2. Present application to examiner along with:
 - a. Certified copy of Birth Certificate
 - b. Social Security Card
 - c. Education Form obtained from school (Must not be over 30 days old)
3. Take written exam
4. Vision screening
5. Pay \$1.00 for Learner's Permit upon completion of all requirements

LEARNING ACTIVITIES:

Prepare a handout of the steps necessary and give it to the class for future use. Discuss each point.

RESOURCE MATERIAL:

MS Driver's Manual

Mississippi Vehicle Laws of Mississippi – “Rules of the Road” – Section 63-1-10, MS Code of 1972, Annotated

C. OBJECTIVE:

The instructor will explain the license examination procedure.

CONTENT OUTLINE:

Procedures for license examination

1. Take original application to examiner (Must provide updated education form if it is over 90 days old.)
2. Take road test
3. Receive license once you have met all of the requirements

LEARNING ACTIVITIES:

Prepare a handout of the tests necessary and distribute to the class.

RESOURCE MATERIAL:

Mississippi Driver's Manual

D. OBJECTIVE:

The instructor will describe the correct action to take in response to the standard three-phase traffic signal.

CONTENT OUTLINE:

Three-phase signal

1. Red – stop (top or far left on signal lamp)
2. Amber -- slow, prepare to stop (middle of signal lamp)
3. Green -- proceed, after proper scanning (bottom or far right on signal lamp)
4. Pedestrian signals -- walk/don't walk, requires scanning
5. Horizontal traffic signal

LEARNING ACTIVITIES:

1. Use transparencies to further discuss the various signs, signals and markings or have students draw the various signs, signals and markings to share with the class.
2. Use of charts and visual aids that show various signs, signals, and markings.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide
Mississippi Driver's Manual.

E. OBJECTIVE:

The instructor will explain the meaning of and driver response to flashing signals.

CONTENT OUTLINE:

Meaning of Flashing Signals

1. Flashing red -- stop
2. Flashing amber -- slow and proceed with caution
3. Flashing pedestrian signal

LEARNING ACTIVITIES:

1. Use transparencies to further discuss the various signs, signals and markings or have students draw the various signs, signals and markings to share with the class.
2. Use of charts and visual aids that show various signs, signals, and markings.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide
Mississippi Driver's Manual

F. OBJECTIVE:

The instructor will explain the meaning of and driver response to other signals.

CONTENT OUTLINE:

Meaning of other signals

1. Left green arrow
3. Right green arrow
4. Protected signal (yellow light)
5. Red signal

6. Green signal (proceed, or yield on left turns)

LEARNING ACTIVITIES:

1. Use transparencies to further discuss the various signs, signals and markings or have students draw the various signs, signals and markings to share with the class.
2. Use of charts and visual aids that show various signs, signals, and markings.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide
Mississippi Driver's Manual

G. OBJECTIVE:

The instructor will explain the meaning of the different shaped and colored signs in the Highway Transportation System.

CONTENT OUTLINE:

Different shaped and colored signs

1. Regulatory Signs -- regulate the flow of traffic.
 - a. shape -- typically rectangular
 - b. colors -- red, white, black

2. Warning Signs -- warn drivers of potentially dangerous situations and areas
 - a. shape -- typically diamond-shaped
 - b. colors -- yellow, black, orange (construction areas)
3. Guide Signs -- guide drivers along routes, to service areas or recreational areas
 - a. shape -- typically rectangular
 - b. colors -- blue, white, green, brown
4. Route markers -- indicate roadway numbers
 - a. odd number -- generally run north-south
 - b. even number -- generally run east-west
 - c. shape -- vary from state to state
 - d. color -- vary from state to state
5. Interstate routes -- red, white and blue shield

LEARNING ACTIVITIES:

1. Use transparencies to further discuss the various signs, signals and markings or have students draw the various signs, signals and markings to share with the class.
2. Use of charts and visual aids that show various signs, signals, and markings.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide
Mississippi Driver's Manual

H. OBJECTIVE:

The instructor will explain the shape, color and specially-shaped signs.

CONTENT OUTLINE:

Meaning of other specially-shaped signs

1. Stop sign
2. Yield sign
3. Railroad crossbuck
4. No passing zone pennant
5. School zone

LEARNING ACTIVITIES:

1. Use transparencies to further discuss the various signs, signals and markings or have students draw the various signs, signals and markings to share with the class.
2. Use of charts and visual aids that show various signs, signals, and markings.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide
Mississippi Driver's Manual

I. OBJECTIVE:

The instructor will explain the meaning of and driver response to various pavement markings.

CONTENT OUTLINE:

Meaning of various pavement markings.

1. Colors -- white, yellow
2. Broken white line
3. Broken yellow line
4. Solid white line
5. Solid yellow line
6. Double broken or double solid lines
7. Stop lines
8. Crosswalks
9. Lane lines
10. Center lines

LEARNING ACTIVITIES:

1. Use transparencies to further discuss the various signs, signals and markings or have students draw the various signs, signals and markings to share with the class.
2. Use of charts and visual aids that show various signs, signals, and markings.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide
Mississippi Driver's Manual

J. OBJECTIVE:

The instructor will state the responsibilities associated with a stopped school bus.

CONTENT OUTLINE:

Responsibilities

1. Eight-light warning system
 - a. Flashing yellow
 - b. Flashing red
 - c. Stop arm
2. Law -- the driver must stop, going in either direction.

LEARNING ACTIVITIES:

Discuss the sections of the vehicle code that deal with interacting with school buses.

RESOURCE MATERIAL:

Motor Vehicle Laws of Mississippi – “Rules of the Road”
Driver Education Textbook and Resource Guide

K. OBJECTIVE:

The instructor will state the required driver action at a railroad crossing.

CONTENT OUTLINE:

All warning devices -- driver must stop and remain stopped until all tracks are clear. Beware of multiple tracks.

Unmarked Crossing – driver must look, listen and slow down because you may have to stop.

LEARNING ACTIVITIES:

Use chalkboard or teacher made transparencies and explain steps for crossing tracks.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide

L. OBJECTIVE:

The instructor will explain the driver's responsibility to pedestrians in crosswalks.

CONTENT OUTLINE:

General rule -- always yield the right-of-way to pedestrians, emphasis on slow moving pedestrians.

LEARNING ACTIVITIES:

Use chalkboard diagram or traffic board to explain this responsibility.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide

M. OBJECTIVE:

The instructor will explain the correct procedure for a right-turn-on-red.

CONTENT OUTLINE:

Procedure for right-turn-on-red.

LEARNING ACTIVITIES:

Use procedure sheet to diagram the steps; or teacher made transparencies or chalkboard. Discuss conflicts during turning.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide
Motor Vehicle Laws of Mississippi – “Rules of the Road”

N. OBJECTIVE:

The instructor will explain the driver's response to police officer directions.

CONTENT OUTLINE:

Police officers take precedent over any other traffic control device.

LEARNING ACTIVITIES:

Discuss this with class.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide

CLASSROOM SECTION:

UNIT THEME 3: VEHICLE FAMILIARIZATION

OBJECTIVES:

- A. The instructor will explain the different components of the "protective system".
- B. The instructor will explain the different components of the "comfort system".
- C. The instructor will explain the different components of the "control system".
- D. The instructor will explain the different components of the "information" or "vehicle check" system.
- E. The instructor will explain the different components of the "visibility system".
- F. The instructor will explain the different components of the "communication system".
- G. The instructor will explain the different components of the "anti-theft system".
- H. The instructor will explain the various items in a pre-entry check.
- I. The instructor will describe the correct pre-ignition procedures.

- J. The instructor will describe the proper procedures for starting, putting in motion and stopping an automatic shift car.
- K. The instructor will describe the proper procedure for starting, putting in motion and stopping a standard shift car.
- L. The instructor will describe the correct procedures for securing a vehicle.
- M. The instructor will list the steps for leaving a parked car.

PURPOSE:

To explain to the student the purpose of operation of car instruments, devices and controls. To learn procedures for starting, moving, stopping, and securing cars.

OBJECTIVES:

A. OBJECTIVE:

The instructor will explain the different components of the "protective system".

CONTENT OUTLINE:

Protective system

1. Safety belts
2. Passive restraints
3. Head restraints
4. Door locks

LEARNING ACTIVITIES:

Take the class out to the driver education vehicle, point out and operate the various components. Explain the functions of each component.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide
Automobile Owner's Manual
Procedure sheets at the end of Unit Theme 3

B. OBJECTIVE:

The instructor will explain the different components of the "comfort system".

CONTENT OUTLINE:

Comfort system

1. Seat adjustments
2. Cruise control
3. Heater
4. Air conditioner
5. Air vents

LEARNING ACTIVITIES:

Take the class out to the driver education vehicle, point out and operate the various components. Explain the functions of each component.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide
Automobile Owner's Manual
Procedure sheets at the end of Unit Theme 3

C. OBJECTIVE:

The instructor will explain the different components of the "control system".

CONTENT OUTLINE:

Control system

1. Ignition switch
2. Gear selector lever and positions
3. Steering wheel
4. Brake pedal
5. Accelerator pedal
6. Clutch
7. Parking brake

LEARNING ACTIVITIES:

Take the class out to the driver education vehicle, point out and operate the various components. Explain the functions of each component.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide
Automobile Owner's Manual
Procedure sheets at the end of Unit Theme 3

D. OBJECTIVE:

The instructor will explain the different components of the "information" or "vehicle check" system.

CONTENT OUTLINE:

Information or Vehicle System

1. Speedometer/Odometer
2. Alternator gauge
3. Temperature gauge
4. Oil pressure gauge
5. Fuel gauge
6. Parking brake light
7. Directional signal lights
8. Head lights
9. High beam indicator
10. Warning light system
11. Windshield

LEARNING ACTIVITIES:

Take the class out to the driver education vehicle, point out and operate the various components. Explain the functions of each component.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide
Automobile Owner's Manual
Procedure sheets at the end of Unit Theme 3

E. OBJECTIVE:

The instructor will explain the different components of the "visibility system".

CONTENT OUTLINE:

Visibility system

1. Headlights/parking lights
2. Rearview/side view mirrors
3. Wiper/washer assembly
4. Sun visors
5. Defroster
6. Interior dome light

LEARNING ACTIVITIES:

Take the class out to the driver education vehicle, point out and operate the various components. Explain the functions of each component.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide
Automobile Owner's Manual
Procedure sheets at the end of Unit Theme 3

F. OBJECTIVE:

The instructor will explain the different components of the "communication system".

CONTENT OUTLINE:

Communication system

1. Parking lights
2. Horn
3. Turn signals
4. Lane change signals
5. Hazard flashers
6. Taillight assembly
7. Rear license plate light
8. Side markers

LEARNING ACTIVITIES:

Take the class out to the driver education vehicle, point out and operate the various components. Explain the functions of each component.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide
Automobile Owner's Manual
Procedure sheets at the end of Unit Theme 3

G. OBJECTIVE:

The instructor will explain the different components of the "anti-theft system".

CONTENT OUTLINE:

Anti-theft System

1. Ignition buzzer
2. Steering column lock
3. Door locks
5. Trunk/Hood locks
6. Wheel locks

LEARNING ACTIVITIES:

Take the class out to the driver education vehicle, point out and operate the various components. Explain the functions of each component.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide
Automobile Owner's Manual
Procedure sheets at the end of Unit Theme 3

H. OBJECTIVE:

The instructor will explain the various items in a pre-entry check.

CONTENT OUTLINE:

Pre-entry check

1. Walk around
2. Check tires
3. Check and clean windshields, headlights, tail lights
4. Windshield wipers

LEARNING ACTIVITIES:

Take the class out to the driver education vehicle, point out and operate the various components. Explain the functions of each component.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide
Automobile Owner's Manual
Procedure sheets at the end of Unit Theme 3

I. OBJECTIVE:

The instructor will describe correct pre-ignition procedures.

CONTENT OUTLINE:

Pre-ignition Procedures

1. Walk around car to make sure all is clear.

2. Enter car.
3. Put key into ignition.
4. Adjust seat to comfortable position.
5. Adjust mirrors (inside and outside).
6. Adjust head restraint.
7. Lock all doors.
8. Fasten seatbelt and shoulder harness.
9. Gear selector should be in "Park" and parking brake set.

LEARNING ACTIVITIES:

Hand out procedures sheet to the class and discuss the steps. Practice procedures at the driver education car.

RESOURCE MATERIAL:

Procedure sheets at the end of Unit Theme 3
Driver Education Textbook and Resource Guide

J. OBJECTIVE:

The instructor will describe the proper procedures for starting, putting in motion and stopping an automatic shift car.

CONTENT OUTLINE:

The proper procedures for starting, putting in motion, and stopping an automatic shift car.

1. Ignition procedures
 - a. Turn key clockwise to "Start" position.
 - b. When engine starts, immediately release key
 - c. Check all gauges and lights
 - d. Place right foot on brake.
 - e. Check all gauges and lights.

2. Pulling into Traffic
 - a. Right foot on brake.
 - b. Gear selector level to "Drive" gear.
 - c. Release parking brake.
 - d. Check traffic (front, sides and rear).
 - e. Signal intended movement.
 - f. Check blind spot.
 - g. Apply soft gas, proceed cautiously.

3. Stopping Procedures
 - a. Check traffic behind with mirrors.
 - b. Release gas pedal.
 - c. Signal intended movement.
 - d. Apply soft brake.
 - e. After stopping, set parking brake.
 - f. Put gear selector to "Park".

LEARNING ACTIVITIES:

Hand out procedures sheet to the class and discuss the steps. Practice procedures at the driver education car.

RESOURCE MATERIAL:

Procedure sheets at the end of Unit Theme 3
Driver Education Textbook and Resource Guide

K. OBJECTIVE:

The instructor will describe the proper procedure for starting, putting in motion and stopping a standard shift car.

CONTENT OUTLINE:

Proper procedures for putting in motion and stopping a standard transmission vehicle.

1. Putting in Motion
 - a. Depress clutch with left foot.
 - b. Shift to first gear.
 - c. Depress brake pedal.
 - d. Release parking brake.
 - e. Check traffic flow, mirrors.
 - f. Accelerate and release clutch gently to friction point.
 - g. Hold friction point.
 - h. Continue accelerating and release clutch.
2. Stopping
 - a. Check traffic in the rear view mirror.
 - b. Depress clutch pedal with left foot.
 - c. Depress brake pedal smoothly with right foot.
 - d. Release brake slightly just before stopping.
 - e. Once stopped, shift to reverse.
 - f. Set parking brake.

LEARNING ACTIVITIES:

Hand out procedures sheet and discuss with class.
If you have a standard shift car, demonstrate these at the car.

RESOURCE MATERIAL:

Procedure sheets at the end of Unit Theme 3
Driver Education Textbook and Resource Guide

L. OBJECTIVE:

The instructor will describe the correct procedures for securing a vehicle.

CONTENT OUTLINE:

Securing

1. Shift to park (automatic) or reverse (standard).
2. Set parking brake.
3. Turn key to "off" position.
4. Turn off lights.
5. Unfasten safety belt.
6. Close windows, lock doors.

LEARNING ACTIVITIES:

Distribute procedures sheet and discuss or demonstrate at the driver education vehicle.

RESOURCE MATERIAL:

Procedure sheets at the end of Unit Theme 3
Driver Education Textbook and Resource Guide

M. OBJECTIVE:

The instructor will list the steps for leaving a parked car.

CONTENT OUTLINE:

Leaving

1. Check mirrors (if curbside).
2. Take car keys.
3. Check traffic if exiting into traffic lane.
4. Open door (passenger side if possible).
5. Exit vehicle.

6. Lock doors.
7. Walk facing traffic (if exiting into traffic lane).

LEARNING ACTIVITIES:

Discuss the procedures in class or demonstrate at the driver education vehicle.

RESOURCE MATERIAL:

Procedure sheets at the end of Unit Theme 3
Driver Education Textbook and Resource Guide

PROCEDURES

Selected Procedures Sheet

Pre-Ignition Procedures

1. Walk around car to make sure all is clear
2. Enter car
3. Put key into the ignition
4. Adjust seat to comfortable position
5. Adjust mirrors (inside and outside)
6. Adjust head restraint
7. Lock all doors
8. Fasten seatbelt and shoulder harness
9. Gear selector should be in "Park" and parking brake set

Ignition Procedures

1. Turn key clockwise to "Start" position
2. When engine starts, immediately release key
3. Check all gauges and lights
4. Place right foot on brake
5. Check all gauges and lights

Pulling Into Traffic

1. Right foot on brake
2. Move gear selector lever to "Drive"
3. Release parking brake
4. Check traffic (Front, sides and rear)
5. Signal intended movement
6. Check blind spot
7. Apply soft gas, proceed cautiously

Stopping Procedure

1. Check traffic behind with mirrors
2. Release gas pedal
3. Signal intended movement, if lane change is required, check blind spot
4. Apply soft brake
5. After stopping, set parking brake
6. Move gear selector to "Park"
7. Shut off all accessories
8. Turn key counterclockwise to "Lock" position
9. Remove key
10. Leave car
11. Lock door

CLASSROOM SECTION:

UNIT THEME 4: BASIC CONTROL TASKS

OBJECTIVES:

- A. The instructor will explain the proper procedure for tracking forward.
- B. The instructor will explain the proper procedures for tracking to the rear.
- C. The instructor will explain the space and time requirements for signaling turns.
- D. The instructor will explain the correct procedure for changing lanes.
- E. The instructor will demonstrate the hand-over-hand steering technique for turning.
- F. The instructor will identify the sequence of steps for making left and right turns.
- G. The instructor will demonstrate the procedure for backing left and right.
- H. The instructor will explain the steps necessary for a U-turn, three-point turn and two-point turnabout.
- I. The instructor will describe the proper positioning and turning procedures when making turns on a combination of one and two-way streets.
- J. The instructor will list the steps for entering and leaving an angle parking space.
- K. The instructor will list the steps for entering and leaving a parallel parking space.
- L. The instructor will describe the correct procedure for starting on hills in automatic shift cars.
- M. The instructor will describe the procedures for parking uphill and downhill.

PURPOSE:

To present to the student the requirements necessary for steering, lane changes, turning, parking, turnabouts and parking on hills.

OBJECTIVES:

A. OBJECTIVE:

The instructor will explain the proper procedure for tracking forward.

CONTENT OUTLINE:

Procedure for tracking forward.

1. Proper hand position (9-3)
2. Aim high
3. Over steering
4. Under steering
5. Judgment of car position
6. Accelerator pressure
7. Brake pedal pressure

LEARNING ACTIVITIES:

Discuss the procedures and concepts with the class. Emphasize smooth acceleration and braking.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide

B. OBJECTIVE:

The instructor will explain the proper procedures for tracking to the rear.

CONTENT OUTLINE:

Procedures for tracking to rear:

1. Shift to reverse
2. Left hand at 12 o'clock position
3. Right hand over back of passenger seat
4. Turn and look back
5. Release brake pressure
6. Use brake to control speed

7. Make small steering corrections, check occasionally to the front and then look back.

LEARNING ACTIVITIES:

Discuss procedures and concepts with the class. Emphasize "seeing to the rear" and the use of the brake pedal to control speed.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide

C. OBJECTIVE:

The instructor will explain the space and time requirements for signaling turns.

CONTENT OUTLINE:

Requirements

1. Less than 45 mph -- signal 100 ft. prior to turn. Over 45 mph -- signal 200 ft. prior to turn
2. General rule -- signal early
3. Hand signals -- three positions
 - a. Left
 - b. Right
 - c. Stop

LEARNING ACTIVITIES:

Emphasize signaling early. Demonstrate proper hand signals and when they might be used.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide

D. OBJECTIVE:

The instructor will explain the correct procedure for changing lanes.

CONTENT OUTLINE:

Make the lane change smoothly

1. Check mirrors
2. Signal
3. Check blind spot

4. Steer gently to next lane
5. Cancel signal (if necessary)

LEARNING ACTIVITIES:

Use teacher made transparencies or procedure sheet to explain lane change steps. Emphasize use of the lane change signal on the car.

RESOURCE MATERIAL:

Procedure sheets at the end of Unit Theme 4

E. OBJECTIVE:

The instructor will demonstrate the hand-over-hand steering technique for turning.

CONTENT OUTLINE:

Hand-over-hand steering technique

1. Begin with balanced hand position (9-3)
2. Rotate steering wheel in desired direction

3. Release lower hand
4. Proceed with crossover to implement hand over hand steering

LEARNING ACTIVITIES:

Use an old, junk steering wheel or a book to demonstrate hand-over-hand steering. Dry run drill the class on the technique.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide

F. OBJECTIVE:

The instructor will identify the sequence of steps for making left and right turn.

CONTENT OUTLINE:

Sequence steps for left and right turn

1. Left turn
 - a. Check mirrors, signal, check blind spot, move to proper lane for turn if needed.
 - b. Check left turn signal, slow.
 - c. Check for traffic, left, right, oncoming, and for pedestrians.
 - d. Keep front wheels straight if you have to wait for traffic to clear.
 - e. When you can safely make the turn, accelerate toward center of intersection, check for traffic and pedestrians again, turn into near lane.
 - f. Halfway through turn, straighten wheel and continue to accelerate.
 2. Right turn
 - a. Check mirrors, signal, check blind spot, move to proper lane for turn if needed.
 - b. Check right turn signal, slow.
 - c. Check for traffic, left and oncoming, and for pedestrians.
 - d. Position car 3-4 feet from right hand curb or edge.
 - e. When you can safely make the turn, accelerate, steer gradually halfway into the turn.

- f. Continue to gently accelerate, straighten wheel.

LEARNING ACTIVITIES:

Use procedure sheet to review technique. Emphasize lane choice, signaling and relate to the Identify, Predict, Decide and Execute strategy.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide
Procedure sheets at the end of Unit Theme 4

G. OBJECTIVE:

The instructor will demonstrate the procedure for backing left and right.

CONTENT OUTLINE:

Procedure for backing left and right

1. Back slowly, use brake for speed control
2. Always look in the direction you are backing
3. Use hand-over-hand steering
4. Be conscious of front-end swing clearance

LEARNING ACTIVITIES:

Use teacher made transparencies to review procedures. Dry run drill the students at their desks. Emphasize the use of the brake for speed control.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide

H. OBJECTIVE:

The instructor will explain the steps necessary for a U-turn, three-point turn and two-point turnabout.

CONTENT OUTLINE:

Different steps

1. U-turn
 - a. Check traffic ahead and behind using inside and outside mirrors
 - b. Signal and pull right. If there is enough room for a car to interfere with pulling to the right, the student needs to be instructed to check

right outside mirror if one is available, signal, check right blind spot.

- c. Stop, check traffic, again-front, left outside mirror, signal, check blind spot.
 - d. Turn sharply left
 - e. Check traffic again-left and right as the turn is made.
- f. Straighten wheels when complete and check for traffic-front, rear and left blind spot.
- g. Accelerate gently
2. Three-point turnabout
- a. Check traffic ahead and behind using inside and outside mirrors
 - b. Signal and pull right. If there is enough room for a car to interfere with pulling to the right, the student needs to be instructed to check right outside mirror, if one is available, and the right blind spot, then signal.
 - c. Stop, check traffic again-front, left outside mirror, check left blind spot, signal.
 - d. Steer hard left toward the opposite curb, checking traffic left and right during the maneuver, stop at the curb.
 - e. Shift to reverse, check traffic left and right and behind
 - f. Steer hard right and back slowly, checking traffic left and right, stop at the curb.
 - g. Shift to drive, check traffic left and right
 - h. Steer left, accelerate slowly
 - i. Cancel signal
3. Two-point turnabout (Right)
- a. Check traffic front and rear, signal right
 - b. Pull past roadway or driveway, stop
 - c. Shift to reverse, check traffic front, rear, blind spot, back slowly to the right into roadway or driveway, check traffic during the procedure.

- d. Stop, shift to drive
 - e. Check traffic left, right and left, signal left and execute left turn procedure.
 - 4. Two-point turnabout (Left)
 - a. Execute left turn procedures including mirror and blind spot checks
 - b. Stop past curb line
 - c. Check traffic in all directions
 - d. Execute right backing procedure
 - e. Shift to drive, check traffic ahead, mirrors, blindspot, accelerate gently

LEARNING ACTIVITIES:

Use teacher made transparencies or procedure sheets to review procedures. Emphasize sight distance as it relates to the Identify, Predict, Decide, and Execute strategy.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide
Procedure sheets at the end of Unit Theme 4

I. OBJECTIVE:

The instructor will describe the proper positioning and turning procedures when making turns on a combination of one and two-way streets.

CONTENT OUTLINE:

Proper positioning and turning procedures

1. Two-way to two-way
2. Two-way to one-way
3. One-way to two-way
4. One-way to one-way
5. Multiple lane streets
6. Streets with center left-turn lanes

LEARNING ACTIVITIES:

Use a traffic board or teacher made transparencies of various roadways to diagram turns and explain procedures. Relate all turns to the Identify, Predict, Decide, and Execute strategy.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide

J. OBJECTIVE:

The instructor will list the steps for entering and leaving an angle parking space.

CONTENT OUTLINE:

Steps for entering and leaving an angle parking space.

1. Entering
 - a. Slow, check mirrors, signal
 - b. Position car far enough to the left in order to be able to turn right without conflicting with the car to the right of your parking space.
 - c. Check traffic to the rear, blind spot, and for any cars that might be backing out of a parking space before reaching your parking spot.
 - d. When the front of your car is half-way past space, turn wheels sharply right
 - e. Slowly enter the space and check right side clearance
 - f. Straighten wheel and center the car
 - g. Stop before curb
2. Leaving
 - a. Shift to reverse
 - b. Tap horn, slowly back and check traffic
 - c. When the front bumper is even with the left car's rear bumper, check traffic to turn right rear (right blind spot), turn wheel to the right
 - d. Back into the nearest lane
 - e. Stop and straighten wheels
 - f. Shift to drive, check mirrors and left blind spot, and proceed when clear.

LEARNING ACTIVITIES:

Use chalkboard or teacher made transparencies to diagram the parking space, maneuver and procedures.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide
Procedure sheets at the end of Unit Theme 4

K. OBJECTIVE:

The instructor will list the steps for entering and leaving a parallel parking space.

CONTENT OUTLINE:

Steps for parallel parking space

1. Entering
 - a. Check mirrors, signal right and position car 3 feet from side of parked cars
 - b. Slow, check traffic, pull forward until the rear bumper is even with the rear bumper of the vehicle in front of your space, check over your right shoulder to insure that the bumpers are even.
 - c. Shift to reverse, check mirrors and left blind spot, back turning sharply to the right
 - d. When driver's seat is even with rear bumper, steer straight
 - e. When front bumper of the car is even with rear bumper of the other vehicle, turn sharply left
 - f. Check front clearance
 - g. Stop prior to hitting vehicle to the rear.
 - h. Shift to drive, straighten wheels, pull up slowly.
 - i. Secure car
2. Leaving
 - a. Shift to reverse, back straight back, stop
 - b. Shift to drive
 - c. Check for oncoming traffic to the rear. Use the left outside mirror and perform left blind spot check, then signal
 - d. Turn sharply left, check front clearance while slowly accelerating, check rear traffic in outside left rear mirror and left blind spot.
 - e. When door is past bumper, steer back to the right.
 - f. Straighten wheels and accelerate

LEARNING ACTIVITIES:

Use chalkboard or teacher made transparencies to diagram the parking space, maneuver and procedures.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide
Procedure sheets at the end of Unit Theme 4

L. OBJECTIVE:

The instructor will describe the correct procedure for starting on hills in automatic shift cars.

CONTENT OUTLINE:

Starting on hills

1. Set the parking brake/left foot on brake
2. Accelerate gently against the brake
3. When the car pulls, release the brake

LEARNING ACTIVITIES:

Discuss the problems associated with starting out on an upgrade. Dry run drill the class at their desks.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide

M. OBJECTIVE:

The instructor will describe the procedures for parking uphill and downhill.

CONTENT OUTLINE:

Uphill and downhill parking

1. Uphill with curb
 - a. Park parallel to curb
 - b. Turn wheel sharply to the left
 - c. Shift to neutral
 - d. Roll back until front wheel just contacts curb
 - e. Secure the car
2. Uphill with no curb
 - a. Pull off as far as possible
 - b. Turn wheel sharply left
 - c. Secure the car
3. Downhill with curb
 - a. Park parallel to curb
 - b. Turn wheel sharply right until wheel just contacts curb
 - d. Secure the car
4. Downhill with no curb
 - a. Pull off as far as possible
 - b. Turn wheel sharply right
 - c. Secure the car

LEARNING ACTIVITIES:

Use teacher made transparencies or chalkboard to list the procedures. Discuss what is different about uphill and downhill parking as it relates to: (1) use of the parking brake; and (2) position of the front wheels.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide

PROCEDURES

Left and Right Turn Procedure

1. Check mirror
2. Position car -- proper lane position
3. Signal early and properly
4. Check traffic
5. Release accelerator
6. Brake before turning (slow down or stop whichever is needed)
7. Check traffic again
8. Turn, using hand-over-hand technique
9. Enter proper lane
10. Accelerate about 1/2 way through turn
11. Check traffic after turning

Lane Changing Procedure

1. Check rear-view mirrors
2. Signal using lane change device
3. Check blind spot (head check over the shoulder in the direction of move)
4. If safe, steer smoothly and maintain speed into the other lane
5. Cancel signal

PROCEDURES FOR TURNABOUTS AND PARKING

Two Point Turnabout

Back into Driveway on Right Side. Choose this turnabout if there is a clear driveway on the right and there is no close traffic to the rear in your lane. This turnabout has the advantage of letting you re-enter traffic going forward.

1. Check traffic to the rear, and signal a stop. Proceed beyond the driveway.
2. Stop one to three feet from the curb. Check traffic again to the rear and left blind spots, then back slowly to the right into the driveway. Stop with the wheels straight.
3. Signal a left turn. Check traffic left and right, then left again.
4. Drive forward, turn left.

Pull into Driveway on Left Side. You might choose this turnabout if oncoming traffic is light and a driveway on the left is available. A disadvantage of this turnabout is that you must back into the traffic flow before moving forward.

1. Check traffic ahead and to the rear. Signal a left-turn and use the left-turn procedure to move into the driveway. Stop with the wheels straight.
2. Check traffic again, especially from the right. Back slowly to the right, to the oncoming lane. Look to the right rear and side while backing. Stop with the wheels straight.
3. Shift to drive, accelerate gently, and drive forward.

Pull into Driveway on Right Side. A disadvantage of this turnabout is that you must back across two lanes of traffic before moving forward. Avoid this turnabout, if possible. It is a high-risk maneuver.

1. Check traffic ahead and to the rear. Signal a right-turn and use the right-turn procedure to move into the driveway. Stop with the wheels straight.
2. Check traffic again from both directions. Back slowly across the street, turning left. Look to the left rear and side when backing. Occasionally, glance to the front, then continue looking back while stopping with the wheels straight in the lane.
3. Shift to drive, accelerate gently, and drive forward.

Three Point Turnabout

This procedure is performed between curbsides.

1. Position car far right to the curb.
2. Check mirrors, signal left, check left blind spot.

3. Turn sharply to the left, turning wheel while moving slowly toward the opposite curb (use hand-over-hand steering).
4. Stop with wheels perpendicular to curb before hitting curb.
5. Check traffic left and right again and signal right. Put car in reverse.
6. Turn wheels sharply right while backing slowly to the opposite lane. Use hand-over-hand steering while backing and check to the left. Stop before touching curb.
7. Check traffic left and right, signal left and put car in drive.
8. Move slowly forward while steering left.
9. Signal and check traffic right and left, continue when clear down the roadway.

45 Degree Angle Parking (Entering)

1. Position your car about five feet from the row of parked cars. Check traffic to the rear., signal a right turn and begin to brake.
2. If needed, flash your brake lights to warn drivers behind. Continue to slow. Check your right blind spot.
3. When you can see down the right line of the parking stall, turn the wheels sharply to the right. Slowly enter the stall.
4. Straighten the wheels when you are centered in the space. Stop before the wheels strike the curb, if one is available. If no curb is available, stop at front line designating the space.

45 Degree Angle Parking (Exiting)

1. Place car in reverse and back cautiously, keep wheels straight and foot on brake, if car moves backward without acceleration.
2. Look over right shoulder to rear and sides to check for oncoming traffic. (Proper hand position: 9/3).
3. When your front bumper is even with left car's rear bumper, begin turning to the right.
4. As you back into nearest lane, check for clearance front left and right rear.
5. Stop with wheel straight, shift to drive and proceed.

90 Degree Angle Parking (Entering)

1. Check inside and outside mirrors
2. Signal early
3. Position car 8-9 feet to the left as you approach parking space.
4. Slow down and check traffic, inside and outside mirrors and right blind spot.
5. Turn right sharply when your front bumper passes the left rear taillight of the car to the right of the empty parking space. Check for clearance between your car and the car you are parking next to on the right.
6. Center car in space and straighten wheels. Stop before you hit the curb.

90 Degree Angle Parking (Exiting)

Procedure is the same as 45- degree angle parking. Stress left and right rear clearance.

Parallel Parking (Entering)

1. Select parking spot with appropriate space.
2. Check inside and outside mirrors, signal right turn and tap brakes.
3. Stop 2-3 feet away from the side of the front of the car with rear bumpers even.
4. Shift to reverse with foot on brake, check inside and outside mirror.
5. Look over right shoulder and back slowly with sharp hand-over-hand steering toward curb.
6. Aim car toward back right corner of space and begin straightening wheels when your passenger door lines up with the rear bumper of the front car.
7. When front bumper of your car reaches rear bumper of front car, turn wheel sharply left.
8. Straighten car wheels and stop with proper 2-3 feet spacing between cars. If necessary, pull forward to center your car in parking space.

Parallel Parking (Exiting)

1. Back straight until rear bumper is about 6" from bumper of car.
2. Check outside mirror, signal, check blind spot.
3. Move forward slowly turning left, and checking right front fender for clearance.
4. Turn wheels in intended path of travel halfway out of space, check traffic again to the left.
5. Center car in lane and accelerate gently into traffic.

CLASSROOM SECTION : TEST

TEST (UNITS 1 - 4)

TIME: 1 Hour

CLASSROOM SECTION:

UNIT THEME 5: PERCEPTION AND DRIVING STRATEGIES FOR

DIFFERENT ENVIRONMENTS

OBJECTIVES:

- A. The instructor will identify the first step in the process of perception.
- B. The instructor will describe the "Smith System" and explain how it is part of the Identify, Predict, Decide and Execute (IPDE) process.
- C. The instructor will identify those senses that play a role in driving.
- D. The instructor will examine the five major groups of highway events that a driver must constantly identify.
- E. The instructor will explain perception as a mental process and how it can be improved.
- F. The instructor will identify and explain four general habits for improving perceptual skills.
- G. The instructor will identify three eye habits for car control.
- H. The instructor will explain the eye habits for scanning for identification (identify).
- I. The instructor will briefly review the types of traffic control devices a driver may encounter.
- J. The instructor will review the types of traffic signs a driver may encounter.
- K. The instructor will review actions of the driver in response to types of traffic signals.
- L. The instructor will review pavement markings a driver may encounter.
- M. The instructor will define areas of less space to the sides on roadways and how this space can be affected.
- N. The instructor will define less sight distance ahead or less view to the sides and how these conditions are affected.
- O. The instructor will define areas of less traction and how traction can be affected.
- P. The instructor will identify other users and clues to their actions that may help a driver avoid collisions.
- Q. The instructor will explain and demonstrate the two-second following distance, four-second stopping distance, and twelve-second sighting distance rules.
- R. The instructor will identify five types of closing situations that can occur with another vehicle.
- S. The instructor will explain probable errors of other users in the Highway Transportation System.
- T. The instructor will demonstrate the ability to judge hazards for closing probabilities.
- U. The instructor will demonstrate the ability to predict where and when closing will happen.

- V. The instructor will identify the factors involved in decision-making when driving.
- W. The instructor will explain the five general guidelines that make up a plan of action for decision-making in the Highway Transportation System
- X. The instructor will explain how drivers can communicate their actions.
- Y. The instructor will explain in detail minimizing a single hazard, separating two or more hazards, and compromising space.
- Z. The instructor will define and explain procedures at uncontrolled intersections.
- AA. The instructor will define and explain procedures at controlled intersections.
- BB. The instructor will identify various conflicts that can occur at intersections.
- CC. The instructor will explain the importance of "gap selection" at intersections and the type of gaps needed for various maneuvers.
- DD. The instructor will explain the "double stop" procedure and list situations when one's view may be blocked at intersections.
- EE. The instructor will explain the safe procedure for crossing railroad tracks.
- FF. The instructor will describe problems associated with the car-motorcycle mix in the Highway Transportation System.
- GG. The instructor will describe the most common type of car-motorcycle collision.
- HH. The instructor will explain the driver's responsibilities to the motorcyclist.
- II. The instructor will identify certain handling characteristics of motorcycles.
- JJ. The instructor will identify characteristics of bicycle riders.
- KK. The instructor will identify strategies for reducing conflicts with bicyclists.
- LL. The instructor will identify safe practices when following other traffic in the city.
- MM. The instructor will list reasons that oncoming traffic may create hazards in city traffic.
- NN. The instructor will identify safe responses to dealing with tailgaters to your rear.
- OO. The instructor will explain good visual habits when using rearview mirrors.
- PP. The instructor will explain the concept of "covering the brake".
- QQ. The instructor will explain lane choice and lane position on different types of streets in the city.
- RR. The instructor will explain potential conflicts with other users in city driving and discuss solutions.
- SS. The instructor will identify prime search areas in the residential traffic environment.

- TT. The instructor will explain safe driving practices one might use for successfully traveling in residential areas.
- UU. The instructor will identify factors that make open highway driving dangerous.
- VV. The instructor will identify critical visual search patterns for highway driving.
- WW. The instructor will explain speed-warning signs associated with curves.
- XX. The instructor will explain special adjustments needed for certain hazards in highway driving.
- YY. The instructor will identify important factors associated with driving on multi-lane highways.
- ZZ. The instructor will identify critical checks to make while preparing to pass another vehicle.
- AAA. The instructor will list the steps for safely passing another vehicle once you have determined it is safe to do so.
- BBB. The instructor will identify a driver's responsibilities when being passed.
- CCC. The instructor will list several no-passing situations.
- DDD. The instructor will identify factors associated with driving in extreme conditions.
- EEE. The instructor will describe driving adjustments necessary when interacting with large vehicles.
- FFF. The instructor will identify the characteristics of an expressway and explain why they have a relatively low collision rate.
- GGG. The instructor will identify types of interchanges associated with expressways.
- HHH. The instructor will define "gap selection" when entering an expressway.
- III. The instructor will identify and explain the roadway areas associated with entering expressways.
- JJJ. The instructor will list the steps associated with entering an expressway.
- KKK. The instructor will identify a "weave" lane or interchange and the driver's responsibilities in these areas.
- LLL. The instructor will identify problems associated with entering an expressway.
- MMM. The instructor will identify factors associated with safe driving practices on expressways.
- NNN. The instructor will list the correct procedures for exiting an expressway.
- OOO. The instructor will list problems associated with exiting the expressway.
- PPP. The instructor will define "toll road" and identify special concerns associated with tollbooths.
- QQQ. The instructor will define "highway hypnosis" and describe ways to prevent this problem.
- RRR. The instructor will define "velocitytization".

PURPOSE:

To introduce the student to give him/her practice in perceptual driving techniques in different types of driving environments.

OBJECTIVES:

A. OBJECTIVE:

The instructor will identify the first step in the process of perception.

CONTENT OUTLINE:

Perception -- giving meaning to what you see. Awareness of events is the first step. Identify -- orderly search pattern.

B. OBJECTIVE:

The instructor will describe the "Smith System" and explain how it is part of the Identify, Predict, Decide and Execute (IPDE) process.

CONTENT OUTLINE:

1. Aim high
2. Keep your eyes moving.
3. Get the big picture.
4. Make sure others see you.
5. Leave yourself a way out.

RESOURCE MATERIAL:

Procedure sheets at the end of Unit Theme 5
Motor Vehicle Laws of Mississippi – "Rules of the Road"
Drivers Education Manual

C. OBJECTIVE:

The instructor will identify those senses that play a role in driving.

CONTENT OUTLINE:

1. Sight
2. Hearing
3. Smell
4. Touch

RESOURCE MATERIAL:

Procedure sheets at the end of Unit Theme 5
Motor Vehicle Laws of Mississippi – "Rules of the Road"
Drivers Education Manual

D. OBJECTIVE:

The instructor will examine the five major groups of highway events that a driver must constantly identify.

CONTENT OUTLINE:

Major groups of highway events

1. Traffic controls
2. Roadway conditions
3. Other users
4. Own vehicle
5. Unrelated events

RESOURCE MATERIAL:

Procedure sheets at the end of Unit Theme 5
Motor Vehicle Laws of Mississippi – "Rules of the Road"
Drivers Education Manual

E. OBJECTIVE:

The instructor will explain perception as a mental process and how it can be improved.

CONTENT OUTLINE:

1. Active process
2. Involves senses and brain
3. Takes time -- is a selective process
4. Can be improved with practice

RESOURCE MATERIAL:

Procedure sheets at the end of Unit Theme 5
Motor Vehicle Laws of Mississippi – "Rules of the Road"
Drivers Education Manual

F. OBJECTIVE:

The instructor will identify and explain four general habits for improving perceptual skills.

CONTENT OUTLINE:

1. Efficient scanning habits

2. Know where and what to look for
3. Use a systematic search pattern
4. Search for closing movements

RESOURCE MATERIAL:

Procedure sheets at the end of Unit Theme 5
Motor Vehicle Laws of Mississippi – "Rules of the Road"
Drivers Education Manual

G. OBJECTIVE:

The instructor will identify three eye habits for car control.

CONTENT OUTLINE:

1. Picture your intended path of travel
2. Look down the middle of the path
3. Look far ahead

RESOURCE MATERIAL:

Procedure sheets at the end of Unit Theme 5
Motor Vehicle Laws of Mississippi – "Rules of the Road"
Drivers Education Manual

H. OBJECTIVE:

The instructor will explain the eye habits for scanning for identification (identify).

CONTENT OUTLINE:

1. Scan ahead and to the sides
2. Scan the road surface
3. Scan the mirrors and dash

RESOURCE MATERIAL:

Procedure sheets at the end of Unit Theme 5
Motor Vehicle Laws of Mississippi – "Rules of the Road"
Drivers Education Manual

I. OBJECTIVE:

The instructor will briefly review the types of traffic control devices a driver may encounter.

CONTENT OUTLINE:

1. Signs
2. Signals
3. Markings
4. Police officer

RESOURCE MATERIAL:

Procedure sheets at the end of Unit Theme 5
Motor Vehicle Laws of Mississippi – "Rules of the Road"
Drivers Education Manual

J. OBJECTIVE:

The instructor will review the types of traffic signs a driver may encounter.

CONTENT OUTLINE:

1. Regulatory
2. Warning

3. Guide
4. Other Special

RESOURCE MATERIAL:

Procedure sheets at the end of Unit Theme 5
Motor Vehicle Laws of Mississippi – "Rules of the Road"
Drivers Education Manual

K. OBJECTIVE:

The instructor will review actions of the driver in response to types of traffic signals.

CONTENT OUTLINE:

1. Three-phase
2. Flashing

RESOURCE MATERIAL:

Procedure sheets at the end of Unit Theme 5
Motor Vehicle Laws of Mississippi – "Rules of the Road"
Drivers Education Manual

L. OBJECTIVE:

The instructor will review pavement markings a driver may encounter.

CONTENT OUTLINE:

1. Yellow
2. White
3. Broken
4. Solid
5. Stop lines
6. Crosswalks

RESOURCE MATERIAL:

Procedure sheets at the end of Unit Theme 5
Motor Vehicle Laws of Mississippi – "Rules of the Road"
Drivers Education Manual

M. OBJECTIVE:

The instructor will define areas of less space to the sides on roadways and how this space can be affected.

CONTENT OUTLINE:

1. Definition of less space to the sides
2. Changes due to highway conditions
3. Changes due to traffic conditions

RESOURCE MATERIAL:

Procedure sheets at the end of Unit Theme 5
Motor Vehicle Laws of Mississippi – "Rules of the Road"
Drivers Education Manual

N. OBJECTIVE:

The instructor will define less sight distance ahead or less view to the sides and how these conditions are affected.

CONTENT OUTLINE:

1. Definition of less sight distance ahead
2. Changes due to highway conditions
3. Changes due to traffic conditions
4. Definition of less view to the sides

RESOURCE MATERIAL:

Procedure sheets at the end of Unit Theme 5
Motor Vehicle Laws of Mississippi – "Rules of the Road"
Drivers Education Manual

O. OBJECTIVE:

The instructor will define areas of less traction and how traction can be affected.

CONTENT OUTLINE:

1. Definition of less traction
2. Changes due to conditions
3. Changes due to surface materials

RESOURCE MATERIAL:

Procedure sheets at the end of Unit Theme 5
Motor Vehicle Laws of Mississippi – "Rules of the Road"
Drivers Education Manual

P. OBJECTIVE:

The instructor will identify other users and clues to their actions that may help a driver avoid collisions.

CONTENT OUTLINE:

1. Vehicle condition and performance
2. Changes in vehicle movement
3. Driver clues to probable actions
4. Clues to motorcyclists actions
5. Clues to bicyclists actions

6. Clues to pedestrian actions

RESOURCE MATERIAL:

Procedure sheets at the end of Unit Theme 5
Motor Vehicle Laws of Mississippi – "Rules of the Road"
Drivers Education Manual

Q. OBJECTIVE:

The instructor will explain and demonstrate the two-second following distance, four-second stopping distance, and twelve-second sighting distance rules.

CONTENT OUTLINE:

1. Two-second following distance
2. Four-second following distance
3. Twelve-second visual lead

RESOURCE MATERIAL:

Procedure sheets at the end of Unit Theme 5
Motor Vehicle Laws of Mississippi – "Rules of the Road"
Drivers Education Manual

R. OBJECTIVE:

The instructor will identify five types of closing situations that can occur with another vehicle.

CONTENT OUTLINE:

1. Oncoming vehicle
2. Ongoing car ahead
3. Following situations
4. Entering and merging situations
5. Intersecting cars and pedestrians

RESOURCE MATERIAL:

Procedure sheets at the end of Unit Theme 5
Motor Vehicle Laws of Mississippi – "Rules of the Road"
Drivers Education Manual

S. OBJECTIVE:

The instructor will explain probable errors of other users in the Highway Transportation System.

CONTENT OUTLINE:

1. Failure to obey laws
2. Failure to adjust to highway conditions
3. Common errors to expect

RESOURCE MATERIAL:

Procedure sheets at the end of Unit Theme 5
Motor Vehicle Laws of Mississippi – "Rules of the Road"
Drivers Education Manual

T. OBJECTIVE:

The instructor will demonstrate the ability to judge hazards for closing probabilities.

CONTENT OUTLINE:

1. Gather evidence for and against closing
2. Low closing probability
3. High closing probability

RESOURCE MATERIAL:

Procedure sheets at the end of Unit Theme 5
Motor Vehicle Laws of Mississippi – "Rules of the Road"
Drivers Education Manual

U. OBJECTIVE:

The instructor will demonstrate the ability to predict where and when closing will happen.

CONTENT OUTLINE:

1. Evaluate the speed of closing
2. Evaluate the amount of space required

RESOURCE MATERIAL:

Procedure sheets at the end of Unit Theme 5
Motor Vehicle Laws of Mississippi – "Rules of the Road"
Drivers Education Manual

V. OBJECTIVE:

The instructor will identify the factors involved in decision-making when driving.

CONTENT OUTLINE:

1. Knowing what to do
2. Where and when to do it
3. How much action is required

RESOURCE MATERIAL:

Procedure sheets at the end of Unit Theme 5
Motor Vehicle Laws of Mississippi – "Rules of the Road"
Drivers Education Manual

W. OBJECTIVE:

The instructor will explain the five general guidelines that make up a plan of action for decision-making in the Highway Transportation System.

CONTENT OUTLINE:

1. Maintain adequate space margins
2. Adjust speed to conditions
3. Choose the best path of travel
4. Time driving actions (when)
5. Communicate all changes

RESOURCE MATERIAL:

Procedure sheets at the end of Unit Theme 5
Motor Vehicle Laws of Mississippi – "Rules of the Road"
Drivers Education Manual

X. OBJECTIVE:

The instructor will explain how drivers can communicate their actions.

CONTENT OUTLINE:

1. Signals
2. Lights
3. Horn
4. Vehicle position
5. Body movement and gestures, eye contact

RESOURCE MATERIAL:

Procedure sheets at the end of Unit Theme 5
Motor Vehicle Laws of Mississippi – "Rules of the Road"
Drivers Education Manual

Y. OBJECTIVE:

The instructor will explain in detail minimizing a single hazard, separating two or more hazards, and compromising space.

CONTENT OUTLINE:

1. Minimize -- adjust space (steering)
2. Separate
 - a. Adjust speed
 - b. Adjust space (steering)
3. Compromise -- steering

RESOURCE MATERIAL:

Procedure sheets at the end of Unit Theme 5
Motor Vehicle Laws of Mississippi – "Rules of the Road"
Drivers Education Manual

Z. OBJECTIVE:

The instructor will define and explain procedures at uncontrolled intersections.

CONTENT OUTLINE:

1. Definition -- no traffic control devices
2. Determining right-of-way
3. Procedures

LEARNING ACTIVITIES:

Use traffic board or intersection diagrams to illustrate and explain the procedures. Relate to the Identify, Predict, Decide and Execute strategy. Review right-of-way rules.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide

AA. OBJECTIVE:

The instructor will define and explain procedures at controlled intersections.

CONTENT OUTLINE:

1. Definition -- traffic control device controls the flow of traffic
2. Traffic signal
 - a. Red
 - b. Amber
 - c. Fresh green
 - d. Stale green
 - e. Unprotected left turns
 - f. Turn arrows (left & right)
 - g. Police officer

LEARNING ACTIVITIES:

Use a traffic board, teacher made transparencies, or intersection diagrams to relate to the Identify, Predict, Decide, and Execute strategy.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide

BB. OBJECTIVE:

The instructor will identify various conflicts that can occur at intersections.

CONTENT OUTLINE:

1. Right-turn conflicts
 - a. Pedestrians
 - b. Conflicts to the rear
 - c. Left-turning vehicle conflicts
 - d. Right-turn-on-red
 - e. Left-turn-on-red
2. Left-turn conflicts
 - a. Pedestrians
 - b. Conflicts to the rear
 - c. Oncoming vehicle conflicts
 - d. Left turn yield rule
3. Straight through
 - a. Pedestrians
 - b. Left-turn conflicts
 - c. Right-turn conflicts

LEARNING ACTIVITIES:

Use a traffic board, teacher made transparencies or intersection diagrams to relate to the Identify, Predict, Decide and Execute. Discuss how and where these conflicts occur and how they relate to the Identify, Predict, Decide and Execute strategy.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide

CC. OBJECTIVE:

The instructor will explain the importance of "gap selection" at intersections and the type of gaps needed for various maneuvers.

CONTENT OUTLINE:

1. Define "gap"
2. Crossing and joining traffic
3. To cross traffic -- 4 to 5 seconds
4. To turn right -- 6 to 7 seconds
5. To turn left -- 7 to 10 seconds
6. Speed requirement to adjust to flow of traffic

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide

DD. OBJECTIVE:

The instructor will explain the "double stop" procedure and list situations when one's view may be blocked at intersections.

CONTENT OUTLINE:

1. Define "double stop" -- stop at the sign first; vision is blocked; pull up where you can see and stop again
2. Discuss the stop line – remember, it may not be located at the stop sign
3. List of situations where vision is blocked

LEARNING ACTIVITIES:

Explain this procedure as it relates to Identify, Predict, Decide and Execute and potential conflict areas.
Use traffic board or diagrams.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide

EE. OBJECTIVE:

The instructor will explain the safe procedure for crossing railroad tracks.

CONTENT OUTLINE:

1. Slow down
2. Turn off radio, heater/air conditioner
3. Roll down window/listen for train
4. Look in both directions
5. Proceed across
6. Do not shift gears

If you must stop to wait for a train, be alert to a second train or multiple tracks at the crossing.

LEARNING ACTIVITIES:

Discuss the steps and the importance of reducing car/train collisions. Consider a guest speaker from "Operation Lifesaver, Inc."

RESOURCE MATERIAL:

Driver Education Textbook and Resource
Resource Listing, pages 221-222

FF. OBJECTIVE:

The instructor will describe problems associated with the car-motorcycle mix in the Highway Transportation System.

CONTENT OUTLINE:

1. Visibility of the cyclist
2. Stability of the motorcyclist
3. Maneuver ability of the motorcyclist
4. Predictability of the cyclist

LEARNING ACTIVITIES:

Discuss the conflicts associated with motorcyclists. List these on chalkboard.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide
Resource Listing, pages 221-222
Mississippi Drivers Manual

GG. OBJECTIVE:

The instructor will describe the most common type of car-motorcycle collision

CONTENT OUTLINE:

Car turn left in front of the motorcyclist and crossing the cyclist's path of travel. Reason –

1. Lack of visibility
2. Depth perceptions of small object

LEARNING ACTIVITIES:

Discuss why this occurs with the class. Alert the class of the visibility problem.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide
Resource Listing, pages 221-222

HH. OBJECTIVE:

The instructor will explain the driver's responsibilities to the motorcyclist.

CONTENT OUTLINE:

1. Treat the motorcycle as another vehicle
2. Understand handling traits of the motorcycle

3. Increase your following distance
4. Make yourself visible to motorcyclists
5. Search for motorcycles in traffic

LEARNING ACTIVITIES:

Discuss these with the class as a follow-up.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide
Resource Listing, pages 221-222

II. OBJECTIVE:

The instructor will identify certain handling characteristics of motorcycles.

CONTENT OUTLINE:

1. Lane position
2. Braking and accelerating
3. Loss of balance
4. Effects of surface conditions
5. Following distance
6. Riding in adverse weather
7. Crossing railroad tracks
8. Carrying passengers
9. Passing – day, night, good and bad weather
10. Effects of car passing motorcyclist at higher speeds

LEARNING ACTIVITIES:

Discuss the motorcyclists' characteristics with each of these maneuvers or conditions.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide
Resource Listing, pages 221-222

JJ. OBJECTIVE:

The instructor will identify characteristics of bicycle riders.

CONTENT OUTLINE:

1. Any age but mostly younger riders
2. May or may not know bicycle laws
3. May be inattentive or compulsive
4. May change direction suddenly

LEARNING ACTIVITIES:

Discuss and list these on chalkboard or teacher made transparencies. Emphasize conflicts with younger bicycle riders. Point out the danger of sounding a car horn too close to a rider.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide
Resource Listing, pages 221-222

KK. OBJECTIVE:

The instructor will identify strategies for reducing conflicts with bicyclists.

CONTENT OUTLINE:

1. Increase space between car and bicyclist
2. Warn bicyclist of your presence/cautious use of horn
3. Signal your intentions
4. Reduce speed around bicyclists
5. Search for bicyclists in traffic
6. Be aware of surface conditions

LEARNING ACTIVITIES:

List these on teacher made transparencies or chalkboard and discuss them as they relate to Identify, Predict, Decide and Execute.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide

LL. OBJECTIVE:

The instructor will identify safe practices when following other traffic in the city.

CONTENT OUTLINE:

1. Maintain at least 2 second following distance
2. Look several cars ahead by looking through the windows of the car ahead.

3. Beware of sudden stops
4. Use quick glances to check space cushion

LEARNING ACTIVITIES:

Explain and demonstrate the 2-second following distance, 4-second stopping distance and 12-15 second visual lead. Discuss other strategies as they relate to Identify, Predict, Decide and Execute.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide

MM. OBJECTIVE:

The instructor will list reasons that oncoming traffic may create hazards in city traffic.

CONTENT OUTLINE:

1. Crossing the center line
2. Impaired driving
3. Poor judgment
4. Poor visibility
5. Areas of less space
6. Sudden moves of other cars, bicyclists, motorcyclists, and pedestrians
7. Areas of less traction

LEARNING ACTIVITIES:

Discuss these as they relate to Identify, Predict, Decide and Execute. Use chalkboard or teacher made transparencies to create a list from the class.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide

NN. OBJECTIVE:

The instructor will identify safe responses to dealing with tailgaters to your rear.

CONTENT OUTLINE:

1. Increase your following distance by slowing down
2. Move to the right
3. Signal early any of your maneuvers
4. Flash brake lights

LEARNING ACTIVITIES:

Explain that increasing your following distance reduces the likelihood of sudden stops or swerves which create more problems for the tailgater.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide

OO. OBJECTIVE:

The instructor will explain good visual habits when using rearview mirrors.

CONTENT OUTLINE:

1. City driving -- scan every 5 seconds or so
2. Rural driving -- scan every 10 seconds or so
3. Make adjustments based on traffic volume
4. Outside mirror differences—right and left

LEARNING ACTIVITIES:

Question the class as to when to use mirrors. Explain why it is crucial to use mirrors. Demonstrate the outside mirror differences.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide

PP. OBJECTIVE:

The instructor will explain the concept of "covering the brake".

CONTENT OUTLINE:

"Covering the brake" -- placing the right foot just above the brake pedal without depressing the pedal. Reduces driver's reaction time.

LEARNING ACTIVITIES:

Demonstrate this technique and introduce total stopping distance. Discuss problems involved with left foot braking.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide

QQ. OBJECTIVE:

The instructor will explain lane choice and lane position on different types of streets in the city.

CONTENT OUTLINE:

1. Lane choice
 - a. Single lane, two-way streets
 - b. Multiple lane streets
 - (1) Right lane
 - (2) Center lane
 - (3) Left lane
 - c. One-way streets
2. Lane position
 - a. Left
 - b. Center
 - c. Right
3. Choice depends on the maneuver
4. Lane change procedure

LEARNING ACTIVITIES:

Use traffic board or intersection diagrams to explain these. Emphasize turning from the closest lane to the closest lane on multi-lane streets. Discuss possible conflicts with pedestrians, joggers and other traffic.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide

RR. OBJECTIVE:

The instructor will explain potential conflicts with other users in city driving and discuss solutions.

CONTENT OUTLINE:

1. Pedestrians
2. Bicyclists
3. Emergency vehicles: Discuss with students
 - a. What is the law?
 - b. Proper response

4. Buses
5. Parking lots and shopping centers: Discuss with students the following solutions.
 - a. Drive slowly
 - b. Follow pavement markings
 - c. Search for pedestrians
 - d. Park correctly
 - e. Back slowly
6. .Escort vehicles
7. Trains

LEARNING ACTIVITIES:

Identify other users with the class. Relate these to the Identify, Predict, Decide and Execute strategy.

RESOURCE MATERIAL:

Driver Education and Resource Guide

SS. OBJECTIVE:

The instructor will identify prime search areas in the residential traffic environment.

CONTENT OUTLINE:

1. Intersections
 - a. Controlled
 - b. Uncontrolled
2. Driveways
3. Parked cars
4. Bicyclists, pedestrians, joggers
5. Parks
6. Schools

LEARNING ACTIVITIES:

Ask the class to generate a list of potential conflicts in a residential area. Relate to the Identify, Predict, Decide and Execute strategy.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide
Experience

TT. OBJECTIVE:

The instructor will explain safe driving practices one might use for successfully traveling in residential areas.

CONTENT OUTLINE:

1. Search systematically
2. Reduce speed
3. Cover the brake
4. Predict actions of others

LEARNING ACTIVITIES:

List on teacher made transparencies or chalkboard these strategies and discuss them with the class.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide

UU. OBJECTIVE:

The instructor will identify factors that make open highway driving dangerous.

CONTENT OUTLINE:

1. Increased speed/increased stopping distances
2. Need for more sight distance
3. Limited space
4. Space cushion
5. Types of traffic controls
6. Roadside hazards

LEARNING ACTIVITIES:

List these on teacher made transparencies or chalkboard and discuss them with the class.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide

VV. OBJECTIVE:

The instructor will identify critical visual search patterns for highway driving.

CONTENT OUTLINE:

1. Scan ahead
2. Scan side roads
3. Check shoulder width and depth
4. Surface materials
5. Rearview mirror
6. Speed/Gauges
7. Limited visibility

LEARNING ACTIVITIES:

Question the class as to the critical search areas and relate their answers to Identify, Predict, Decide and Execute. List these on teacher made transparencies or chalkboard.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide

WW. OBJECTIVE:

The instructor will explain speed-warning signs associated with curves.

CONTENT OUTLINE:

The speed sign is advisory.

LEARNING ACTIVITIES:

Discuss this with the class.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide

XX. OBJECTIVE:

The instructor will explain special adjustments needed for certain hazards in highway driving.

CONTENT OUTLINE:

1. Hills (uphill and downhill)
2. Intersections
3. Following distance
4. Slow-moving traffic
5. Animals

6. Meeting oncoming vehicles
7. Railroad crossings

LEARNING ACTIVITIES:

Discuss and list each of these special situations in terms of search and speed control.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide

YY. OBJECTIVE:

The instructor will identify important factors associated with driving on multi-lane highways.

CONTENT OUTLINE:

1. Divided highway
2. Lane choice
3. Turning left or right
4. Entering or leaving a multi-lane highway

LEARNING ACTIVITIES:

Lead the class to a discussion of high speed, multi-lane highways. Relate to lane choice, maneuvers and Identify, Predict, Decide and Execute.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide

ZZ. OBJECTIVE:

The instructor will identify critical checks to make while preparing to pass another vehicle.

CONTENT OUTLINE:

1. Check if it is legal to pass
2. Check highway ahead
3. Check surface materials
4. Check for space ahead to complete the pass
5. Check shoulders ahead
6. Check for driveways and intersections
7. Check mirrors for others passing you
8. Check blind spot

LEARNING ACTIVITIES:

List the checks on chalkboard or teacher made transparencies. Discuss each as it relates to Identify, Predict, Decide and Execute.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide

AAA. OBJECTIVE:

The instructor will list the steps for safely passing another vehicle once you have determined it is safe to do so.

CONTENT OUTLINE:

1. Check mirrors
2. Signal
3. Check blind spot
4. Change lanes smoothly
5. Accelerate rapidly (speed limit)
6. Maintain speed during pass
7. Check inside mirror for view of the front of the vehicle you are attempting to pass.
8. Signal
9. Check blind spot
10. Change lanes when safe to do so.

11. Maintain speed while passing
12. Adjust speed

LEARNING ACTIVITIES:

List the steps on teacher made transparencies or chalkboard. Question the class as to the proper procedure.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide
Procedure sheets at the end of Unit Theme 5

BBB. OBJECTIVE:

The instructor will identify a driver's responsibilities when being passed.

CONTENT OUTLINE:

1. Keep to the right
2. Maintain speed or slow down
3. Adjust your speed to vehicle that did the passing

LEARNING ACTIVITIES:

List these responsibilities on chalkboard or teacher made transparencies and discuss them with the class.
Review last clear chance law.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide

CCC. OBJECTIVE:

The instructor will list several no-passing situations.

CONTENT OUTLINE:

1. Intersections
2. Hills
3. Curves
4. Railroad tracks
5. Bridges/Underpasses
6. No passing zone
7. Adverse conditions

LEARNING ACTIVITIES:

Question the class and list their responses on chalkboard. Ask "why?" to each response.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide
Mississippi Drivers Manual

DDD. OBJECTIVE:

The instructor will identify factors associated with driving in extreme conditions.

CONTENT OUTLINE:

1. Mountains
 - a. Up and down - gravity
 - b. Weather conditions
 - c. Altitude effects
2. Deserts
 - a. Safety factors
 - b. Extreme weather conditions

LEARNING ACTIVITIES:

Discuss the effects on the driver and the vehicle.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide

EEE. OBJECTIVE:

The instructor will describe driving adjustments necessary when interacting with large vehicles.

CONTENT OUTLINE:

1. Tractor-trailer
 - a. Speed
 - b. Wind conditions
 - c. Adverse weather
2. Wide-load vehicles
3. Buses
4. Military convoys
5. Emergency vehicles
6. Following distance (many drivers get too close to the back of the trailer and the truck driver can't see them in their mirrors)

LEARNING ACTIVITIES:

Discuss these with the class.

RESOURCE MATERIAL:

FFF. OBJECTIVE:

The instructor will identify the characteristics of an expressway and explain why they have a relatively low collision rate.

CONTENT OUTLINE:

1. Limited access
2. High speed
3. Few traffic control devices
4. Usually divided
5. Only motorized vehicles allowed
6. No intersections

LEARNING ACTIVITIES:

List these on chalkboard or teacher made transparencies and discuss the term "Limited access".

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide

GGG. OBJECTIVE:

The instructor will identify types of interchanges associated with expressways.

CONTENT OUTLINE:

1. Diamond
2. Trumpet
3. Directional
4. Clover Leaf

LEARNING ACTIVITIES:

Diagram these or use diagrams to explain traffic flow on these interchanges.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide
Mississippi Drivers Manual

HHH. OBJECTIVE:

The instructor will define "gap selection" when entering an expressway.

CONTENT OUTLINE:

Gap selection -- selecting a break or space in traffic where you can join the traffic flow safely without disrupting the flow.

LEARNING ACTIVITIES:

Ask the class for their definition. Explain the correct definition and ask the class for situations when gap selection is critical.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide

III. OBJECTIVE:

The instructor will identify and explain the roadway areas associated with entering expressways.

CONTENT OUTLINE:

1. Entrance ramp
 - a. Gap selection
 - b. No stopping
2. Acceleration lane
 - a. Check gap
 - b. Speed up
 - c. No stopping
3. Merge area
 - a. Gap selection
 - b. Lane change
 - c. Speed adjustment

LEARNING ACTIVITIES:

Draw these on chalkboard, teacher made transparencies or use a traffic board. Explain what occurs in each area.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide

JJJ. OBJECTIVE:

The instructor will list the steps associated with entering an expressway.

CONTENT OUTLINE:

1. On entrance ramp
 - a. Check traffic ahead
 - b. Signal
 - c. Search for gap by looking over your shoulder
2. On acceleration lane
 - a. Adjust speed to traffic flow
 - b. Check for gap by looking over your shoulder
3. In merge area
 - a. Decide on gap
 - b. Change lanes smoothly
 - c. Adjust speed
 - d. Cancel signal

LEARNING ACTIVITIES:

List these on chalkboard or teacher made transparencies and discuss how they relate to Identify, Predict, Decide and Execute.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide
Procedure sheets at the end of Unit Theme 5

KKK. OBJECTIVE:

The instructor will identify a "weave" lane or interchange and the driver's responsibilities in these areas.

CONTENT OUTLINE:

1. Definition -- an area where traffic is both entering and exiting the expressway.
2. General responsibility -- the driver leaving the expressway should yield to the driver entering.
3. Evaluate the situations.

LEARNING ACTIVITIES:

Diagram a "weave" lane and discuss the conflicts associated with it. Relate strategies for success to Identify, Predict, Decide and Execute.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide

LLL. OBJECTIVE:

The instructor will identify problems associated with entering an expressway.

CONTENT OUTLINE:

1. On the entrance ramp
2. In the acceleration lane
3. In the merge area

LEARNING ACTIVITIES:

Diagram a "weave" lane and discuss the conflicts associated with it. Relate strategies for success to Identify, Predict, Decide and Execute.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide
Procedure sheets at the end of Unit Theme 5

MMM. OBJECTIVE:

The instructor will identify factors associated with safe driving practices on expressways.

CONTENT OUTLINE:

1. Lane choice
2. Traffic control devices
3. Proper exit
4. Speed of traffic and speed limits
5. Following distance
6. Blind spots
7. Merge areas
8. Passing and being passed
9. Entering traffic

LEARNING ACTIVITIES:

Question the class as to these factors. Discuss each as they are given. Add any additional factors.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide
Procedure sheets at the end of Unit Theme 5

NNN. OBJECTIVE:

The instructor will list the correct procedures for exiting an expressway.

CONTENT OUTLINE:

1. On the expressway
 - a. Move into lane nearest the exit
 - b. Check mirrors
 - c. Signal early
 - d. Maintain speed as much as possible
2. In deceleration lane
 - a. Lane change smoothly to deceleration lane
 - b. Slow your speed
 - c. Check exit ramp speed
3. On exit ramp
 - a. Adjust your speed
 - b. Check end of ramp

LEARNING ACTIVITIES:

List these on chalkboard or teacher made transparencies. Discuss each and relate to Identify, Predict, Decide and Execute.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide
Procedure sheets at the end of Unit Theme 5

OOO. OBJECTIVE:

The instructor will list problems associated with exiting the expressway.

CONTENT OUTLINE:

1. "Weave" lane
2. Ramp overflow
3. Short deceleration lanes
4. Natural forces-centrifugal forces

LEARNING ACTIVITIES:

Question the class on these. Discuss their responses. List any others necessary.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide
Procedure sheets at the end of Unit Theme 5

PPP. OBJECTIVE:

The instructor will define "toll road" and identify special concerns associated with tollbooths.

CONTENT OUTLINE:

1. Definition -- an expressway or roadway in which the driver must pay a fee to drive upon
2. Tollbooth problems
 - a. Traffic positioning prior to tollbooth
 - b. Quick deceleration
 - c. Traffic back-up
 - d. Exact change lanes
 - e. Toll tickets and receipts
 - f. Non-payment of toll

LEARNING ACTIVITIES:

Discuss these and special characteristics of toll roads. Emphasize conflicts at toll- booths.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide

QQQ. OBJECTIVE:

The instructor will define "highway hypnosis" and describe ways to prevent this problem.

CONTENT OUTLINE:

1. Definition -- driver becomes inattentive to the task of driving because of long, monotonous miles of highway; staring produces drowsiness and possibly falling asleep.
2. Preventive measures:
 - a. Open windows
 - b. Turn on radio
 - c. Take breaks
 - d. Keep eyes moving
 - e. Talk with passengers
 - f. Let someone else drive

LEARNING ACTIVITIES:

Define for the class and discuss ways to combat this phenomena.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide

RRR. OBJECTIVE:

The instructor will define "velocitization".

CONTENT OUTLINE:

Definition -- long distances at high speeds produces a velocitized driver. When speeds are then lower, the driver may continue driving at highway speed. Be alert when moving into lower speed areas.

LEARNING ACTIVITIES:

Define for the class and discuss ways to combat this phenomena.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide

PROCEDURES

Entering an Expressway

1. Check traffic of the lane into which you intend to enter.
2. Check rear and side-view mirrors.
3. Signal left.
4. Check blind spots.
5. Judge the speed of oncoming traffic and adjust the speed of your vehicle so that you may enter traffic without creating a hazard.
6. Continue well out into the acceleration lane and then blend with traffic (joining).
7. Move smoothly into the correct lane.
8. Check to be sure that turn signal is off.
9. Immediately survey the traffic scene for any new hazards.

Blending with Traffic Flow Smoothly

1. Continually search and scan the traffic scene for vehicles entering and exiting the traffic scene.
2. Be alert for traffic signs which will alert you as to position of acceleration and deceleration lanes.
3. Slow and allow an entering vehicle to merge ahead of your car; or
4. Speed up and allow the vehicle to enter behind you; or
5. Change lanes and allow the driver to enter beside you.
6. Be alert for drivers that fail to signal.
7. Be alert for drivers who may pull directly into your path.
8. Be alert for drivers that may have missed their exit and have stopped or are illegally backing up.

Exiting an Expressway

1. Make sure that you are in the correct lane for utilizing the deceleration lane.
2. Signal right prior to entering the deceleration lane.
3. Check rear and side-view mirrors.
4. Check blind spots.
5. Wait until after you have entered the deceleration lane to slow speed.
6. Make turn onto deceleration lane and then slow speed.
7. Continue driving and blend with traffic.
 - a. Slow so as not to alter traffic flow.
 - b. Speed up so as not to create a hazard.
8. Judge the speed of other vehicles and adjust your speed to match the movement of the general traffic flow.

CLASSROOM SECTION : TEST

TEST (UNIT 5)

TIME: 1 hour

PURPOSE: To test the student's knowledge of concepts and procedures learned to date.

EVALUATION: Teacher-made test covering Unit.

PURPOSE: To test the student's knowledge of concepts and procedures learned to date.

EVALUATION: Teacher-made test covering Units 1-4

CLASSROOM SECTION

UNIT THEME 6: NATURAL LAWS AFFECTING VEHICLE AND OPERATOR PERFORMANCE

OBJECTIVES:

- A. The instructor will define gravity and how it relates to vehicle performance.
- B. The instructor will define kinetic energy and explain how it relates to speed.
- C. The instructor will classify three kinds of friction and explain the general conditions that determine the amount of friction and the traction of the surface.
- D. The instructor will explain the natural laws and other factors that affect cars in curves.
- E. The instructor will list the various ways tires send messages to the driver.
- F. The instructor will list and explain the various parts that make up total stopping distance.
- G. The instructor will explain and identify factors affecting force of impact in a crash.
- H. The instructor will explain the “two-crash concept” that occurs in automobile collisions.

PURPOSE: To acquaint the student with laws of nature such as friction, gravity, centrifugal force, energy and others that effect performance capabilities.

OBJECTIVES:

A. OBJECTIVE:

The instructor will define gravity and how it relates to vehicle performance.

CONTENT OUTLINE:

Gravity is the force that pulls objects toward the earth.

1. Uphill and downhill effects
2. Center of gravity of a vehicle
 - a. High Center of Gravity
 - b. Low Center of Gravity

LEARNING ACTIVITIES:

Define and discuss the term "center of gravity" of a vehicle. Also, discuss handling characteristics of various types of vehicles.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide

B. OBJECTIVE:

The instructor will define kinetic energy and explain how it relates to speed.

CONTENT OUTLINE:

1. Kinetic energy -- the energy of motion.
2. Kinetic energy varies with the square of speed increase.

LEARNING ACTIVITIES:

Draw examples of speed increases and relate this to kinetic energy:

<u>Speed</u>	<u>Speed Increase</u>	<u>Kinetic Energy</u>
20-40 mph	X 2	$2^2 = X 4$
20-60 mph	X 3	$3^2 = X 9$

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide

C. OBJECTIVE:

The instructor will classify three kinds of friction and explain the general conditions that determine the amount of friction and the traction of the surface.

CONTENT OUTLINE:

Define friction and traction

Kinds

1. Static
2. Rolling
3. Sliding

Determination

1. Tire tread
2. Tire inflation
3. Road surface conditions

LEARNING ACTIVITIES:

Discuss each type of friction in relation to car control and the factors affecting friction and traction.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide

D. OBJECTIVE:

The instructor will explain the natural laws and other factors that affect cars in curves.

CONTENT OUTLINE:

1. Gravity

2. Friction
3. Centrifugal force
4. Speed
5. Sharpness of curve
6. Banking of curve
7. Center of gravity

LEARNING ACTIVITIES:

List and discuss each of these in terms of control and relate to the Identify, Predict, Decide and Execute strategy.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide

E. OBJECTIVE:

The instructor will list the various ways tires send messages to the driver.

CONTENT OUTLINE:

1. Senses
 - a. Feel
 - b. Hear
 - c. Smell
2. Blowout
3. Out of balance
4. Out of alignment
4. Low pressure

LEARNING ACTIVITIES:

Discuss using a person's senses to interpret messages from tires. Discuss the car's reactions to tire problems.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide

F. OBJECTIVE:

The instructor will list and explain the various parts that make up total stopping distance.

CONTENT OUTLINE:

- Total Stopping Distance
1. Perception distance
 2. Reaction distance
 3. Braking distance

Factors that affect Total Stopping Distance

1. Speed
2. Car condition
3. Roadway surface
4. Driver condition

LEARNING ACTIVITIES:

List these on a teacher made transparencies or chalkboard. Discuss factors that affect each with the class.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide

G. OBJECTIVE:

The instructor will explain and identify factors affecting force of impact in a crash.

CONTENT OUTLINE:

Force of impact -- how hard an object collides with another object in a collision.

1. Speed
2. Weight

Reducing injury severity

1. Safety belts
2. Car design front and rear
3. Bumpers
4. Side door beams
5. Energy-absorbing steering columns and wheels
6. Windshield design
7. Padded dash
8. Head restraints
9. Air bags

LEARNING ACTIVITIES:

1. Discuss with the class. Emphasize that force of impact also varies with the square of speed.

2. Emphasize the role of safety belts and air bags.
3. Discuss Mississippi Seat Belt Law and Child Safety Seat Law.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide
Mississippi Driver's Manual
Section 63-2-1, MS Code of 1972 Annotated

H. OBJECTIVE:

Explain the "two-crash concept" that occurs in automobile collisions.

CONTENT OUTLINE:

First crash -- the car with another object.
Second crash -- occupants in the car with another object.

LEARNING ACTIVITIES:

Discuss with the class.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide

SEAT BELT LAWS

Mississippi has two laws which require safety belt use in motor vehicles:

1. Section 63 – 2 – 1 , MS Code of 1972 Annotated (Mandatory Seat Belt Law)
2. Section 63 – 7- 301, MS Code of 1972 Annotated (Child Passenger Restraint Law)

Mandatory Seat Belt



ALL front seat occupants must wear seat belts. All children under the age of 8 must wear seat belts seated in either front or back seats. There are a few exceptions such as:

1. Registered farm vehicles.
2. Written verification from a licensed physician.
3. A rural letter carrier employed by the US Postal Service while performing duties.

Child Passenger Restraint Law



ALL children up to age 4 travelling in vehicles on roadways, streets, and highways in Mississippi must be secured in an appropriate child safety seat. All children under age 8 must be secured in a restraint system. Driver and front passengers must be secured.

CLASSROOM SECTION:

UNIT THEME 7: ADVERSE CONDITIONS

OBJECTIVES:

- A. The instructor will identify the risks associated with low visibility.
- B. The instructor will identify times when visibility is reduced.
- C. The instructor will describe driving practices designed to compensate for low visibility at night.
- D. The instructor will describe how one might drive in conditions of low visibility caused by weather (rain, sleet, snow, fog).
- E. The instructor will explain why roads are most hazardous during the early part of a rainfall.
- F. The instructor will explain how and when hydroplaning occurs and defensive actions to take to prevent this phenomena.
- G. The instructor will explain the technique of "drying the brakes".
- H. The instructor will explain the steps involved in "rocking" the car if stuck in snow, etc.
- I. The instructor will explain the problems of driving on ice and defensive actions to take.
- J. The instructor will identify other areas of reduced traction.
- K. The instructor will describe three types of skids and their causes.
- L. The instructor will describe recovery techniques for the three types of skids.
- M. The instructor will describe defensive driving techniques in other types of adverse weather conditions.

PURPOSE:

To explain to the student the important procedures to use when driving in adverse conditions.

OBJECTIVES:

A. OBJECTIVE:

The instructor will identify the risks associated with low visibility.

CONTENT OUTLINE:

1. Chances of having a collision are greater.
2. Some 90% of driving clues are received by the eyes.

LEARNING ACTIVITIES:

Discuss these with the class. Relate the reduction of risks to the Identify, Predict, Decide, and Execute strategy.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide

B. OBJECTIVE:

The instructor will identify times when visibility is reduced.

CONTENT OUTLINE:

1. Rain
2. Fog
3. Dawn and dusk
4. Sleet
5. Snow
6. Sun glare from rising and setting sun
7. Night

LEARNING ACTIVITIES:

Ask the class for their ideas and list their answers on a chalkboard. Discuss the conditions corresponding to their responses.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide

C. OBJECTIVE:

The instructor will describe driving practices designed to compensate for low visibility at night.

CONTENT OUTLINE:

1. Headlights
 - a. Low beam requirements
 - b. High beam requirements
2. Overdriving your headlights
3. Eye movement
4. Meeting others at night
5. Mileage death rate at night
 - a. 2.5 times greater in urban areas
 - b. 3 times greater in rural areas

LEARNING ACTIVITIES:

Discuss using headlights and refer to Mississippi Code of 1972, annotated. (See Sections 63-7-31, 63-7-33, and 63-7-39). Discuss the term "overdriving the headlights".

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide

D. OBJECTIVE:

The instructor will describe how one might drive in conditions of low visibility caused by weather (rain, sleet, snow, fog).

CONTENT OUTLINE:

1. Reduce speed, drive slowly
2. Drive to the shoulder of the roadway, if too hazardous (emergency flashers)
3. Low beam headlights on
4. Do not crowd the centerline
5. Drive in tracks of vehicle ahead

LEARNING ACTIVITIES:

Question the class for the proper responses. List these on a chalkboard and discuss each response.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide

E. OBJECTIVE:

The instructor will explain why roads are most hazardous during the early part of a rainfall.

CONTENT OUTLINE:

Build up of oil, grease and other materials mixes with rain.

LEARNING ACTIVITIES:

Discuss this with the class.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide

F. OBJECTIVE:

The instructor will explain how and when hydroplaning occurs and defensive actions to take to prevent this phenomena.

CONTENT OUTLINE:

1. Hydroplaning is a combination of standing water, speed and tire condition.
Contributing factors:
 - a. Wet pavement
 - b. Tire tread
 - c. Tire pressure
 - d. Speed
2. Defensive actions
 - a. Replace worn tires
 - b. Inflate to maximum pressure
 - c. Reduce speed

LEARNING ACTIVITIES:

Relate hydroplaning to the types of friction discussed previously. List the factors that reduce hydroplaning on the chalkboard. Discuss each.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide

G. OBJECTIVE:

The instructor will explain the technique of "drying the brakes."

CONTENT OUTLINE:

Avoid deep water, if possible. If brakes get wet:

1. Accelerate gently with right foot
2. Apply light brake pressure with left foot
3. Test the brakes before proceeding

LEARNING ACTIVITIES:

List these on chalkboard. Explain each step.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide

H. OBJECTIVE:

The instructor will explain the steps involved in "rocking" the car if stuck in snow, etc.

CONTENT OUTLINE:

1. Front wheels straight
2. Apply gentle acceleration ahead
3. Apply brake when car stops
4. Shift to reverse
5. Apply gentle acceleration backwards
6. Repeat process

LEARNING ACTIVITIES:

List these on chalkboard and discuss them.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide

I. OBJECTIVE:

The instructor will explain the problems of driving on ice and defensive actions to take.

CONTENT OUTLINE:

1. Roadways are most slippery at 32° F.
2. Ice -- reduced traction
3. Ice on bridges
4. Ice in the shade
5. Ice in tire tracks
6. "Black ice"

LEARNING ACTIVITIES:

Discuss ways to determine if roadway is icy. Discuss the defensive actions to take.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide

J. OBJECTIVE:

The instructor will identify other areas of reduced traction.

CONTENT OUTLINE:

1. Gravel roads
2. Leaves on roadway
3. Construction areas
4. Others

LEARNING ACTIVITIES:

Ask the class to identify these. List their responses on chalkboard and discuss problems associated with these areas.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide

K. OBJECTIVE:

The instructor will describe three types of skids and their causes.

CONTENT OUTLINE:

1. Braking skid -- applied brakes too hard
2. Cornering skid -- speed or steering too much for conditions
3. Acceleration skid -- accelerated too much
4. Combination of any or all of these

LEARNING ACTIVITIES:

List these and discuss how drivers get into these types of skids.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide

L. OBJECTIVE:

The instructor will describe recovery techniques for the three types of skids.

CONTENT OUTLINE:

1. Acceleration skid -- release accelerator, restore rolling traction
2. Braking skid -- release brake, restore rolling traction

3. Cornering skid
 - a. Release accelerator, do not brake
 - b. Steer rapidly, hand-over-hand, in the direction you want the front of the car to go, do not oversteer
 - c. When car responds countersteer rapidly, hand-over-hand
 - d. Bring the car to straight
4. Use controlled braking to stop with or without anti-lock braking system

LEARNING ACTIVITIES:

Explain the terms "countersteer" and "controlled brake". List these steps on chalkboard and discuss.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide

M. OBJECTIVE:

The instructor will describe defensive driving techniques in other types of adverse weather conditions.

CONTENT OUTLINE:

1. Wind
 - a. Gusts
 - b. Crosswinds
2. Extremely hot weather
 - a. Vapor lock
 - b. Coolant level
 - c. Temperature gauge or light
 - d. Tire pressure
 - e. Exhaust intake when stopped behind another vehicle
3. Extremely cold weather
 - a. Keep moving
 - b. Exhaust leaks
 - c. Raising the engine

- d. Use of the parking brake
- e. Exhaust intake when stopped behind another vehicle

LEARNING ACTIVITIES:

Ask the class to identify other adverse conditions. Discuss defensive driving strategies for each condition listed.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide

CLASSROOM SECTION:

UNIT THEME 8: HANDLING VEHICLE EMERGENCIES

OBJECTIVES:

- A. The instructor will explain the actions drivers should take for certain emergencies caused by equipment failure.
- B. The instructor will explain the correct procedure for handling off-road recovery at both low and high speeds.
- C. The instructor will explain the controlled braking concept.
- D. The instructor will explain evasive steering techniques.
- E. The instructor will explain techniques to reduce the threat of various types of collisions.
- F. The instructor will describe ways to successfully deal with different types of roadway emergencies.
- G. The instructor will explain the vehicle actions and correct procedures for dealing with certain skid situations.

PURPOSE:

To familiarize the student with the actions necessary to handle emergencies caused by vehicular failure or driver error.

A. OBJECTIVE:

The instructor will explain the actions drivers should take for certain emergencies caused by equipment failure.

CONTENT OUTLINE:

1. Brake failure
2. Steering failure
3. Loss of forward vision
4. Tire failure
5. Stuck accelerator
6. Car fire
7. Engine stalls
8. Car stalls on railroad tracks
9. Lights

LEARNING ACTIVITIES:

List on chalkboard or teacher made transparencies the steps a driver takes for each of the equipment failures listed. Discuss each step with the class.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide

B. OBJECTIVE:

The instructor will explain the correct procedure for handling off-road recovery at both low and high speeds.

CONTENT OUTLINE:

1. Grip steering wheel firmly (9-3 position)
2. Let the car slow or use brakes lightly
3. Straddle the lane edge with car
4. Select the proper place to return, by considering the drop off depth
5. Check mirrors, signal left, check left blind spot

6. Steer sharply toward the roadway
7. Countersteer sharply when wheels hit pavement
8. Center car in lane

LEARNING ACTIVITIES:

Explain what it feels like to have two or four wheels off the roadway. List the steps on teacher made transparencies or chalkboard and discuss each step.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide

C. OBJECTIVE:

The instructor will explain the controlled braking concept.

CONTENT OUTLINE:

Apply the maximum pressure on brakes without locking the brakes.

LEARNING ACTIVITIES:

Review the procedure that was discussed in a previous unit. Stress brake pressure is different with different vehicles. Discuss "Anti-lock Braking System" (ABS).

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide; Owner's manual of car with ABS.

D. OBJECTIVE:

The instructor will explain evasive steering techniques.

CONTENT OUTLINE:

1. When it is used
2. 9-3 hand position
3. Steer/countersteer
4. No acceleration/no brakes

LEARNING ACTIVITIES:

Use an old steering wheel or pie pans to demonstrate this procedure. Emphasize countersteering.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide

E. OBJECTIVE:

The instructor will explain techniques to reduce the threat of various types of collisions.

CONTENT OUTLINE:

1. Head-on collision
2. Side-impact collision
3. Rear-end collision

LEARNING ACTIVITIES:

Discuss and list potential types of collisions. Ask the class to identify proper responses to avoiding these. Relate to Identify, Predict, Decide, and Execute (IPDE).

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide

F. OBJECTIVE:

The instructor will describe ways to successfully deal with different types of roadway emergencies.

CONTENT OUTLINE:

1. Potholes in roadway
2. Car in deep water
3. Sharp curve

4. Objects on the roadway

LEARNING ACTIVITIES:

List types of problems caused by the roadway and discuss ways to avoid or minimize these.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide

G. OBJECTIVE:

The instructor will explain the vehicle actions and correct procedures for dealing with certain skid situations.

CONTENT OUTLINE:

1. Rear wheel uncontrolled skid
2. Rear wheel skid with countersteer
3. Front wheel skid
4. Four-wheel lock-up

LEARNING ACTIVITIES:

Discuss again with the class the types of skids. List on teacher made transparencies or chalkboard, the proper procedures for recovering from these skids.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide

PROCEDURES

Off-Road Recovery

1. The student will accelerate down the cone-marked lane at a predetermined speed.
2. At the beginning of the curb, the student will drop the right wheels off the edge, while maintaining speed, or straddle the curb as he approaches.
3. The student will center the vehicle over the curb so the wheel has room to turn.
4. Halfway down the curb the student will turn the wheel approximately 45 degrees left, depending on the vehicle and speed.
5. As soon as the student feels or hears the right front wheel hit the curb, the student must immediately steer back to the right to maintain lane position.
6. The student should slow up, brake to a stop, and answer any questions.
7. The student should turn around and run the exercise the other way, dropping the left wheels off the edge. The procedure is the same except the steering directions are reversed.
8. The student should repeat the exercise until his performance is satisfactory.
9. Teacher should explain the need for proper mirror checks, signaling, blind spot check.

Loss of Brakes

1. Pump the hydraulic brakes with the right foot repeatedly or hold down ABS brakes.
2. Pull gear selector into as low a gear as possible.
3. Quickly activate right turn signal.
- 4a. Grasp emergency brake, release with left hand if on left side of vehicle, and pull out. Other hand (right) place at twelve o'clock on the steering wheel.
- 4b. Place left foot on emergency brake and push slowly and gently.
- 4c. If emergency brake is in center of car, press button and pull slowly and gently with right hand while placing left hand at twelve o'clock on the steering wheel.
5. Look for wide spot on shoulder to pull off or something soft to hit.

Stalled Engine

1. Push gear selector lever quickly to neutral (N) with right hand.
2. Do not press foot brake.
3. Re-start the vehicle quickly with right hand.
4. While doing above procedures, the left hand should be at twelve o'clock on the steering wheel.
5. When car starts, pull gear selector lever into drive (D), and accelerate.

Engine Fire

1. Apply medium brake and position car on right side of the lane.
2. Activate right turn signal and pull off the roadway, if possible.
3. Quickly set emergency brake and place in park, if automatic transmission.
4. Turn ignition off and pull hood latch.
4. Activate emergency flashers.
6. Get out of vehicle and get the fire extinguisher (take keys if it is in trunk).
7. Pull exterior hood latch and raise hood with small opening.
8. Spray foam under hood completely.
9. Quickly raise hood, get back, and continue spraying.

Straight-Line Blowout -- Right Front

1. The student will proceed down the cone-marked course at a speed selected by the instructor, usually 25 mph.
2. Midway in the course the instructor will blow the right front tire.

3. The student should take his/her foot off the accelerator, without braking, and steer to the left just enough to maintain lane position. Steering left is necessary to overcome the pull to the right caused by the right front tire increasing its rolling resistance.
4. After the student has slowed down and has control of the vehicle, the student will brake gently to a stop.
5. Move vehicles well off the road.

Straight-Line Blowout -- Right Rear

1. The student will proceed down the cone-marked course at a speed selected by the instructor, usually 25 mph.
2. Midway in the course the instructor will blow the right rear tire.
3. The student should take his/her foot off the accelerator, without braking, and hold the steering wheel straight. In this type of blowout, if the student steers right or left, it will cause the car to start to sway from side to side.
4. After the student has slowed down and has control of the vehicle, the student will brake gradually to a stop.
5. Move vehicles well off the road.

Blowout in a Curve -- Right Front

1. The student will proceed down the cone-marked course at a speed selected by the instructor, usually 25 mph.
2. In the curve, the instructor will blow the right front tire.
3. The student should take his/her foot off the accelerator, without braking, and the student will have to increase left steering input in order to maintain the position in the lane. This is necessary because the right front tire has increased its rolling resistance and lost its cornering ability, thereby creating a pull to the right.
4. The student should repeat the exercise until he/she has mastered the skill of handling a right front blowout in a curve.
5. Move vehicles well off the road.

Blowout in a Curve -- Right Rear

1. The student will proceed down the cone-marked course at a speed selected by the instructor, usually 25 mph.
2. In the curve, the instructor will blow the right rear tire.
3. The student should take his/her foot off the accelerator, without braking, and will have to take some of his left steering out in order to correct for the skid started by the blown rear tire. As soon as the student has corrected the skid, the student will then add more left steer in order to maintain his lane.
4. After the student has slowed down and has the vehicle under control, the student will brake gently to a stop.
5. Move vehicles well off the road.

CLASSROOM SECTION:

UNIT THEME 8: HANDLING VEHICLE EMERGENCIES

OBJECTIVES:

- H. The instructor will explain the actions drivers should take for certain emergencies caused by equipment failure.
- I. The instructor will explain the correct procedure for handling off-road recovery at both low and high speeds.
- J. The instructor will explain the controlled braking concept.
- K. The instructor will explain evasive steering techniques.
- L. The instructor will explain techniques to reduce the threat of various types of collisions.
- M. The instructor will describe ways to successfully deal with different types of roadway emergencies.
- N. The instructor will explain the vehicle actions and correct procedures for dealing with certain skid situations.

PURPOSE:

To familiarize the student with the actions necessary to handle emergencies caused by vehicular failure or driver error.

B. OBJECTIVE:

The instructor will explain the actions drivers should take for certain emergencies caused by equipment failure.

CONTENT OUTLINE:

1. Brake failure
2. Steering failure
3. Loss of forward vision
4. Tire failure
5. Stuck accelerator
6. Car fire
7. Engine stalls
9. Car stalls on railroad tracks
9. Lights

LEARNING ACTIVITIES:

List on chalkboard or teacher made transparencies the steps a driver takes for each of the equipment failures listed. Discuss each step with the class.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide

B. OBJECTIVE:

The instructor will explain the correct procedure for handling off-road recovery at both low and high speeds.

CONTENT OUTLINE:

1. Grip steering wheel firmly (9-3 position)
2. Let the car slow or use brakes lightly
3. Straddle the lane edge with car
4. Select the proper place to return, by considering the drop off depth
5. Check mirrors, signal left, check left blind spot

6. Steer sharply toward the roadway
7. Countersteer sharply when wheels hit pavement
8. Center car in lane

LEARNING ACTIVITIES:

Explain what it feels like to have two or four wheels off the roadway. List the steps on teacher made transparencies or chalkboard and discuss each step.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide

C. OBJECTIVE:

The instructor will explain the controlled braking concept.

CONTENT OUTLINE:

Apply the maximum pressure on brakes without locking the brakes.

LEARNING ACTIVITIES:

Review the procedure that was discussed in a previous unit. Stress brake pressure is different with different vehicles. Discuss "Anti-lock Braking System" (ABS).

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide; Owner's manual of car with ABS.

D. OBJECTIVE:

The instructor will explain evasive steering techniques.

CONTENT OUTLINE:

1. When it is used
2. 9-3 hand position
3. Steer/countersteer
5. No acceleration/no brakes

LEARNING ACTIVITIES:

Use an old steering wheel or pie pans to demonstrate this procedure. Emphasize countersteering.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide

E. OBJECTIVE:

The instructor will explain techniques to reduce the threat of various types of collisions.

CONTENT OUTLINE:

1. Head-on collision
2. Side-impact collision
3. Rear-end collision

LEARNING ACTIVITIES:

Discuss and list potential types of collisions. Ask the class to identify proper responses to avoiding these. Relate to Identify, Predict, Decide, and Execute (IPDE).

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide

F. OBJECTIVE:

The instructor will describe ways to successfully deal with different types of roadway emergencies.

CONTENT OUTLINE:

1. Potholes in roadway
2. Car in deep water
3. Sharp curve

4. Objects on the roadway

LEARNING ACTIVITIES:

List types of problems caused by the roadway and discuss ways to avoid or minimize these.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide

G. OBJECTIVE:

The instructor will explain the vehicle actions and correct procedures for dealing with certain skid situations.

CONTENT OUTLINE:

1. Rear wheel uncontrolled skid
2. Rear wheel skid with countersteer
3. Front wheel skid
4. Four-wheel lock-up

LEARNING ACTIVITIES:

Discuss again with the class the types of skids. List on teacher made transparencies or chalkboard, the proper procedures for recovering from these skids.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide

PROCEDURES

Off-Road Recovery

1. The student will accelerate down the cone-marked lane at a predetermined speed.
2. At the beginning of the curb, the student will drop the right wheels off the edge, while maintaining speed, or straddle the curb as he approaches.
3. The student will center the vehicle over the curb so the wheel has room to turn.
4. Halfway down the curb the student will turn the wheel approximately 45 degrees left, depending on the vehicle and speed.
5. As soon as the student feels or hears the right front wheel hit the curb, the student must immediately steer back to the right to maintain lane position.
6. The student should slow up, brake to a stop, and answer any questions.
7. The student should turn around and run the exercise the other way, dropping the left wheels off the edge. The procedure is the same except the steering directions are reversed.
10. The student should repeat the exercise until his performance is satisfactory.
11. Teacher should explain the need for proper mirror checks, signaling, blind spot check.

Loss of Brakes

1. Pump the hydraulic brakes with the right foot repeatedly or hold down ABS brakes.
2. Pull gear selector into as low a gear as possible.
5. Quickly activate right turn signal.
- 4a. Grasp emergency brake, release with left hand if on left side of vehicle, and pull out. Other hand (right) place at twelve o'clock on the steering wheel.
- 4b. Place left foot on emergency brake and push slowly and gently.
- 4c. If emergency brake is in center of car, press button and pull slowly and gently with right hand while placing left hand at twelve o'clock on the steering wheel.
5. Look for wide spot on shoulder to pull off or something soft to hit.

Stalled Engine

1. Push gear selector lever quickly to neutral (N) with right hand.
2. Do not press foot brake.
3. Re-start the vehicle quickly with right hand.
4. While doing above procedures, the left hand should be at twelve o'clock on the steering wheel.
5. When car starts, pull gear selector lever into drive (D), and accelerate.

Engine Fire

1. Apply medium brake and position car on right side of the lane.
2. Activate right turn signal and pull off the roadway, if possible.
3. Quickly set emergency brake and place in park, if automatic transmission.
4. Turn ignition off and pull hood latch.
6. Activate emergency flashers.
6. Get out of vehicle and get the fire extinguisher (take keys if it is in trunk).
7. Pull exterior hood latch and raise hood with small opening.
8. Spray foam under hood completely.
9. Quickly raise hood, get back, and continue spraying.

Straight-Line Blowout -- Right Front

1. The student will proceed down the cone-marked course at a speed selected by the instructor, usually 25 mph.
2. Midway in the course the instructor will blow the right front tire.

3. The student should take his/her foot off the accelerator, without braking, and steer to the left just enough to maintain lane position. Steering left is necessary to overcome the pull to the right caused by the right front tire increasing its rolling resistance.
4. After the student has slowed down and has control of the vehicle, the student will brake gently to a stop.
5. Move vehicles well off the road.

Straight-Line Blowout -- Right Rear

1. The student will proceed down the cone-marked course at a speed selected by the instructor, usually 25 mph.
2. Midway in the course the instructor will blow the right rear tire.
3. The student should take his/her foot off the accelerator, without braking, and hold the steering wheel straight. In this type of blowout, if the student steers right or left, it will cause the car to start to sway from side to side.
4. After the student has slowed down and has control of the vehicle, the student will brake gradually to a stop.
5. Move vehicles well off the road.

Blowout in a Curve -- Right Front

1. The student will proceed down the cone-marked course at a speed selected by the instructor, usually 25 mph.
2. In the curve, the instructor will blow the right front tire.
3. The student should take his/her foot off the accelerator, without braking, and the student will have to increase left steering input in order to maintain the position in the lane. This is necessary because the right front tire has increased its rolling resistance and lost its cornering ability, thereby creating a pull to the right.
4. The student should repeat the exercise until he/she has mastered the skill of handling a right front blowout in a curve.
5. Move vehicles well off the road.

Blowout in a Curve -- Right Rear

1. The student will proceed down the cone-marked course at a speed selected by the instructor, usually 25 mph.
2. In the curve, the instructor will blow the right rear tire.
3. The student should take his/her foot off the accelerator, without braking, and will have to take some of his left steering out in order to correct for the skid started by the blown rear tire. As soon as the student has corrected the skid, the student will then add more left steer in order to maintain his lane.
5. After the student has slowed down and has the vehicle under control, the student will brake gently to a stop.
5. Move vehicles well off the road.

CLASSROOM SECTION

UNIT THEME 9: DRIVER FITNESS

OBJECTIVES:

- A. The instructor will identify various visual characteristics and how they relate to driving.
- B. The instructor will identify driving clues that can be picked up using the other senses of the body.
- C. The instructor will discuss various temporary physical disabilities that may affect driving.
- D. The instructor will discuss the effects and characteristics of carbon monoxide (CO) on the driver.
- E. The instructor will identify various permanent disabilities, both physical and mental, that do not prohibit a driver from driving. (Individualized Education Plan [IEP]).
- F. The instructor will provide information about handicapped drivers.
- G. The instructor will explain how emotions affect the Identify, Predict, Decide and Execute (IPDE) process when driving.
- H. The instructor will identify ways to control emotions and their effects on driving.
- I. The instructor will explain risk taking and why it can be hazardous.
- J. The instructor will describe ways to control risk in driving.

PURPOSE:

To present the student information concerning physical and mental qualifications for driving and the effects that alcohol and other drugs have on driver capabilities.

OBJECTIVES:

A. OBJECTIVE:

The instructor will identify various visual characteristics and how they relate to driving.

CONTENT OUTLINE:

1. Visual acuity
2. Color vision
3. Field of vision
4. Depth perception
5. Night vision
6. Glare recovery
7. Car speed and vision
8. Car design and vision

LEARNING ACTIVITIES:

Define each term associated with vision and discuss why they are important to driving.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide

B. OBJECTIVE:

The instructor will identify driving clues that can be picked up using the other senses of the body.

CONTENT OUTLINE:

1. Hearing
2. Touch
3. Smell

LEARNING ACTIVITIES:

Explain the other senses and question the class as to what clues they can identify with each of the other senses. Discuss the importance of hearing as it relates to Identify, Predict, Decide and Execute (IPDE).

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide

C. OBJECTIVE:

The instructor will discuss various temporary physical disabilities that may affect driving.

CONTENT OUTLINE:

1. Fatigue
2. Colds or flu
3. Injuries
4. Many medicines

LEARNING ACTIVITIES:

Ask the class how each of these affects their ability to drive. List their answers and discuss each.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide
Warning labels from all medicines

D. OBJECTIVE:

The instructor will discuss the effects and characteristics of carbon monoxide (CO) on the driver.

CONTENT OUTLINE:

1. Carbon monoxide
 - a. Colorless, odorless, tasteless gas
 - b. Exhaust fumes
 - c. Physical signs of CO poisoning
 - d. Locations where CO poisoning may occur
 - e. How to reduce the likelihood of CO poisoning

LEARNING ACTIVITIES:

Discuss the dangers of CO poisoning and where these may occur. Stress ventilation.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide

E. OBJECTIVE:

The instructor will identify various permanent disabilities, both physical and mental, that do not prohibit a driver from driving (IEP).

CONTENT OUTLINE:

1. Physical disabilities
 - a. Paraplegia IEP Doctors & Therapists Decide
 - b. Quadriplegia IEP Doctors & Therapists Decide
 - c. Loss of sight in one eye
 - d. Cerebral Palsy
 - e. Dwarfism
 - f. Ataxia
 - g. Multiple Sclerosis
 - h. Spinal Bifida
 - i. Head Trauma
 - j. Epilepsy
2. Mental disabilities
 - a. Anxiety

- b. Depression
 - c. Mental illness
3. Chronic illnesses
- a. High blood pressure
 - b. Stress
 - c. Effects of medication
 - d. Stroke
 - e. Heart problems
 - f. Diabetes

LEARNING ACTIVITIES:

Discuss these disabilities with the class. Present information about driving and driving schools for the handicapped. Show and discuss the use of handicap controls on vehicles.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide

F. OBJECTIVE:

The instructor will provide information about handicapped drivers.

CONTENT OUTLINE:

Content may be assembled from Section 63-1-9 (d), Mississippi Code of 1972, annotated

LEARNING ACTIVITIES:

Present to the class the information in Mississippi State Statute

RESOURCE MATERIAL:

Motor Vehicle Laws of Mississippi – "Rules of the Road"

G. OBJECTIVE:

The instructor will explain how emotions affect the Identify, Predict, Decide and Execute (IPDE) process when driving.

CONTENT OUTLINE:

1. Identify various emotions
2. Mental effects of emotions
3. Physical effects of emotions
4. Anger and IPDE
5. Passengers affect emotions
6. Peer pressure effects emotions

LEARNING ACTIVITIES:

Question the class as to different types of emotions and how they may affect driving. Set up a role play situation if appropriate.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide

H. OBJECTIVE:

The instructor will identify ways to control emotions and their effects on driving.

CONTENT OUTLINE:

1. Use correct driving procedures
2. Anticipate situations

3. Regain self-control
4. Be in control or do not drive
5. Analyze your mistakes

LEARNING ACTIVITIES:

Discuss these strategies with the class. If appropriate, repeat role play situation using these positive techniques.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide

I. OBJECTIVE:

The instructor will explain risk taking and why it can be hazardous.

CONTENT OUTLINE:

1. Taking unnecessary chances
2. Risk taking is different for each person
3. Age and experience factors
4. Situational factors
5. Peer pressure

LEARNING ACTIVITIES:

Discuss risk taking and assessment with the class. Relate this to Identify, Predict, Decide and Execute (IPDE) and driving.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide

J. OBJECTIVE:

The instructor will describe ways to control risk in driving.

CONTENT OUTLINE:

1. Assessing risk correctly
 - a. Car condition
 - b. Own driving ability
 - c. Reaction of others
 - d. Situational

2. Ways of reducing risk
 - a. Following distance
 - b. Speed control
 - c. Proper scanning
 - d. Distractions

LEARNING ACTIVITIES:

Discuss these with the class.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide

CLASSROOM SECTION : TEST

TEST (UNITS 6 - 9)

TIME: 1 hour

PURPOSE: To test the student's knowledge of concepts and procedures learned to date.

EVALUATION: Teacher-made test covering Units 6-9

CLASSROOM SECTION:

UNIT THEME 10: ALCOHOL AND OTHER DRUGS

OBJECTIVES:

- A. The instructor will relate to the students the consequences of driving under the influence as it pertains to the responsibility of others.
- B. The instructor will explain the effect of alcohol/drugs on driving skills.
- C. The instructor will discuss the legal consequences of driving under the influence.
- D. The instructor will discuss the awareness of and assess the influence on behavior as it relates to alcohol/drug usage.
- E. The instructor will discuss the community resources that are available to individuals for information and for those individuals having a problem with alcohol/drugs.

PURPOSE: To provide the student with information about alcohol and other drugs and how their use and misuse affect the driver.

ALCOHOL/DRUG EDUCATION FOR DRIVER EDUCATION

INTRODUCTION

As teachers of driver education, you recognize first of all that it is illegal for the school population (under 21 years of age) to use alcohol; nevertheless, you also recognize that some of these same young people do use alcohol and some do drive after drinking. They may enjoy the beverage, or the effect, or being accepted in a particular group, or making this choice on their own. Some may be rebelling against parental restrictions, others may be following their families' custom.

It is from the realization that some young people do drive after drinking that this unit on Drug Education for Driver Education was developed. The material included is believed to be the most pertinent for the beginning driver. It includes: the assessment of the influence of alcohol and other drugs on behavior and driving skills, consequences (legal and non-legal) of driving under the influence of either alcohol or other drugs, alternatives to driving and to consuming alcohol or using their drugs, and local community resources available for information or assistance with alcohol/drug related problems.

"Zero Tolerance For Minors"

MCS §63-11-30-(3) is amended so as to prescribe the new language of Zero Tolerance for Minors which applies only to persons under 21 years who have a blood alcohol concentration (BAC) of .02% or more, but lower than .08%. As noted below, a BAC of .08% or more is governed by subsection (2) of MCA §63-11-30 regarding adult penalties.

First offense penalties:

Upon conviction, require license suspension of 90 days, fine of \$250, and attendance of MASEP. The Court may also require attendance at a victim impact panel. A first offense violation is subject to reduction of license suspension to 30 days if the person did not refuse the chemical test and otherwise qualifies under the hardship provision. At the discretion of the court, the first offense violation may be non-adjudicated; thereafter, a private notation will be maintained for court determination of non-adjudication eligibility.

Second offense penalties:

Upon conviction (within a 5 year period) require license suspension of one (1) year and a fine of no more than \$500. Upon successful completion of a certified alcohol/drug treatment program, the license suspension may be reduced to 6 months.

Third offense penalties:

And subsequent offenses, upon conviction (within a five-year period) require license suspension for 2 years, or until age 21 (whichever is longer) and a fine of no more than \$1,000. In addition, the person shall complete an alcohol/drug program certified by the Department of Mental Health.

Note:

All other sections of the Implied Consent Law shall apply to a Zero Tolerance violation. A violation which registers .08 or higher will be regarded as an over age 21 offense for which adult conviction penalties will apply.

(5) **Under Age Conviction:**

Any person under the legal age to obtain a driver's license who is convicted of DUI shall not be able to receive a driver's license until they reach the age of 18.

(6) **Serious Injury/Death**

If convicted, operating a motor vehicle while under the influence of alcohol or drugs, and negligently causing serious injury or death to another, is a FELONY with the prescribed criminal penalty of up to 25 years in the State Penitentiary.

OBJECTIVES:

A. OBJECTIVE

The Instructor will relate to the students the consequences of driving under the influence as it pertains to the responsibility of others.

CONTENT OUTLINE:

1. How the drinking driver affects any vehicle or pedestrian that is encountered.
2. Responsibility to others

LEARNING ACTIVITIES:

Discuss with the class the effects of alcohol. List some responsibilities regarding drinking. Have the students give the characteristics of a problem drinker and discuss each characteristic.

RESOURCE MATERIAL:

Appendix A
Appendix B
Appendix C
Driver Education Textbook
Resource Listing, pages 221-222

B. OBJECTIVE

The instructor will explain the effect of alcohol on driving skills.

CONTENT OUTLINE

1. Judgment and reasoning are first to be affected when alcohol is consumed.
2. Alcoholic consumption affects vision in the following ways:
 - a. At 0.10% blood alcohol concentration (BAC), gray filtering ability is lost, which is similar to driving at night while wearing sunglasses.
 - b. Double vision, blurred vision, and tunnel vision are effects that begin at very low Blood Alcohol Concentration (BAC) levels.
 - c. Glare vision and glare recovery during night driving.
 - d. Depth perception is distorted.
 - e. Eyes become lazy and are more likely to remain fixed on particular objects, thus eliminating the use of normal eye patterns in checking all mirrors, the speedometer, and other gauges.
3. Reaction time is affected by the use of alcohol in that it will take longer to recognize and respond to situations in the driving environment.

4. Driving performance is impaired regardless of the amount of alcohol that is consumed.
5. Exposure to drivers who have been drinking is greater on weekends and holidays.
6. False rationalizations concerning how to prepare oneself to drive after drinking are:
 - a. eat a big meal
 - b. take a fresh or cold shower
 - c. drink coffee
 - d. wait for a short time
 - e. only drink water

LEARNING ACTIVITIES:

The teacher may require students to bring to class local newspaper accounts of crashes involving a drinking driver. A few of these crashes could be analyzed as to how alcohol affected the driver and the results on driver performance.

RESOURCE MATERIAL:

Resource Listing, page 221-222

C. OBJECTIVE :

The instructor will discuss the legal consequences of driving under the influence.

CONTENT OUTLINE:

1. The legal consequences of driving under the influence arrest.
2. Financial consequences as a result of a Driving Under The Influence (DUI) conviction.

LEARNING ACTIVITIES:

The instructor could use a role playing situation with the class to include the police, subject (person stopped), chemical breath test operator, judge and attorneys to illustrate the situation. On a transparency, the instructor could list the costs incurred with a DUI arrest.

RESOURCE MATERIALS:

Appendix D

Appendix E

D. OBJECTIVE :

The instructor will discuss the awareness of and assess the influence on behavior as it relates to drinking/drug usage.

CONTENT OUTLINE:

1. ALCOHOL AND PHYSICAL EFFECTS
 - A. ETHYL ALCOHOL
 - a. No color
 - b. Pungent odor, sweet odor
 - c. Evaporates quickly
 - d. Flammable
 - e. Only drinkable kind because it is changed into harmless materials in the body
 - B. PHARMACOLOGICAL CLASSIFICATION
 - a. Chemical -- $\text{CH}_3\text{CH}_2\text{CH}$
 - b. Toxic -- Poisonous
 - c. Drug -- Depressant

- d. General Anesthetic -- reduces the sensitivity of the nervous system
 - 1. Deadens pain
 - 2. Body loses heat; body temperature lowered

2. TYPES OF ALCOHOLIC BEVERAGES

- A. Beer -- made from grains through process of brewing 3-6% alcohol by volume
- B. Wine -- made from fruits through process of fermentation
 - a. Light wines -- 9-14% alcohol by volume
 - b. Sparkling wines -- bubbles because of carbon dioxide
 - c. Dry wines -- no sugar remains
 - d. Fortified wines -- contains 18-21% alcohol by volume because alcohol is added to make them stronger
 - e. Distilled spirits -- made by process of distillation, 40-50% alcohol by volume, proof means twice the amount of alcohol

3. ALCOHOLIC BEVERAGES

- A. Resemble pure fat or starch
- B. Cannot take the place of a balanced diet
- C. Contain calories
 - a. Eight ounces of beer = 105 calories
 - b. One and one-half ounces of distilled spirits = 105 calories
 - c. Two ounces of wine = approximately 76 calories
 - d. Cannot be stored like food, circulates throughout the body until oxidized.

4. PHYSICAL EFFECTS

- A. Physiology: What happens when a person drinks?
 - a. Burning Sensation
 - 1. Irritates body cells and mucous membrane in the mouth
 - 2. Stomach secretes digestive juices to dilute alcohol into a less irritating strength
 - b. Not digested before reaching blood stream like foods
 - c. The rate at which alcohol enters the blood stream through the walls of the stomach and the small intestines depends upon the:
 - 1. Rate of ingestion
 - 2. Total amount of alcohol involved

3. Other components of the drink: straight liquor absorbed fastest of all; diluted with water absorbed most slowly; carbonated mixers -- increased effect as does smoking
- d. Alcohol is carried by the blood to all body tissues and distributed in proportion to the water content of the body tissue (weight of person is significant).
- e. Alcohol and the brain -- paralyzing, numbing effect begins at higher center (cerebrum) and moves toward lower center (medulla) as concentration in blood increases
First, the forelobes (cerebrum) of the brain are effected, resulting in decreased ability
- f. To reason and make judgments, weakened social inhibitions and changed attitudes toward others.

1. 1-2 drinks Mild relaxation; slight change in existing mood; slight feelings of muscle relaxation. (.02-.05%)

2. 3-4 drinks Moderate impairment of critical judgment; reaction time, simple muscular coordination. (.05-0.10%) As the concentration increases, more forebrain is affected; in addition, alcohol reaches the cerebellum, which controls sensory motor functions. The result is emotional instability, retarded responses, impaired vision and speech and coordination.

3. 5-6 drinks Major impairment of complex physical and mental skills; some respiratory depression. (0.10-0.15%)

4. 7-8 drinks Obvious intoxication; loss of motor control; mental confusion, significant respiratory depression (0.15-0.20%) At higher levels, unable to stand up or walk and then loses consciousness. Death results when all of the brain, the upper spinal column, the respiratory and heart control center are anesthetized.

5. 9-10 drinks Severe intoxication; minimum conscious control of the body and mind; increase respiratory depression (0.20-0.30%)

6. 10-20 drinks Stupor; unconsciousness; deep coma; death may result from severe respiratory failure at 0.50% and higher (0.30-0.60%)

g. Stages of Intoxication

1. "Happy"
2. "Excited"
3. "Confused"
4. "Stupor"
5. "Coma"

h. Elimination*

1. Exhaled through the lungs
2. Through urine
3. Through perspiration
4. Ninety-five percent oxidized through the liver at a constant rate
5. Combinations of alcohol and other drugs -- body will detoxify the alcohol first, and leave other drugs circulating throughout the system. This, in effect, poisons the system.
6. Human body can burn up about one-half ounce of alcohol in one hour (one-half ounce of alcohol is contained in about three-fourths of a standard serving of beer, wine, or whiskey).

* Note: When drinking rate exceeds elimination rate, the brain becomes sedated.

5. OTHER DRUGS AND PHYSICAL EFFECTS

STIMULANTS	DEPRESSANTS	HALLUCINOGENS	NARCOTICS
Nicotine	Tranquilizers	L.S.D.	Opium
Caffeine	Barbiturates	Psilocybin	Heroin
Amphetamine	Valium (T)	Peyote	Morphine
Anti-Depressants	Alcohol	D.M.T.	Demerol
	Librium (T)		Methadone
			Codeine

A. Marijuana: Hemp plant (Cannabis Sativa)

1. History: Originally used for making ropes and clothes
2. Slang: Pot, reefer, grass, joint, wee, mary jane
3. Stronger Forms: Hashish, hash oil

4. Physical Effects: Moderate increase in heart rate, excessive hunger (due to lowering of sugar levels), lethargy, red eyes (caused by the smoke, not the drug itself). No evidence of physical addiction, although there are signs of depression and nervousness when regular use stops.
 5. Psychological Effects: Increased sense of well being, enhancement of the senses, distortion of space and time perception, relaxation of inhibitions, some people experience paranoid feelings, no conclusive evidence of marijuana leading to narcotics, aggression or criminal behavior.
 6. Legal Implication: Less than one ounce is a misdemeanor; laws for possession of larger quantities are much stricter.
- B. Barbiturates: Depressants of the central nervous system; effects range from mild sedation to coma; depending on the dosage.
1. Popular: Seconals -- "reds"
Nebutals -- "yellows"
Amytal - "blues"
Tuinals - "red & blues", "rainbow"
 2. Medical Uses: Include sleep, relieve mental stress
 3. Effects: Moderate dose produces lack of inhibition, euphoria excitement (in some people), laziness, drowsiness, dizziness, nausea. Large doses: convulsions, coma or death.
 4. Addiction: Addiction can occur both psychologically and physically at even small doses. Withdrawal is very dangerous, more so than even heroin withdrawal.
 5. Symptoms of withdrawal: Loss of appetite, perspiration, insomnia, vomiting, tremors, severe cramping, etc., leading to hallucinations, delirium, paranoia, convulsions, and epileptic-like seizure.
 6. Overdose: Do not give an amphetamine or make the person drink coffee. The combination of amphetamine and barbiturate can be deadly. Coffee will break the drug up quickly, and send it through the body. Try to make the person throw-up, if she/he is conscious.
 7. Combination with Alcohol: This is a deadly combination. The body will rid the alcohol first, leaving the barbiturate to circulate through the body and poison it.
- C. Amphetamines: Synthetic drugs which stimulate the central nervous system. Three categories of amphetamines are on the market:
1. Methamphetamine (the most powerful one)
 2. Amphetamines
 3. Dextroamphetamines

4. Slang: Bennies, black beauties, crossroads, crystal, footballs, meth, oranges, peaches, hearts, speed, thrusters, whites, etc.
 5. Overdose is not likely to result in death, but it can require hospitalization. The long term effects of the drug can kill through malnutrition, diseases related to the needle, and possibly stroke, aneurysms, cardiovascular disruptions, etc.
 6. Addiction (physically) is possible and psychologically is probable. When withdrawing from the drug, a person will feel ire, lethargic, anxious, and probably become depressed. Abstinence is the key.
 7. Combination with Alcohol: In combination with alcohol, there is possible antagonism of the central nervous system (depressant effects of the alcohol), but no improvement in impaired motor coordination. May result in a false sense of security.
 8. Effects: Increases heart rate, dilates pupils, intensifies or distorts perceptions (user misinterprets what she/he sees), lesser ability to discriminate between fact and fantasy, not physically addicting drugs.
 9. Psychological Effects: Depends on the setting, user's emotional state experience with the drug. Can range from pleasurable to very scary.
 10. Flashbacks: "Here we go again" aspect of the drug
 11. Bad Trips: Frightening experience which scares individual
 12. Legal Implications: Penalties range from \$1,000 to \$5,000 and/or imprisonment up to five years for possession, 10-15 years with fines up to \$20,000 for selling
- D. Cocaine: Coke, snow, toot, C -- derived from the coca leaf, a white, flaky powder which is bitter, odorless, and numbing to the lips and tongue.
1. Physical Effects: Cocaine stimulates the central nervous system similar to amphetamines, but without the serious side effects. For some, produces feelings of intense sensuality, psychic energy and self-confidence. For others, may increase anxiety, heartbeat, blood pressure, cause nausea, vomiting, and even hallucinations.
 2. Legal Implications: Penalties for possession range from six months to life, with fines up to \$25,000. Possession for sale can result in life sentence and fines up to \$50,000. In Missouri, it is the death penalty to sell to minors.

LEARNING ACTIVITIES: The teacher may set up the following role playing situations with student participation.

1. Cast: 2 or 3 students
Coming home after a party/ballgame
The driver is weaving noticeably. It's midnight on a little (well) traveled road.
Roles: Driver -- has had too much to drink to drive safely, but is planning to drive home anyway

Passenger -- tries to convince the driver to pull over, and let someone else drive.

2. Cast: 3 students

Best friend and you are ready to come home from a party. Your friend has had too much to drink and is impaired; your friend has driven to the party.

How can you and the host convince your friend that she/he should not drive?

3. Cast: 3 students

At a party, your friend (date) is being pressured into drinking (taking drugs).

How can they say "no" and not be victimized by their peers? Also, what would your role be?

The teacher may display a Blood Alcohol Content Chart and let the students view the chart to show how the blood alcohol content can be calculated.

RESOURCE MATERIALS:

Blood Alcohol Content and Levels of Intoxication Chart, Appendix C at the end of Unit Theme 10

E. OBJECTIVE:

The instructor will discuss the community resources that are available to individuals for information and for those individuals having a problem with drugs.

CONTENT OUTLINE

1. Resources for Information on Drugs:

- a. Guidance Counselor
- b. Mental Health Center
- c. Council on Alcoholism
- d. Health Department
- e. Drug Centers
- f. Teachers
- g. Local Hospital
- h. Family Physician
- i. Family Counseling Centers
- j. Alcoholic Anonymous
- k. Alateen
- l. Minister
- m. Parents

The instructor should provide the students with the local phone numbers and addresses for these resources.

2. Resources for Assistance with Individuals that have a problem with Drugs:

- a. Mental Health Center
- b. Council on Alcoholism
- c. Health Department
- d. Drug Centers
- e. Law Enforcement
- f. School and Public Libraries
- g. Crisis Telephone

LEARNING ACTIVITIES:

The teacher should invite guest speakers from the community to discuss experiences that they have had with drugs and/or alcohol abuse. The students could list the people that they know who work in agencies that provide information and assistance with drugs share the list with the class.

The following are examples of community resources, of which should be localized as much as possible. The instructor should provide a handout or post in the room this listing with specific names, addresses, and phone numbers. This would provide easy access for the students.

Assistance with Problem

Guidance Counselor

Information

Mental Health Center

Mental Health Center
Council on Alcoholism
Health Department
Drug Centers
Teachers
Local Hospital
Family Physician
Family Counseling Centers
Alcoholic Anonymous
Alateen
Minister
Parents

Council on Alcoholism
Health Department
Drug Centers
Law Enforcement
School and Public Libraries
Crisis Telephone

Assign a different person or agency to students and have them call or visit to determine the kind of help that is provided. When the services are reported to the class, have the students discuss which ones will be most helpful to them concerning alcohol/drug related problems they may encounter.

RESOURCE MATERIALS:

Mississippi Driver's Manual

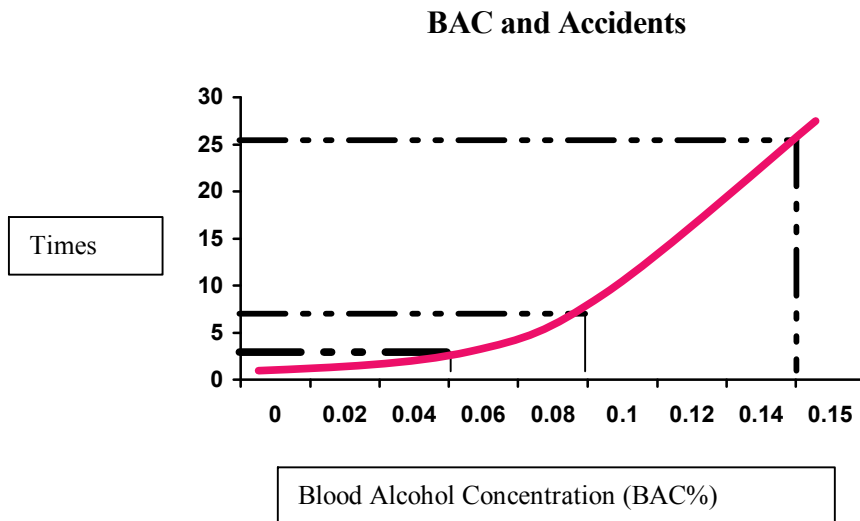
APPENDIXES

APPENDIX A

- ☞ One-car crash – As high as 60 percent of all accidents are single vehicle crashes. These crashes involve running off the road or running into something. Could it be that alcohol affected judgment, seeing or car control?
- ☞ Speeding – About one-fourth of all youth alcohol crashes also involve speeding. The drivers are going over the speed limit or driving too fast for conditions. Many of these crashes occur at speeds in excess of 40mph. Could it be that alcohol is influencing emotional control or judgment?
- ☞ Late night – A large number of youth alcohol crashes occur after 10 PM. Could it be that alcohol has influence on night vision – acuity, glare vision, or glare recovery? Could the problem be a combination of alcohol and fatigue?
- ☞ Passengers – Youth alcohol crashed often involve another young person. In over one-half of the accidents, a passenger is involved.
- ☞ Weekend crashes – Young people drink more often on weekends and are involved in more weekend crashed. As high as 70 percent of all their alcohol crashed occur on weekends.
- ☞ Injury – The alcohol-related accident is more likely to end with injury or death than the nondrinking accident. Is speeding a factor?

ACCIDENT RISK

There is a clear relationship between drinking and driving accidents. You can see from the chart below that as BAC goes up the chance of being involved in an accident increases.



APPENDIX C

BAC AND LEVELS OF INTOXICATION

Let's begin with a guide that defines BAC levels in terms of the effects of alcohol on behavior. BAC levels in the guide have become a standard. However, behavior at each BAC level may differ somewhat with the individual.

GUIDE	
BAC	BEHAVIOR
0.01 – 0.04 %	Affected – judgment begins to lessen, person is less critical of actions, reaction time is slowed, indications of mental relaxation may appear.
0.05 – 0.09%	Impaired – judgment is not sound, thinking and reasoning powers are not clear, the ability to do complex jobs is lessened.
0.10%	Intoxicated – judgment and reasoning powers are severely hampered, cannot do common simple acts without error.

	1 drink				2 drinks				3 drinks				4 drinks			
After hours	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1
Weight pounds 80	--	--	--	.02	--	--	.05	.08	.07	.10	.10	.10	.12	.12	.15	.15
100	--	--	--	.02	--	--	.04	.08	.05	.07	.08	.09	.09	.10	.12	.13
120	--	--	--	.02	--	--	.03	.04	.03	.04	.06	.08	.08	.08	.09	.11
140	--	--	--	.01	--	--	.02	.04	.02	.03	.05	.06	.04	.06	.08	.09
160	--	--	--	.01	--	--	.02	.03	.01	.02	.04	.05	.03	.04	.06	.08
180	--	--	--	.01	--	--	.01	.03	---	.02	.03	.04	.02	.04	.05	.07
200	--	--	--	---	--	--	.01	.02	---	.01	.03	.04	.01	.03	.04	.06

	5 drinks				6 drinks				7 drinks				8 drinks			
After hours	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1
Weight pounds 80	.17	.17	.19	.18	.19	.22	.22	.25	.25	.27	.27	.30	.29	.30	.32	.33
100	.13	.14	.16	.17	.16	.18	.19	.21	.20	.22	.23	.25	.24	.25	.27	.28
120	.09	.11	.13	.14	.13	.14	.16	.17	.15	.17	.19	.20	.19	.20	.22	.23
140	.07	.09	.10	.12	.10	.12	.13	.15	.13	.14	.16	.17	.15	.17	.18	.20
160	.08	.07	.09	.10	.08	.09	.11	.13	.10	.12	.13	.15	.13	.14	.16	.17
180	.04	.06	.07	.09	.06	.08	.09	.11	.09	.10	.12	.13	.11	.12	.14	.15
200	.03	.04	.06	.08	.05	.07	.08	.09	.07	.09	.10	.12	.09	.10	.12	.13

Numbers equal the percentage of alcohol on the blood. Dash (--) = trace of alcohol.

WHAT CAN BE DETERMINED BY THE BAC CHART

With the BAC Chart, you can determine: (1) how different numbers of drinks affect your BAC, (2) how time affects your BAC after a specific number of drinks, and (3) how to limit drinking during different time periods to keep from being affected, impaired, or intoxicated.

APPENDIX D

STORY OF DUI ARREST

I. Police officer stops the vehicle

A police officer, during the normal course of duty, stops a car for frequently changing lanes at excess speed. After asking for the driver's license, the police officer notices the odor of alcohol. The subject is then asked to perform field sobriety tests.

II. Arrest

Failing the tests, the subject is informed by the officer that she/he is under arrest for traffic offense and suspicion of DUI. The subject is usually cuffed and searched. The subject is then transported to the nearest chemical breath testing station.

III. Chemical Breath Test Procedure

Upon arrival at the test site, the subject is interviewed. This procedure usually takes approximately 30 minutes to complete. This is due to the fact that Mississippi law states that the subject must be observed by chemical breath test operator for a period of at least 20 minutes prior to the administering of the chemical breath test.

IV. Chemical Breath Testing

The subject is then asked to submit to a chemical breath test. The subject may request a blood test or a urine test in addition, but is responsible for the cost incurred.

A. The subject refuses to submit. The officers will inform her/him of the various penalties for refusal and upon further refusal the subject will be charged with DUI refusal which results in ninety- day loss of license. Once convicted of DUI in court results in one-year loss of a license.

B. The subject submits to the chemical breath test. Usually, the arresting officer gives the chemical breath test. The test is administered and the results are recorded in the Intoxilizer Log Book. The subject is also given a copy of the results on his citation and official copy sent to the State, arresting officer, and court..

V. Judge (city or county)

The subject, whether she/he submitted to a breath test or not, for the first and second offense DUI, the bond is preset. The third offense, the judge sets bond. If the individual cannot meet that bond, the subject is retained in jail. Some jails detain for 6 to 48 hours before releasing subjects, with or without bond.

VI. Court

Prior to the court appearance, the subject will sometimes retain a lawyer. The cost of the lawyer's services can range from \$250-\$2500. Today, inflation and citizen's groups are making plea bargaining less popular.

The defendant's case is called. She/he is found guilty. The blood alcohol content need not be .10%, but it must be shown that driving was appreciably impaired. Assuming this is a first offense, she/he is fined not less than \$250 but not more than \$1000, imprisoned for not more than 48 hours or both, at the court's discretion. Revocation of driver's license is for, not more than one year unless she/he is ordered to attend the Mississippi Alcohol Safety Action Program (MASAP), and has a successful completion. With the successful completion of the school, license revocation is reduced. Failure to complete MASAP, or pay the \$250 fee for the school is the same as driving while license is revoked. A first offender may be given a limited driving privilege. A limited driving privilege allows a person to attend MASAP, work, attend school (college, university, etc.) or take care of health and basic needs, but restricts the hours and places a person may drive. It is usually issued for a 30 days period of time, and can be revoked if violations occur.

VII. Revocation of Limited Driving Privileges

- A. Any violation of conditions or restrictions as set forth in judgment of court allowing limited driving privileges, other than failure to complete MASAP is the same as the offense of driving while license revoked. Violation restriction means that limited driving privileges are suspended, pending final disposition of the case.
- B. Failure to complete MASAP constitutes grounds for revocation for the remainder of the time a limited driving privilege was granted.
 1. Failure to attend classes without valid excuse
 2. Willful failure to pay fee for course
 3. Any other manner in which person fails to complete course

VIII. Successful Completion

- A. Complies with restrictions contained in the limited driving privilege.
- B. Successfully completes MASAP.
- C. Department of Public Safety receives a certificate of completion from MASAP. The Department must restore a person's driver's license if a person's license or limited driving privilege has not otherwise been revoked or suspended.

Remember, if a person fails to comply with the conditions and restrictions contained in the limited driving privilege, the period of revocation is twelve months, beginning at the time the limited privilege is revoked. Example: If your limited driving privilege states you can drive from 8:00 a.m. until 6:00 p.m., and you are stopped at 6:05 p.m., you are in violation and this is the same as driving while the license is revoked.

For second and subsequent offenses, see Section 63-11-30, MS Code of 1972 annotated.

LEARNING ACTIVITIES

1. Assign the students to investigate their families automobile insurance. Require them to bring to class the name of the insurance company, the coverage carried, and the amount of the premium; students should ask the insurance company what the cost will become if they are added onto the policy of their family (or as an individual policyholder), and what the cost of the premium would become if the student received a DUI conviction.
2. Assign the students to discuss with their parents what the parents would do if the student received a DUI conviction. For those students who will agree, have them read to the class the parental actions and sanctions, i.e., loss of use of family car, stop paying the student's insurance, gasoline and maintenance of the car.
3. Give the following acronyms and have the student provide the definitions:

MADD (Mothers Against Drunk Drivers)
MASAP (Mississippi Alcohol Safety Program)
SADD (Students Against Drunk Drivers)
DMV (Department of Motor Vehicles)
BAC (Blood Alcohol Concentration)
DUI (Driving Under the Influence)
RADD (Report All Drinking Drivers)

APPENDIX E

SAMPLE COSTS OF "TYPICAL" DUI SITUATION

Some of the costs of your conviction for DUI or Reckless Driving reduced from DUI are apparent to you already. Other costs are coming your way, and I want to tell you about them today in order that the surprise or shock will not be as great. In totaling the costs of such a conviction, we have not taken the highest fees that might apply, but a very low average. You may not have been jailed, had to post bond, had your car towed, but what we are about to see represents a "typical" DUI situation and how much money this costs.

1.	Towing Charge (This varies from \$22-\$65, depending on the location where you were arrested.)	\$ 35.00
2.	Making Bond (10% of \$100 usual bond)	15.00
3.	Attorney's Fee (Average of fees among lawyers for the first offense DUI)	350.00
4.	Expert Witness Fee	300.00
5.	Lost Time from Work in Court* (Based on 8 hours in court at \$6.25/hr.)	50.00
6.	Court Costs (Usual fine \$100 plus \$32 court costs)	132.00
7.	Jail Fees (For wonderful gourmet meals and A-1 accommodations while you sober up -- if you were jailed.)	5.00
8.	Fee for School	100.00
9.	License Restoration Fee	25.00
10.	Insurance Costs (approximate)	<u>4,989.00</u>
	TOTAL OF INITIAL EXPENSES:	\$6,226.00

* -- Optional

APPENDIX F

ALTERNATIVES TO DRIVING AND TO CONSUMING ALCOHOL OR USING OTHER DRUGS

To help students develop alternatives to driving and to consuming alcohol or using other drugs, the following learning experiences are suggested. It is, however, important that students determine the alternatives to these situations and the teacher facilitate the discussion. Students should also be reminded and recognize that any drinking is illegal for their population.

Situations:

Individual decision making

Tell the class the New Year's Eve story. When the students have heard the story ask them to decide, individually, who was the worst individual in the story, the second worst, the third worst, the fourth worst, and the least worst. When each student has come up with her/his list, have the students get into groups of from 5-8 to discuss the individual lists. After an appropriate time, each group can report its opinions to the rest of the class. Lists can be made by tallying individual votes. There are no right and wrong answers.

"The New Year's Eve Story"

George and Martha's New Year's Eve party is almost over. Phil is the last guest and as soon as he leaves the host and hostess can have few moments alone. The problem is that Phil is obviously drunk, and Martha is afraid that it would not be safe for him to drive, especially in the snow, so she is about to ask Phil to spend the night. George, however, his desires stimulated by alcohol, wants to be alone with his wife, and he convinces Martha that mentioning Phil's conditions would simply be embarrassing to everyone involved. So, with no mention of concern, George helps Phil to his car and returns to his wife.

Meanwhile, Fred, a local teenager, has stolen a motorcycle at gunpoint and is speeding through the snowy night with his friend, Roy, who is unaware of the theft, but enjoying his ride.

At the corner of 10th and Main, Fred is unable to control the motorcycle at the red light, and he and Roy skid into the intersection. Phil is also entering the intersection and, by the time he notices the skidding motorcycle, he is unable to avoid a collision. Fred is apparently injured critically, but Roy, who is thrown clear, becomes so enraged at Phil's obviously drunken state that he attacks him with a knife. When Roy realizes that he has slashed Phil, he panics and flees, leaving Phil and Fred lying bleeding in the snow.

Value Clarification

"Where I stand". The procedure for this procedure is as follows:

1. Use three large index cards; mark one "Agree", one "Disagree", and one "Not Sure". Post cards on different walls of the classroom.
2. Show students the cards; tell them they will stand by the card which shows their reaction to the statement you read.

3. Have students gather in the center of the classroom. Read a statement to the class and have students move to the card of their choice. See below for suggested statements or make up your own.
4. When students have taken their stands, solicit several comments from each of the three responses. Briefly paraphrase each comment and point out similarities and differences in the students' decision making. You may want to allow students to switch their "stand" after hearing others' opinions.

The teacher may lead into the experience with this introduction: "Sometimes you have to make hard decisions." Whatever you chose has advantages and disadvantages. Not everyone will agree with your choice. I'm going to read some statements to you and you will decide what your opinion is, where you stand. Then we'll hear some of your reasons for your choices.

Statements:

- * It's hard to believe something when your friends think you are wrong.
- * It is worse to drink liquor and drive than to drink beer and drive.
- * Americans drink too much alcohol.
- * Using drugs and driving is better than consuming alcohol and driving.
- * If you have a party where alcohol or drugs are available and one of your friends has an accident on the way home because of using these substances, you are responsible.
- * It is better to drink wine and drive than to drink beer and drive.
- * Marijuana is worse than alcohol.

As a means of pulling this experience together, the following questions can be addressed to the class:

1. On what statement(s) did you have trouble taking a stand?
2. On what statement(s) did you have a strong opinion?
3. What did you find out that is important to you?
4. What strong opinions that someone else had surprised you?
5. Thinking about ways we make decisions, how would you complete the sentence, "Today I learned...?"

Kinds of Pressure

Assign student to either look through magazines for pictures of advertisements of alcoholic beverages, or to watch television commercials for alcoholic beverages. The purpose of this experience is to have students analyze the advertisements to determine how makers of the beverages are trying to influence people on using their products.

Ask as many students as there is time to do so, to show the magazine picture or describe the TV commercial they studied. Teacher may ask students:

1. How are the makers trying to reach you? (Possible responses: showing commercial during program that is likely to be seen by large number of viewers; have an athlete make the commercial or endorse the advertisement; showing people having a lot of fun where alcohol is offered; showing healthy looking people or very attractive people in the commercial or advertisements).
2. Why would the makers want to do this?
3. How does the advertisement or commercial apply to the "real world"?
4. If you use these products, what is it like? Is it the same as is implied from the ads or commercials?

As a follow-up assignment, have students choose a commercial or advertisement and rewrite it with a different view than is shown; have them make a different picture than shown in the ads. For example: The commercial or advertisement may show a healthy, attractive person advertising alcohol and the student might want to show a person that looks different after alcohol use/abuse.

Analysis is crucial for students to understand that they are being pressured into using alcohol from many different sources and by several different means.

APPENDIX G

COMMUNITY RESOURCES AVAILABLE TO INDIVIDUALS FOR INFORMATION AND/OR FOR THOSE HAVING A PROBLEM WITH ALCOHOL AND/OR OTHER DRUGS

Students should be aware of and then use community resources for information and/or help with alcohol or other drug related problems. It is important for students to understand how they have been able to get what they have needed in the past. The following learning experience is designed to remind students that they can get some particular need met, and to open the door in the students' thinking to the idea that they themselves can come up with helpful suggestions. As this activity progresses, students should be able to express themselves more adequately and more completely.

This learning experience may be used in five separate class periods or may be shortened depending upon the progress the students make as determined by the teacher.

Learning Experience

Circle Sessions

Session 1 -- I Was Able to Get What I Needed

To be able to get your needs met is the same thing as being effective.

The purpose here is to first allow students to remind themselves that they can get some need met. This tends to foster a positive self-concept. Another major purpose is to allow the students to learn from each other about how to get their needs met, because all of them have about the same basic needs.

Be ready to take your turn first, if the students appear to need a demonstration of what is expected of them.

As in all circle sessions, benefit stems from listening to the other students. It is extremely important to check frequently in a number of ways to make sure that all are listening.

Model good listening yourself, and periodically ask the students to reflect in summary fashion about how some students effectively got some particularly universal need met. In this way, the real lesson has emerged from the student rather than from you. By being exposed to constructive solutions to problems, each student should learn some ways to function more effectively.

Guide the group discussion in the summary around what has been shared. Concentrate on the good feelings each student reports concerning experiencing herself/himself as effective and finding out how other students became effective.

Evaluate as a group the manner in which the session proceeded.

Session 2 -- I Couldn't Get What I Needed

The basic purpose of this lesson is to open the door in the student's thinking to the idea that they themselves, and other students, can come up with helpful suggestions.

Expect that many of the suggestions will be silly or inadequate. The students have had only very little experience in being allowed to serve as problem solvers.

Nevertheless, the students should be encouraged to try and should be thanked for making some suggestion, even though it has no value in your opinion. As each suggestion is made, the student who has presented the problem is asked if the helpful suggestion is one that fits and will be usable. If the answer is "no", then drop it and go to the next suggestion. But if the student hears a suggestion that sounds good, and wants to try it, then start a new round with another student's problem.

Ask the student to tell how it feels to give and receive helpful ideas. Focus on their feelings.

Part of being effective is being willing and able to give and to listen to helpful suggestions. Guide the students toward expression of these concepts.

Session 3 -- I Was Able to Get What I Needed

See Session 1. The activity is the same. This time, however, the students should be able to express themselves more adequately and more completely because of the practice they had had the past two sessions.

As usual, review as a group what each student said, focusing on feelings. Summarize the activity, concentrating on the good feelings that come from experiencing yourself as being effective and from finding out how others become effective.

Session 4 -- I Couldn't Get What I needed

This a repeat of Session 2. The emphasis is on having the opportunity to give and to listen to helpful suggestions from the other students.

Thus, the students are allowed to teach each other. How it can pay to listen is also emphasized. To the extent that the helpful suggestions are appropriate and the students can apply them, they will become more effective.

After a review of what each student has said, summarize together how it is good to have a chance to learn how to give and how to receive helpful suggestions.

Session 5 -- How I Got What I Needed

As the students are now fairly well versed in how to talk about getting needs met, they should be encouraged to go into more elaborate descriptions of important needs they wanted met and how they went

about accomplishing this. Encourage full cross-comments among the students, in terms of whether that is what they would have done, or if they would have had a different way to solve the problem.

Invite the group to review what each student said, focusing on feelings. Then summarize what has been accomplished through the sessions, bringing out the basic ideas that we can all experience ourselves as being effective and as having limitations, too. We can help each other if we are willing to listen and to try to understand. Concentrate on how it is helpful to us to have learned these important things.

APPENDIX H

CHARACTERISTICS OF IMPAIRED DRIVERS

DUI DRIVING BEHAVIORS

Many people wonder what alerted the police officer to the fact that they were driving under the influence. The following is a list of deviations from normal driving patterns which suggest the possibility of a DUI offender behind the wheel. The list was compiled from various highway patrol cadet training manuals:

1. Driving at an unreasonably slow speed.
2. Driving at an unreasonably high speed.
3. Driving in spurts -- slow, then fast, then slow again.
4. Frequently changing lanes at excessive speed.
5. Passing other cars improperly with insufficient clearance. Taking too long or swerving too much in overtaking and passing (over control).
6. Overshooting or disregarding traffic control signals; stopping at a light and waiting two or three cycles before moving on "green" or maybe "red".
7. Approaching signals unreasonably fast or slow and stopping or attempting to stop with uneven motion.
8. Driving at night without lights; delaying the turning of lights on when starting from a parked position or with dimmer lights only.
9. Failing to dim lights to oncoming traffic.
10. Driving in low gear without apparent reason, or repeatedly; clashing gears
11. Starting and stopping the car in a jerky manner.
12. Driving too close to shoulders or curbs, or appearing to hug the edge of the road, or continually straddling the center line.
13. Driving with windows down in extremely cold or rainy weather.
14. Driving or riding with head partly or completely out of the window.
15. Driving on wrong side of highway.
16. Driving with high beams and someone reminds the driver with an on-and-off light signal, but the driver still fails to change lights to low beam.
17. Driving over cautiously (example: the driver who stops for a red light about a hundred feet from the intersection).

18. Driving in an almost hypnotic state, looking straight ahead with fixed gaze and hands tight on the wheel, and never moving head to either side.
19. Driving in the correct lane position, but will not pass a police car even if it slows down.
20. Driving through a red light (or boulevard stops) as if it had not been seen.
21. Making turns too wide or running over top of a curb.
22. Driving with car interior light on.
23. Straddling double solid line or the white broken line of a four lane highway.
24. Driving as if in a special hurry, tailgating other cars or cutting in front of other cars.
25. Driving with a turn signal on, but not turning, or using the wrong turn signal.
26. Stopping in traffic lane for no apparent reason.
27. Improperly backing up, i.e., backing up to an off-ramp or backing up at intersection, backing onto roadway from parked position.
28. Driving on a flat tire.
29. Driving leaning against window or head rest and falling asleep or falling asleep at stoplight.
30. Driver vomiting on clothing while car is in motion or vomiting while standing beside car.
31. Driver urinating beside the car when the car is stopped on roadway or legally parked.
32. Using profanity or obscene gestures to motorists.
33. Littering using alcoholic beverage containers or other litter.
34. Signs of exaggerated motions: laughing, crying uncontrollably, talking to self, shaking head violently, repeatedly scratching face or rubbing brow.
35. Driving in unusual location at an unusual time.

In short, law enforcement officers are attracted to any unusual or out of the ordinary driving behavior. Any one combination of these behaviors could result in a police officer suspecting a driver is under the influence of alcohol or drugs.

CLASSROOM SECTION:

UNIT THEME 11: VEHICLE AND DRIVER RESPONSIBILITIES

OBJECTIVES:

- A. The instructor will list some factors to consider when choosing what type of vehicle to purchase.
- B. The instructor will list costs associated with owning a car.

- C. The instructor will discuss financing options for car purchases.
- D. The instructor will list factors to consider and information that should be used prior to buying a used car.
- E. The instructor will explain the Mississippi Financial Responsibility Law.
- F. The instructor or guest will explain the purpose of car insurance.
- G. The instructor or guest will identify the types of insurance coverage that are required by law.
- H. The instructor or guest will identify and explain other types of insurance coverage available for automobile drivers.
- I. The instructor or guest will identify ways insurance rates are determined.
- J. The instructor will explain "assigned risk".
- K. The instructor will explain a driver's responsibility when involved in a traffic collision.
- L. The instructor will briefly explain the various operating systems of the automobile and identify key components of those systems.
- M. The instructor will identify the best source regarding vehicle maintenance and car.
- N. The instructor will identify activities associated with a fuel stop.
- O. The instructor will identify state inspection requirement and procedures.
- P. The instructor will explain how proper vehicle maintenance provides better fuel economy.
- Q. The instructor will explain how to start a vehicle with a dead battery.
- R. The instructor will explain various factors that improve fuel economy.
- S. The instructor will identify important considerations for short trips.
- T. The instructor will identify vehicle checks necessary before starting on a long trip.
- U. The instructor will identify other advance preparation considerations before starting a long trip.
- V. The instructor will identify miscellaneous emergency equipment that may be helpful for long trips.
- W. The instructor will explain the proper procedures for loading a car for a trip.
- X. The instructor will explain how a driver can maintain alertness during a trip.
- Y. The instructor will plan a trip from Point A to Point B that would insure safety and efficiency for the total trip.

PURPOSE: To acquaint the student with the responsibilities associated with buying, insuring, operating and maintaining a car.

OBJECTIVES:

A. OBJECTIVE:

The instructor will list some factors to consider when choosing what type of vehicle to purchase.

CONTENT OUTLINE:

1. Determine need
2. Determine use
3. Consider personal finances
4. New or used car
5. Car size

LEARNING ACTIVITIES:

Ask the class to discuss these factors and list their responses on chalkboard or teacher made transparencies.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide

B. OBJECTIVE:

The instructor will list costs associated with owning a car.

CONTENT OUTLINE:

1. Purchase price
2. Depreciation
3. Gas, oil, maintenance, etc.
4. Insurance
5. Resale value

LEARNING ACTIVITIES:

List and discuss each of these.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide

C. OBJECTIVE:

The instructor will discuss financing options for car purchases.

CONTENT OUTLINE:

1. Amount borrowed
2. Interest rates
3. Monthly payments
4. Total amount of payback
5. Insurance requirements

LEARNING ACTIVITIES:

Contact a lending institution for rates and payment amounts. Discuss these with the class creating an example from the figures received.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide
Information from a lending institution

D. OBJECTIVE:

The instructor will list factors to consider and information that should be used prior to buying a used car.

CONTENT OUTLINE:

1. Age and appearance
2. Asking price
3. Inside and outside checks
 - a. Doors
 - b. Paint
 - c. Rust
 - d. Frame condition

- e. Spare tire and jack
- f. Collision damage
- g. Fluid leaks
- h. Seats
- i. Pedals
- j. Steering wheel
- k. All accessories
- l. Brakes
- m. Tires
- n. Under the hood
- o. Engine start and idle
- p. Rattles
- q. Test drive
- r. Independent mechanic check -- cost

LEARNING ACTIVITIES:

Discuss these with the class. Point out specific problems with each component that may lead to costly repairs. Use your car or someone else's to do this.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide
Insurance companies

E. OBJECTIVE:

The instructor will explain the Miss. Financial Responsibility Law.

CONTENT OUTLINE:

The driver is responsible for damages and claims made if he/she is determined to be at-fault in an auto accident. Driver must prove that he/she can pay for damages inflicted.

1. Deposit cash
2. Post bond
3. Insurance -- most common

LEARNING ACTIVITIES:

Discuss the financial responsibility law with the class. Emphasize that insurance is the most common way to meet this responsibility.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide
Motor Vehicle Laws of Mississippi – "Rules of the Road"
Mississippi Driver's Manual

F. OBJECTIVE:

The instructor or a guest will explain the purpose of car insurance.

CONTENT OUTLINE:

1. To protect the driver from a large financial loss if he/she is found at fault in an auto crash
2. Premiums
3. Deductibles

LEARNING ACTIVITIES:

Discuss insurance with the class. (Could be covered by inviting an insurance representative to address the class.)

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide

G. OBJECTIVE:

The instructor will identify the types of insurance coverage that are required by Mississippi law.

CONTENT OUTLINE:

1. Liability (\$25,000-\$50,000)
2. Property damage (\$10,000)

LEARNING ACTIVITIES:

Explain the types that are required and the minimum coverage required. Stress that for a few dollars more added coverage can be increased. (Could be covered by inviting an insurance representative to address the class.)

RESOURCE MATERIAL:

Mississippi Department of Insurance
Mississippi Driver's Manual
Driver Education Textbook and Resource Guide

H. OBJECTIVE:

The instructor will identify and explain other types of insurance coverage available for automobile drivers.

CONTENT OUTLINE:

1. Uninsured motorist
2. Collision
3. Comprehensive
4. Medical payment
5. Towing
6. Optional life insurance
7. Optional finance payment insurance

LEARNING ACTIVITIES:

Explain what each type of insurance covers. Discuss deductibles and optional coverage. (Could be covered by inviting an insurance representative to address the class.)

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide
Mississippi Department of Insurance

I. OBJECTIVE:

The instructor will identify ways insurance rates are determined.

CONTENT OUTLINE:

1. Age of driver
2. Miles driven
3. Sex of driver
4. Marital status
5. Type of car
6. Driving record
7. State & County of Residence

LEARNING ACTIVITIES:

Discuss variable rates and how to keep rates from increasing. (Could be covered by inviting an insurance representative to address the class.)

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide
Mississippi Department of Insurance

J. OBJECTIVE:

The instructor will explain "assigned risk".

CONTENT OUTLINE:

A driver who has a bad driving record may have his insurance cancelled. He/she may still be eligible to drive and need insurance. This driver is placed in an "assigned risk" pool. Rates are very high. Insurance companies share the risk.

LEARNING ACTIVITIES:

Discuss this with the class and explain how a driver gets an "assigned risk". (Could be covered by inviting an insurance representative to address the class.)

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide
Mississippi Department of Insurance

K. OBJECTIVE:

The instructor will explain a driver's responsibility when involved in a traffic collision.

CONTENT OUTLINE:

1. Stop immediately
2. Aid the injured (call ambulance)
3. Prevent further damage
4. Send for the police
5. Exchange information
 - a. Name
 - b. Address
 - c. Drivers license number
 - d. License plate number
 - e. Insurance information
 - f. Names and addresses of witnesses
6. Additional steps

- a. Talk to police
- b. See a doctor
- c. File reports as necessary

LEARNING ACTIVITIES:

Use chalkboard or teacher made transparencies to list the things that are required. Discuss the "Good Samaritan Law".

RESOURCE MATERIAL:

Driver Education Transportation and Resource Guide
Motor Vehicle Laws of Mississippi - "Rules of the Road"

L. OBJECTIVE:

The instructor will briefly explain the various operating systems of the automobile and identify key components of those systems.

CONTENT OUTLINE:

1. Engine and power train
2. Ignition and electrical system, including all lights
3. Lubrication system
4. Steering and suspension system
5. Cooling system
6. Fuel and exhaust systems
7. Brake system
8. Tires
9. All lights

LEARNING ACTIVITIES:

Have the class go out to a vehicle. Point out the components of each system and discuss how they operate.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide
Owner's manual

M. OBJECTIVE:

The instructor will identify the best source regarding vehicle maintenance and care.

CONTENT OUTLINE:

1. Owner's manual
2. Mechanic
3. Dealer

LEARNING ACTIVITIES:

Discuss this with the class.

RESOURCE MATERIAL:

Owner's manual

N. OBJECTIVE:

The instructor will identify activities associated with a fuel stop.

CONTENT OUTLINE:

1. No smoking
2. Select proper fuel
3. Check tires
4. Check all fluid levels
5. Clean windshield
6. Check battery

LEARNING ACTIVITIES:

On chalkboard or teacher made transparencies, list the items to be checks at a fuel stop and discuss how to check them. Go to a car and do the check.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide

O. OBJECTIVE:

The instructor will identify state inspection requirement and procedures.

CONTENT OUTLINE:

1. Once a year
2. Licensed inspection station

3. Emissions testing

LEARNING ACTIVITIES:

List this and discuss with the class.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide
Mississippi Driver's Manual

P. OBJECTIVE:

The instructor will explain how proper vehicle maintenance provides better fuel economy.

CONTENT OUTLINE:

1. Change fluids
2. Properly inflated tires
3. Clean car
4. Tune-up
5. Speed control

LEARNING ACTIVITIES:

Discuss preventive maintenance with the class and cover when the maintenance should take place.

RESOURCE MATERIAL:

Owner's manual
Driver Education Textbook and Resource Guide

Q. OBJECTIVE:

The instructor will explain how to start a vehicle with a dead battery.

CONTENT OUTLINE:

1. Jumper cables
2. Distance between cars
3. Proper cable hook-up
4. Remove battery vent caps to check the water level, but return them before cable is attached – sparks could cause an explosion. (No smoking)

LEARNING ACTIVITIES:

Use a diagram with the proper connections and procedure to illustrate to the class this method.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide
Owner's manual

R. OBJECTIVE:

The instructor will explain various factors that improve fuel economy.

CONTENT OUTLINE:

1. Vehicle design improvements
2. Engine improvements
3. Transmission improvements
4. Driver actions
 - a. Slow acceleration
 - b. Moderate speed
 - c. Timing traffic lights
 - d. No hard braking
 - e. Proper loading
 - f. No unnecessary trips
5. Proper tire inflation

LEARNING ACTIVITIES:

List and discuss with the class how these driving habits improve fuel economy.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide

S. OBJECTIVE:

The instructor will identify important considerations for short trips around town.

CONTENT OUTLINE:

1. Is the trip necessary
2. Combine trips

3. Allow enough time
4. Listen to traffic reports
5. Choose the best time of day for travel
6. Know your destination

LEARNING ACTIVITIES:

List these on chalkboard or teacher made transparencies and discuss them. Relate to fuel conservation.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide

T. OBJECTIVE:

The instructor will identify vehicle checks necessary before starting on a long trip.

CONTENT OUTLINE:

1. Brakes
2. Tires
3. Exhaust
5. Suspension system
6. Fluid levels (oil, transmission, brake, power steering, window washer, etc.)
7. Windshield wiper blades

LEARNING ACTIVITIES:

List each of these and discuss what needs to be checked.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide
Owner's Manual

U. OBJECTIVE:

The instructor will identify other advance preparation considerations before starting a long trip.

CONTENT OUTLINE:

1. Time of day driving
2. Rush hour traffic

3. Routes
4. Miles per day
5. Accommodations

LEARNING ACTIVITIES:

Discuss these with the class. Stress the importance of proper preparation and planning.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide
Maps

V. OBJECTIVE:

The instructor will identify miscellaneous emergency equipment that may be helpful for long trips.

CONTENT OUTLINE:

1. Extra fluids (oil, washer, water, brake, transmission, etc.)
2. Fire extinguisher
3. Small tool kit
4. Flashlight
5. Jumper cables
6. Spare fuses
7. Extra engine belts
8. Winter driving
 - a. Blankets
 - b. Tire chains or snow tires
 - c. Extra food and water
 - d. Windshield scraper
 - e. Snow shovel
 - f. Tow chain
 - g. Transistor radio and cellular phone

LEARNING ACTIVITIES:

List these and explain why each is important.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide

W. OBJECTIVE:

The instructor will explain the proper procedures for loading a car for a trip.

CONTENT OUTLINE:

1. Trunk
2. Station wagon/Vans/Sports utility vehicle
3. Car-top carrier

LEARNING ACTIVITIES:

Stress heavier items on bottom, lighter items on top. Discuss loading strategies and stress not blocking vision with items.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide

X. OBJECTIVE:

The instructor will explain how a driver can maintain alertness during a trip.

CONTENT OUTLINE:

1. Take breaks
2. Switch drivers
3. Keep your eyes moving
4. Re-adjust seat slightly different setting
5. Get plenty of fresh air

LEARNING ACTIVITIES:

Discuss these and relate to Identify, Predict, Decide and Execute.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide

Y. OBJECTIVE:

The instructor will plan a trip from Point A to Point B that would insure safety and efficiency for the total trip.

CONTENT OUTLINE:

1. Maps
2. Route planning
3. Breaks
4. Meals
5. Overnight accommodations
6. Miles per day
7. Total mileage
8. Fuel stops

LEARNING ACTIVITIES:

Split the class into small groups. Provide maps. Have the class chart a trip from Point A to Point B listing all the factors to consider, routes they would take, stops they would make, time for the trip and mileage.

RESOURCE MATERIAL:

Driver Education Textbook and Resource Guide
Maps

Automobile Insurance Policy

An automobile insurance policy is made up of various parts or coverages, which provide the insured with financial operation. Two of these coverages, comprehensive and collision, have applicable deductibles (an amount of money you will pay toward a loss). Most of the coverages will pay for losses up to a certain dollar limit. Your insurance agent will be able to help you select the coverages, limits, and deductibles, which you need and which vary by state.

Bodily Injury and Property Damage

Protects:

- You or resident relatives
 - driving your car
 - driving other cars with owner's permission

Pays Covered Persons for:

- Certain defense costs
- Cost of bail bonds connected with accident

Pays Others for:

- Death
- Injury
- Disease
- Sickness
- Medical Sickness (hospital, doctors, etc.)
- Lost of Services
- Lost of Income

No-Fault Protection

(varies by state)

Covers:

- You
- Your passengers in many states

Pays Covered Persons for:

- Medical services
- Loss of Income
- Loss of Services

Covers:

- You
- Your passengers
- Resident relatives

Pays Covered Persons for:

- Injury
- Death
- Disease
- Sickness

Covers:

- You
- Your passengers

Pays Covered Persons for:

- Injury
- Death
- Sickness
- Disease

Covers:

- You
- Your passengers

Pays Covered Persons for:

- X-rays

- Surgical
- Ambulance
- Physician
- Hospital
- Dental
- Funeral Expenses

Covers:

Pays Covered Persons for:

- Repair or replacement of vehicle
(up to actual cash value)

Covers:

Pays Covered Persons for:

Damage caused by –

- Falling objects
- Fire
- Theft, vandalism
- Explosion, earthquake
- Many other hazards

RESOURCE LISTING

1. AIMS Instructional Media Services, Inc. 636 Justin Avenue, Glendale, CA 91201
2. American Driver and Traffic Safety Education Association, c/o Traffic Safety Institute, Eastern Kentucky University, 521 Lancaster Ave., Richmond, KY 40475-5102
3. American Automobile Association, Driver Education, 1000 AAA Drive, Heathrow, FL 32746-5063
4. Association of Driver Educators for the Disabled, P. O. Box 49, Edgerton, WI 53534
5. Charles Cahill Associates, Inc., P.O. Box 3220 Hollywood, CA 90028
6. Chevrolet Motor Division, Merchandising Dept., General Motors Building, Detroit, MI 48202
7. Doron Precision Systems, Inc., P.O. Box 400 Binghamton, NY 13902-0400 Tel. No. (607) 772-1610 FAX No. (607) 772-6760
8. Eye Gate Media, Inc., 146-01 Archer Avenue, Jamaica, NY 11435
9. Film Library Index, NC Division of Motor Vehicles, Traffic Safety Education Services, Raleigh, NC 27611
10. Film Loops, Inc., P.O. Box 2233, Princeton, NJ 08540
11. Ford Motor Company, Traffic Safety & Highway Improvement Department, The American Road, Dearborn, MI 48121
12. General Motors Corporation, Public Relations Staff, 3044 West Grand Boulevard, Detroit, MI 48202
13. Great Plains National Instructional Television Library, University of Nebraska, P. O. Box 80669, Lincoln, NE 68501
14. Insurance Institute for Highway Safety, Watergate 600, 2600 Virginia Avenue, N.W., Washington, D.C. 02117
15. Liberty Mutual Insurance Company, Public Relations Department, 175 Berkeley Street, Boston, MA 02117
16. Motorcycle Safety Foundation, 6755 Elkridge Landing Road, Linthicum, MD 21090
17. National Safety Council, 425 North Michigan Avenue, Chicago, IL 60611
18. National Highway Traffic Safety Administration, 400 Seventh Street, S.W., Washington, D.C. 20590
19. Paramount/Oxford Films, 1136 N. Laspalmas Avenue, Los Angeles, CA 90038
20. Safety Industries, Inc., P. O. Box 1137, McGill, NV 89318-9900
21. Shell Oil Company, P. O. Box 1446, Trenton, NJ 08607

22. Simulator Systems International, Inc. 11130 East 56th Street, Tulsa, OK 74146-6713

BASIC DRIVER EDUCATION COURSE

MULTI-CAR DRIVING RANGE INSTRUCTION

**10 LESSONS
8 HOURS**

SOME PRACTICAL CONSIDERATIONS IN PLANNING AND USING A MULTI-CAR DRIVING RANGE

1. Range

- a. Existing hard surface area
 1. Size – can vary, usually 200' x 400'
 2. Other uses for area – parking lot, physical education, etc.
- b. Build an area
 1. Construction job – involve a good contractor
 2. Drainage
 3. Surfacing
 4. Proximity to school, garage, other activities
- c. Painting
 1. Highway stripping paint
 2. Drive layout before painting
 3. Use pressure painting equipment
- d. Maintaining range surface
 1. Repaint lines before they wear off
 2. Keep debris off range – glass, rocks, nails, gravel – have waste barrels
 3. Snow areas – have salt and sand handy; snow removal equipment
 4. Gas and oil solvents
- e. Keep other vehicles off range
 1. Cars, motorcycles, bicycles, go-carts, model airplanes
 2. Use gates, chains, saw-horses, signs, cones

2. Equipment

- a. Sources
 1. Safety Industries, Inc.
P.O. Box 1137
McGill, Nevada 89318-9900
 2. AAA
Driver's Education
1000 AAA Drive
Heathrow, Florida 32746-5063
- b. Signs
 1. Official size or miniature
 2. Variety
 3. Portable – removable
 4. Keep in good condition
- c. Cones
 1. Rubber
 2. 18" with dowels

- d. Other
 - 1. Numbers for vehicles
 - 2. Signals (i.e., traffic lights)
 - 3. Portable curbing
 - 4. Key storage

3. Communications

- a. Your own voice
- b. Bull horn

**RULES OF THE MULTI-CAR DRIVING RANGE
TEACHER RESPONSIBILITY**

- 1. Range supervisors and other staff members should adhere to the same rules for range use as the beginning drivers.**
2. A teacher should perform the range lesson himself prior to the class period.
3. A thorough explanation of the range lesson should be given to the group of beginning drivers, either in a classroom or on the range itself.
4. A demonstration shall be made of each range lesson, consisting of having a student drive while the teacher talks him/her through, with the remainder of the class paying strict and close attention.
5. Always review previously demonstrated procedures, maneuvers, and exercises.
6. Check car radios for frequency and volume with your particular communication system before class meets.
7. Communication with students:
 - A. Have students turn on radio.
 - B. Call each car by number, having each student respond by a short horn.
 - C. Always address students by car number and before giving instruction or comments.
 - D. Talk briefly and clearly.
 - E. Repeat each communication statement.
 - F. Be positive in your comments; resist being negative constantly.
 - G. Do not use sarcasm or profanity.
 - H. Do not berate students over the radio.
 - I. If severe correction is necessary, stop student and discuss the problem.
8. Range teacher shall be on the range well in advance of the scheduled class time, with all necessary preparations completed before students begin class.
9. Teacher will allow sufficient time to verbally summarize the day's lesson and objectives.

RULES OF THE MULTI-CAR DRIVING RANGE
STUDENT RESPONSIBILITY

1. Do not walk on the range while classes are in session.
2. Students shall not enter, start, or move any cars until instructed to do so.
3. Students are not allowed to smoke, drink, or have anything to eat in the cars.
4. Books and personal possessions are not be left in the car.
5. Students are to drive a different car each day, placing their own number on each.
6. Range communications systems must be on at all times.
7. At least one car window shall be partially open when cars are in use.
8. Drivers and all passengers shall use seat belts.
9. All driving on the range will be in accordance with the current range layout.
10. Students will use only the areas and perform only the maneuvers which have been demonstrated to them previously.
11. Braking is to be done with the right foot only.
12. The front seat passengers are to verbally assist the driver, if needed.
13. Passengers shall not harass the driver in any way.
14. Cars shall maintain at least one car length separation at all times.
15. Check the instrument lights frequently. Inform the range supervisor if any lights are on while the engine is running.
16. Inform the range supervisor of any mechanical difficulties.
17. When you need the range supervisor, signal him by 2 short taps of your horn.
18. Do not get out of your car unless the gear selector is in park and the park brake is applied.
19. Secure your car when finished by closing windows and locking doors.
20. Return key to the keyboard. The number on the keyboard should correspond to the car number.

MULTI-CAR DRIVING RANGE INSTRUCTION

Lesson I

- A. Orientation
- B. Pre-ignition Procedure
- C. Starting Procedure
- D. Stopping Procedure
- E. Steering Procedure
- F. Driving Forward and Backward
- G. Driving Around Area – Left Turn Procedure
- H. One Way Traffic

Lesson II

- A. Serpentine
- B. Lane Changing
- C. Follow-The-Leader – Right Turn Procedure
- D. One Way Traffic

Lesson III

- A. "T" Exercise
- B. Two Way Traffic

NOTE: Review procedures from
Lesson I during first few lessons.

Lesson IV

- A. "X" Exercise
- B. Two Way Traffic

Lesson V

- A. Garage Exercise

Lesson VI

- A. Figure "8" Exercise
- B. Maintaining Safety

Lesson VII

- A. "Y" Turn
- B. One Way Street and Railroad

Lesson VIII

- A. Parallel and Angle Park
- B. Review all Other Exercises

Lesson XI

- A. Review of Lane Changing – Passing, Braking

Lesson X

- A. Evasive Drill

LESSON I

Prepare range, flags, etc.; be sure all radios are correctly tuned.

Aims and Objectives:

- A. Explain and demonstrate pre-ignition procedure.
- B. Explain and demonstrate starting procedure.
- C. Explain and demonstrate stopping procedure.
- D. Explain and demonstrate steering procedure.
- E. Explain and demonstrate driving forward and backward.
- F. Explain and demonstrate left turn procedure – drive around area.

Procedure:

- A. Pre-ignition procedure
 - 1. Check in front and rear of car.
 - 2. Enter car.
 - 3. Put key into ignition.
 - 4. Adjust seat and mirror.
 - 5. Check doors, open one window.
 - 6. Fasten seatbelt.
- B. Starting procedure
 - 1. Park brake on.
 - 2. Selector lever in "park".
 - 3. Key to "start" position.
 - 4. When engine starts, release the key.
 - 5. Check all gauges.
 - 6. Right foot on brake.
 - 7. Selector lever to "drive".
 - 8. Release park brake.
 - 9. Check traffic – front, sides and rear.
 - 10. Signal
 - 11. Check over left shoulder (blind spot).
 - 12. Apply soft gas, proceed cautiously.
- C. Stopping procedure
 - 1. Check traffic behind with mirrors.
 - 2. Signal.
 - 3. Release gas pedal.
 - 4. Apply soft brake.
 - 5. After stopping, put selector lever in "park".
 - 6. Set park brake.
 - 7. Key to "off" position.
 - 8. Remove key.
 - 9. Leave car by curb side – optional.
- D. Steering procedures
 - 1. Forward – hands at 9-3 position.
 - 2. Backward – right hand on back of seat, left hand on top of wheel, look over right shoulder at distant target.
- E. Driving forward and backward

1. Purpose of this exercise is to get the feel of the car.
 2. Procedure.
 - a. Driver forward to first flag line using correct starting and stopping procedures.
 - b. Back to first flag line.
 - c. Back to starting point.
 - d. Continue same procedure; check to see who is having trouble.
 3. Points to emphasize
 - a. Car control.
 - b. Smooth, gentle acceleration.
 - c. Smooth, even braking.
 - d. Turn in the direction you want to go for both forward and backward.
 - e. When braking, aim at a distant target.
 - f. When backing, car should be creeping slowly.
 - g. Look to the rear as long as car is moving to the rear.
- F. Driving around area – right/left turn procedure
1. Start first student around area counter clockwise, talking him through the proper procedure by using the loud speaker while others observe .
 2. Procedure for left turns.
 - a. Check mirror.
 - b. Signal.
 - c. Position vehicle.
 - d. Reduce speed.
 - e. Brake.
 - f. Check traffic.
 - g. Turn – hand-over-hand technique.
 - h. Unwind by steering hand-over-hand.
 - i. Enter proper lane.
 - j. Accelerate about ½ way through turn.
 3. Points to emphasize
 - a. Maintain four car lengths apart.
 - b. When the car in front of you stops, you stop.
 - c. Even acceleration and braking.
 - d. Signal and slow down for all turns.
 - e. Use hand-over-hand steering techniques.
 - f. Maximum speed of 10 mph.
 4. Start whole group keeping them about four car lengths apart.

Materials:

Loud speaker or transmitter
 Cars lined up in a parallel line – facing west

Things to Look For:

Pre-ignition procedure
 Starting Procedure
 Stopping Procedure
 Steering procedure
 Backing
 Following distance
 Left turns

Evaluation:

Check daily progress card for each student.

LESSON II

Prepare range, flags, etc.; be sure all radios are correctly tuned.

Aims and Objectives:

- A. Explain, the demonstrate the serpentine.
- B. Explain, the demonstrate lane changing.
- C. Follow-the-leader.
- D. Review procedures from Lesson I.
- E. Right turn procedure.

Procedure:

- A. Serpentine
 - 1. Point out the need for hand-over-hand steering.
 - 2. Procedure to be used in performing the serpentine.
 - a. Exact starting point.
 - b. Wait for command to begin.
 - c. Steer very close to cones.
 - d. Be sure path is clear.
 - e. If problem occurs, stop and signal instructor.
- B. Lane changing
 - 1. Point out on range the different areas where lane changes are required.
 - 2. Procedure to be used in making a lane change.
 - a. Mirror – check both.
 - b. Signal
 - c. Over shoulder blind spot check in direction you are going.
 - d. Go if safe, turn into the appropriate lane increasing acceleration slightly.
 - 3. Points to emphasize
 - a. Be sure it is safe before changing lane – check mirrors.
 - b. Let other drivers know you are about to change lanes – signal, check blind spot.
 - c. Do not pull out too sharply.
 - d. Be sure to increase speed as you change lanes but do not exceed speed limit.
 - 4. Demonstrate lane changing by going through all the proper procedures.
- C. Two-way traffic – right turn procedure
 - 1. Move students out alternating them between clockwise and counter-clockwise.
 - 2. Procedure for right turn.
 - a. Position car.
 - b. Check mirrors/signal.
 - c. Check blind spot.
 - d. Control speed.
 - e. Steer hand-over-hand.
 - f. Enter proper lane.
 - g. Accelerate about $\frac{1}{2}$ way through turn.

LESSON III

Prepare range, flags, etc.; be sure all radios are correctly tuned.

Aims and Objectives:

- A. Explain, then demonstrate the "T" .
- B. Explain, the demonstrate two-way traffic.

Procedure:

- A. "T" Exercise
 - 1. Purpose of the "T" is to teach distance judgment, backing in a straight line, and handling the car in a tight place.
 - 2. Procedure to "T" exercise
 - a. Make correct signal before entering the "T".
 - b. Turn into proper lane.
 - c. Signal for left turn.
 - d. Driver forward slowly; stop one foot from flag; move forward slowly until bumper is touching the flag.
 - e. Back (using proper procedure as outlined in Lesson I) and stop when back bumper is one foot from flag with car centered on flag; move car slowly until car is touching flag.
 - f. Leave exercise by correct lane, using correct signals.
 - g. Stop before entering street.
 - 3. Demonstrate the "T" exercise properly while students observe.
 - 4. Points to emphasize.
 - a. Car control (coordination of acceleration and braking).
 - b. Car should be moved very slowly both forward and backward.
 - c. When backing, look over right shoulder with right arm on back of front seat.
 - d. Look to rear as long as car is moving to the rear.
 - e. Only one person in the exercise at a time.
- B. Two-Way traffic
 - 1. Points to Emphasize.
 - a. Stay on your own side of center line.
 - b. Maintain four car lengths between you and the car in front of you.
 - c. Signal and slow down for all turns.
 - d. Proper lane position for turns.
 - e. Only one car should be in the corner at a time.
 - f. Use hand-over-hand technique.
 - g. Maximum speed of 15 mph.
 - 2. As students drive around the area, check that they are lane changing when required.
 - 3. At end of period, check stopping procedure as students turn off engines.

Materials:

Loud speaker or transmitter
Cars lines up in starting position
Flags set up

Things to Look For:

Maintaining following distance
Proper signals

Stop signs
Hand-over-hand technique
Critical corner
Car control
Lane changing
Left and right turns

Evaluation:

Check daily progress card for each student.

LESSON IV

Prepare range, flags, etc.; be sure all radios are correctly tuned.

Procedure:

- A. "X" Exercise
 - 1. Purpose of the "X" is to teach skills in turning, backing and distance judgment.
 - 2. Procedure for "X" exercise.
 - a. Signal intention to turn.
 - b. Enter correct lane.
 - c. Signal for turn, then turn.
 - d. Hand-over-hand technique.
 - e. Stop smoothly, and touch flag.
 - f. Back smoothly into correct lane, and touch and centered on flag.
 - g. Stay off yellow line.
 - h. Signal and stop when leaving.
 - 3. Points to emphasize
 - a. Car control.
 - b. When backing, aim at a distant target.
 - c. When backing, look in the direction you are turning.
 - d. Leaving exercise – left turn only.
 - e. Only one person in the exercise at a time.
 - 4. Demonstrate by talking a student through the proper procedure by using the loud speaker while other observe.

- B. Individual work with students that are behind
 - 1. Make sure all students are up-to-date at this point; check all daily progress charts; give individual help when needed.

Materials:

Loud speaker or transmitter
Cars lined up
Flags set up

Things to Look For:

Watch for students "following the leader".
Have someone in exercise areas at all times.

LESSON V

Prepare range, flags, etc.; be sure all radios are correctly tuned.

Aims and Objectives:

- A. Explain, then demonstrate the garage exercise.
- B. Individual work with students that are behind.

Procedure:

- A. Garage exercise
 - 1. The purpose of the garage exercise is to acquaint students with turning into narrow driveways, getting into an off-set garage and backing out into a street in the proper lane.
 - 2. Procedure for garage exercise
 - a. Check traffic conditions and give proper signal.
 - b. Turn into driveway, hand-over-hand steering.
 - c. Enter garage slowly, left side first-touch flag.
 - d. Back slowly to rear with left hand on top of wheel and right arm on seat back.
 - e. Stop before entering street; check traffic; back into correct lane.
 - f. Drive into driveway again, this time parking in the right side of garage.
 - g. Follow same backing procedure, stop and check traffic before entering street.
 - 3. Points to emphasize
 - a. Students must decide which lane he plans on backing into before beginning his backing movement.
 - b. Stay close to the left side when backing into the far lane.
 - c. Stay close to the right side when backing into the near lane.
 - d. Always back into the lane in which you expect to travel.
 - e. Stop and look in both direction before leaving exercise.
 - f. Only one person in the exercise at a time.
 - 4. Demonstrate by talking a student through procedure by using the loud speaker while others observe.
 - 5. Move students out by alternating them between clockwise and counter clockwise.
- B. Individual work with students that are behind
 - 1. Make sure all students are up-to-date at this point, check all daily progress charts; give individual help when needed.

Materials:

Loud speaker or transmitter
Cars lined up in a starting position
Flags set up

Things to Look For:

Watch for students "following the leader".
Have someone in exercise areas at all times.

LESSON VI

Prepare range, flags, etc.; be sure all radios are correctly tuned.

Procedure:

- A. Figure "8" exercise
 - 1. Purpose of the figure "8" is to develop hand-over-hand steering, judgment and car control.
 - 2. Procedure for figure "8" exercise
 - a. Signal and always enter from right-after entering figure "8".
 - b. Maintain steady speed.
 - c. Hand-over-hand steering – turning.
 - d. Keep car between lines at all times.
 - e. Stop and signal before leaving.
 - f. If cone goes down, stop and pick it up.
 - 3. Points to emphasize
 - a. Car control.
 - b. Aim high in steering.
 - c. Hand-over-hand steering.
 - d. Stop when leaving exercise.
 - e. Only one person in the exercise at a time.
 - 4. Demonstrate by talking a student through the proper procedure by using the loud speaker while others observe.
- B. Maintain safety on the range
 - 1. Due to more exercise being performed, care of driving on the range should be stressed. By this time, some students may be over confident or careless. Check speed.

Materials:

Loud speaker or transmitter
Cars lined up

Things to Look For:

Signaling.
Stop signs.
Correct turns.
Correct lane change.

Evaluation:

Check daily progress card for each student as they complete an exercise.

LESSON VII

Prepare range, flags, etc.; be sure all radios are correctly tuned.

Procedures:

- A. "Y" turn
 - 1. Purpose of the turn around is to teach car control and handling; being able to turn around in the width of the road in case there is no other means available.
 - 2. Procedure for "Y" turn
 - a. Signal on entering.
 - b. Stop in the right lane.
 - c. Check traffic left, right, and left, signal.
 - d. Check left blind spot.
 - e. Steer full left, hand-over-hand.
 - f. Touch curb lightly.
 - g. Shift to reverse.
 - h. Move to rear continuing right, turn hand-over-hand, watching over right shoulder.
 - i. Touch curb.
 - j. Move car forward turning left, hand-over-hand, and position car along curb.
 - k. Stop, check mirror and blind spots and signal before leaving.
 - 3. Points to emphasize
 - a. Car control.
 - b. Turn wheels only when car is moving.
 - c. When backing, look in the direction you are turning.
 - d. Look to rear as long as car is moving to the rear.
 - e. Touch curb lightly.
 - f. Only one person in the exercise at a time.
 - 4. Demonstrate by talking a student through the proper procedure by using the loud speaker while other observe.
- B. One-way street
 - 1. Purpose is to introduce students to one-way traffic.
 - 2. Enter one-way street from either side.
 - 3. One-way street goes from north to south.
 - 4. Make sure student yields at the end of the one-way street.
- C. Railroad crossing
 - 1. Purpose is to introduce students to the hazards and proper techniques of handling a railroad crossing.
 - 2. Mississippi law.
 - 3. Student should slow down enough to stop if a train were coming.
 - 4. Student should look in both directions before crossing.
 - 5. Student should not cross railroad tracks until there is enough room on the other side to equal one full car length.
- D. Remind students to be thinking and be alert with their driving.
- E. Individual work with students that are behind.
 - 1. Make sure all students are up-to-date at this point; check all daily progress charts; give individual help when needed.

Materials:

Loud speaker or transmitter

Cars lined up
Flags set up

Things to Look For:

Watch for car control.
Watch for students turning wheels while car is standing still.
Give students defensive driving tips.
Make sure students are using all the streets.

Evaluation:

Check daily progress charts.

LESSON VIII

Prepare range, flags, etc.; be sure all radios are correctly tuned.

Aims and Objectives:

- A. Explain, then demonstrate parallel parking.
- B. Explain, then demonstrate angle parking.
- C. Individual work with students that are behind.

Procedures:

- A. Parallel parking
 - 1. The purpose of teaching parallel parking is to acquaint students with the correct procedure of parking
 - 2. Procedure for parallel parking
 - a. Approach in correct lane.
 - b. Check traffic in mirrors.
 - c. Slow speed.
 - d. Signal.
 - e. Brake slightly.
 - f. Stop two feet away and parallel to the other car with your back bumpers even.
 - g. Right foot on brake, shift to reverse.
 - h. Back slowly and slowly turn wheels all the way to the right.
 - i. At approximately a 45 degree angle start turning wheels slowly to the left while continuing to the rear.
 - j. When front bumper of your car is even with the rear bumper of the other car on the right, turn sharply to the left and continue backing. Stop before making contact with rear car.
 - k. Move forward slowly; straighten wheels; and center car.
 - 3. Leaving the parking area
 - a. Back slowly and stop just before hitting rear car.
 - b. Check traffic in mirror, signal.
 - c. Check blind spot.
 - d. Move forward slowly turning hard to the left.
 - e. Enter nearest lane.
 - f. Straighten wheels and proceed.
 - 4. Points to emphasize
 - a. Car control.
 - b. Correct stopping position is important. If this is off, the procedure will not work properly.
 - c. Creep back slowly and stop at check points 45 degree angle and when front bumper is even with rear bumper of front car.
 - d. Driver should continually check right front fender until his car clears the front car.
 - e. Turn wheel only when car is in motion.
 - f. When parked, car should be six inches from curb, parallel to curb, centered in space.
 - 5. Demonstrate by talking a student through the proper procedure by using the loud speaker while others observe.
- B. Angle parking
 - 1. The purpose of teaching angle parking is to acquaint students with the correct procedure of parking.
 - 2. Procedure for angle parking.
 - a. Check traffic with rear view mirrors.

- b. Signal intention to slow down.
 - c. Slow down and move car as far to the left as you can in your lane of traffic.
 - d. When front bumper is even with the first line extended, turn at average speed, hand-over-hand.
 - e. As car moves into center of space, straighten wheel.
 - f. Let car roll slowly, until tire touches curb lightly and back off slightly .
 - g. Follow procedure as outlined in Lesson I for turning off engine.
3. Leaving angle parking space
 - a. Start engine as outlined in Lesson I.
 - b. Move car straight back using correct steering method; slow speed.
 - c. When car is out far enough for driver to check traffic, stop and check both left and right.
 - d. When clear, continue backing, and when left front will clear car on the left, turn wheel sharply to right.
 - e. Back into correct lane and straighten wheel before stopping.
 - f. Do not cross lane line.
 4. Points to emphasize
 - a. Car control.
 - b. Approach space at a slow speed.
 - c. Watch left front and right rear fenders, students should be instructed to back off if he is getting too close to parked car on right or left.
 - d. When parked, car should be centered in space, parallel to lines, with right front wheel about 1 foot from curb.
 - e. When backing out creep straight back very slowly and stop when you can see both ways down the street.
 5. Demonstrate by talking a student through the proper procedure by using the loud speaker while other observe.
 6. Move students out by alternating them between clockwise and counter-clockwise. Keep someone in the previously demonstrated exercises at all times.
- C. Individual work with students that are behind
1. Make sure all students are up-to-date at this point, check all daily progress charts; give individual help when needed.

Materials:

Loud speaker
 Cars lined up
 Flags set up

Things to Look For:

Check for signals.
 Car control as student enters and leaves parking stall.
 Check that students are stopping and checking traffic as they leave the parking stall.
 Check that students back into the correct lane.

Evaluation:

Check daily progress reports/charts.
 Watch all students perform all previous exercises that have been demonstrated.

LESSON IX
Review Lane Changing
Passing
Quick Stop
Stopping Park Brake

Prepare range, flags, etc.; be sure all radios are correctly tuned.

Aims and Objectives:

- A. To sharpen skills of lane changing.
- B. To teach the principles of passing.
- C. Quick stop.
- D. To use the park brake for emergency stop.

Procedures:

- A. Lane changing
 - 1. Check mirrors inside and out.
 - 2. Signal in the direction of proposed move.
 - 3. Check blind spot in the direction of the proposed move.
 - 4. Go – if it is safe.

Things to Look For:

 - 1. Make sure students check over proper shoulder.
 - 2. Make sure students steer properly – not steering too much.
 - 3. Students should maintain speed.
- B. Passing
 - 1. The purpose of this lesson is to teach the proper procedure for passing on the open road.
 - 2. Procedures for passing
 - a. Check for passing distance.
 - b. Check both mirrors.
 - c. Signal left.
 - d. Check left blind spot.
 - e. Move to left lane if safe.
 - f. Accelerate to pass car.
 - g. Check inside rearview mirror – when you can see car being passed fully in the mirror, signal right, check blind spot and move into right lane.
 - 3. Points to emphasize
 - a. Do not pull out too sharply.
 - b. Do not pull back in too quickly or sharply.
 - c. Maintain proper speed to pass – do not decrease speed until back in right lane.
 - d. Do not pull too close to car before passing.
 - e. When changing or passing, always signal your intentions.
 - f. Use of horn when passing – optional.
 - 4. Things to Look For:
 - a. Make sure students are using correct signals.
 - b. Watch for students turning out too sharply.
 - c. Watch for students leaving left lane.
- C. Quick stop

1. The purpose of this lesson is for students to experienced a quick stop that may be necessary in traffic.
2. Procedures for quick stop
 - a. Student drives normally down two lane street.
 - b. Instructor gives command – Stop!
 - c. Student brakes to stop as fast as possible. Complete stop!
 - d. Student may increase speed in this exercise.

Things to Look For:

1. Only one car stopping at the time and only in safe area of range. After stopping, student drives around range and lines up for next turn.
2. Student should maintain speed.
3. Watch for students looking down for brake.

Materials:

Transmitter
Cars lined up

Evaluation:

Check daily progress charts.

LESSON X
Evasive Maneuver

Aims and Objectives:

- A. To teach students to steer around objects in the roadway instead of braking alone to avoid a crash.**
- B. To teach students to make split-second decisions.**
- C. To teach students to avoid an object and stay in the roadway.**
- D. To teach students to avoid locking brakes and losing steering control in an emergency.**

Procedures

- A. During this exercise, an instructor will ride with each student as a precautionary measure.
- B. Instructor will determine cone placement.
- C. Students will get to the ready position and go through the exercise only when specifically told to do so by the range instructor.
- D. Students will use the 9-3 hand position for steering. The exercise only requires a slight right or left steer.
- E. Students while performing the exercise will adjust to pre-determined speed and wait for command to avoid barrier.
- F. Students will not brake until the barrier has been passed.
- G. Students should not anticipate the direction they will be told to go. Be ready to steer in either direction at the trigger cone.
- H. Students will stop if they hit a cone or a cone is under the car. The instructor will get out and replace it.
- I. The student will return to assembly area.

Things to Look For:

Make sure an instructor is in car with student when the exercise is performed.

Students should go through the exercise at the proper and predetermined speed.

Students should wait to be given command to steer.

Students should not brake before passing the barrier.

Materials:

Transmitter
Cones set up
Cars lined up

Evaluation: By observation

BASIC DRIVER EDUCATION COURSE

SIMULATION INSTRUCTION

12 LESSONS
12 HOURS

DRIVING SIMULATION INTRODUCTION

Simulation enhances the teaching of the basic procedural and perceptual skills associated with driving, improves a driver's decision making abilities and exposes that individual to hazardous driving situations in a collision proof environment.

PURPOSE OF THE SIMULATOR

1. Provide the explanations and experiences that will reinforce and expand on those provided in other phases of the education program.
2. Provide the students with a greater variety of learning experiences.
3. Provide necessary sensory input for future judgment and decision making.
4. Provide practice in performing procedures such a starting, stopping, lane changing, passing, steering.
5. Provide more driving experience per hour of supervision.
6. Develop the understanding, judgment, and skill necessary to execute basic driving maneuvers safely and efficiently within typical traffic situations.
7. Develop quick and accurate responses needed when faced with sudden unpredictable hazards.
8. Evaluate student growth and development in the skills, judgment, and attitudes required for safe, efficient driving.

PROGRAM/TEACHING GUIDES

The following program/teaching guides are provided by the producers of the training programs. Although they are in a suggested sequence from basic to complex procedures, it by no means requires you to follow the sequence if it conflicts with your individual requirements. The programs are teaching tools and are in no way designed to replace the teacher, but are supplied to enhance the individuals overall program.

DORON PRECISION SYSTEMS,

INCORPORATED

DORON PRECISIONS SYSTEMS, Inc. has produced the following training library for use with their simulation systems. The suggested sequence will take the student from the basics of starting, steering, stopping, to the more complex city and interstate driving situations. The remaining programs takes the students through more critical environments and decision making.

Each program is designed for automatic operation but is capable of accepting teacher interaction with manual checks, still frame usage, and immediate replay for teaching emphasis.

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TEL: (607) 772-1610
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STARTING RIGHT

OVERVIEW

This 26-minute program is intended for beginning drivers. Its basic purpose is to familiarize them with these basic driving procedures:

- 1) pre-start
- 2) starting the car
- 3) moving into traffic from a parked position at the curb
- 4) lane changing
- 5) returning to a parked position at the curb
- 6) securing the car

Because it is important to maximize driving time in the simulator phase of instruction, it is suggested that pre-start procedures; adjustment of seats, mirrors, and safety belts, door locking, etc. will be more cost-effectively taught in a combination of classroom and rote drill experiences prior to beginning the first drive in this program.

Since starting and securing procedures frequently vary among school districts, instructors, and vehicle types, those presented here are sufficiently generic that instructors using this program will be able to coordinate starting procedures used in the simulator lab with those used in other phases of the program.

A flash of blue-colored frames will be noticed immediately prior to each of the blind spot checks. Advise drivers that these frames are there to cue them to use the blind spot checking mirrors attached to the back of the simulator seat. It is hoped that drivers' ongoing attention will have kept them aware of the need and of which one should be used.

PRE-TITLE SCENES

Running Time: 1.7 minutes

Setting: Various, for observation only; no driving.

Teaching Emphasis:

Clarifying objectives:

- entering traffic from a parked position
- making basic lane changes
- returning to the curb

Teaching Tips:

Establish procedures for use of the simulator; explain the function and proper use of the mirror attached to the back of the seats.

Review pre-start and start procedures using the same sequence of steps used in the one-street phase of your program.

Be sure everyone understands the following terminology used in this program

“CHECK” your blind spot (by looking over right or left shoulder into the head-check mirrors attached to the simulator seats).

“LOOK” into the (inside and outside) rearview mirrors (seen on screen).

“SCAN” left or right for other highway users in the forward view (as at intersections, etc.).

INS AND OUTS OF TURNS

OVERVIEW

This 22-minute film is intended for beginning drivers. Its basic purpose is to familiarize them with a procedure for making turns at intersections.

Brief demonstration scenes at the beginning illustrate the basic concept of “from the right to the right” and “from the left to the left”. These rules of thumb are presented as a means of quickly orienting new drivers to a workable procedure for moving through intersections.

Residential areas with no street markings are the setting for the first practice drive. In the more heavily traveled residential and suburban areas that follow, the introduction of four lanes and left turn bays, sometimes called “storage lanes”, will require drivers to pay careful attention to their blind spot checks.

Timing turns through gaps in traffic is dealt with, as is the procedure of checking traffic on cross streets before entering intersections. The traffic checking pattern used is the one most frequently observed in on-street programs, “left, right, left, go”. Instructors should remember, however, that filmed procedures, of necessity, must be generic and it is up to each instructor to adapt these to the local program.

A flash of blue-colored frames will be noticed immediately prior to each of the blind spot checks. Advise drivers that these frames are there to cue them to use the blind spot checking mirrors. It is hoped that drivers’ ongoing attention will have kept them aware of the need and of which one should be used.

PRE-TITLE SCENES

Running Time: 2.5 minutes

Setting: Various; observation only, no driving.

Objectives: Using correct procedures for

- 1) Approaching,
- 2) Moving through,
- 3) Leaving intersections.

Teaching Tips:

Review procedures, adapting as necessary to local preference. Assist the students with the appropriate timing of signals, speed selection, steering, and the line of sight while turning into the correct lane. Following are the basic procedures used in this film.

- 1) Approaching: looking in mirrors; signal; check blind spot; position vehicle; slow; check across, left, right, left.
- 2) Moving through: right turn – as far to the right as practicable; left turn – just inside the imaginary center.
- 3) Leaving: enter proper lane; accelerate; confirm signal off; look in rearview mirrors.

SEARCH - IDENTIFY – ANTICIPATE

OVERVIEW

Search – Identify – Anticipate contains three, uninterrupted drives. Drivers will travel:

- A rural, residential street over a winding, two-lane roadway to a small mall at an interstate highway entrance
- A village residential area, through the business district to another residential section of town
- One large shopping mall parking lot to another; a dual-lane left turn, multi-lane divided roadway, and typical parking lot hazards are encountered

The three drives are separated by a short length of black footage that enables you to conveniently use any of the three drives individually. They also provide a suitable point to interrupt the program for discussion purposes.

Verbal commands for blind spot checks are not always given. When they are not, drivers are expected to know when, and to which side blind spot checks should be made.

To be consistent with other programs in this series, a few blue frame will precede each blind spot check to alert your drivers that the on screen image is going to change from a forward view to a blind spot view.

When the blue frames appear, drivers should quickly look over their shoulder into one of the blind spot checking mirrors attached to the back of the seat. The brief moment (a little more than one second) of blue frames helps to insure that they will not miss any important action while turning their heads.

General Objectives:

Following your instruction when using this program, student drivers should be able to:

- Explain and demonstrate:
 - Scanning their driving environment
 - Twelve second scan distance
 - Two second following distance
- Identify elements in their driving environment that could become hazards in their intended path of travel
- Predict how, where, why, and when highway conditions and other highway users they have identified might become an accident potential (for them)

Suggested Introductory Activities:

- 1) Explain IPDE or other search and scanning procedures used before beginning the drive.
- 2) Discuss procedures for changing lanes and handling potential intersection problems.
- 3) Review the roles of good scanning habits, speed control, and vehicle position; i.e., space management.

NOTE: Be sure to alert your student drivers to the fact that they will not always be told exactly when to check blind spots. Stress the importance of being ready to make correct head checks according to “conditions of the moment”.

DECIDE AND ACT

OVERVIEW

DECIDE and ACT contains three, uninterrupted drives. Drivers will travel:

- A variety of roadway configurations; a three-way stop, traffic lights, a cyclist, and other highway users' actions require defensive driving decisions and actions
- Inner city streets encountering heavy stop-and-go traffic; decisions at intersections involving pedestrians and other traffic must be made and acted upon
- An interstate highway, entering from a secondary street, exiting to another surface street, then angle parking at a fast food restaurant

The three drives are separated by a short length of black footage that enables you to conveniently use any of the three drives individually. They also provide a suitable point to interrupt the program for discussion purposes.

Verbal commands for blind spot checks are not always given. When they are not, drivers are expected to know when, and to which side blind spot checks should be made.

To be consistent with other programs in this series, a few blue frames will precede each blind spot check to alert your drivers that the on screen image is going to change from a forward view to a blind spot view.

When the blue frames appear, drivers should quickly look over their shoulder into one of the blind spot checking mirrors attached to the back of the seat. The brief moment (a little more than one second) of blue frames helps to insure that they will not miss any important action while turning their heads.

General Objectives:

When supported by your instruction, this program should enable your student drivers to be able to:

- Decide upon the best action to take in response to perceived roadway markings and conditions and threatening actions or positions of other highway users
- Manage the speed and position of their own vehicle to avoid or minimize accident potential

Suggested Introductory Activities:

- 1) Review the decision-making process for searching and scanning.
- 2) Review procedures for lane changing and intersections.
- 3) Review space management and urban problems.
- 4) Review correct procedures for entering and existing limited access highways.

NOTE: Be sure to alert your student drivers to the fact that they will not always be told exactly when to check blind spots. Stress the importance of being ready to make correct head checks according to “conditions of the moment”.

RISK ASSESSMENT

OVERVIEW

RISK ASSESSMENT contains three uninterrupted drives. Drivers will travel in a variety of urban settings, encountering a typical mix of pedestrian and vehicular traffic that might be expected in such environments.

The three drives are separated by a short length of black footage. These “breaks” provide a convenient stopping point for you to interrupt the program for discussion purposes or, should you choose, to use any of the drives individually.

Verbal commands for blind spot checks may not always be given. When they are not, drivers are expected to know when, and to which side, blind spot checks should be made.

Objectives:

When supported by your instruction, upon completion of this program student drivers will be able to:

- Identify simultaneous, multiple threats
- Predict the degree of criticality and immediacy of each of them
- Decide upon the best action to take
- Execute appropriate actions to minimize accident potential when driving in urban environments

Suggested Introductory Activities:

- 1) Review searching, scanning, and the decision making process (SIPDE).
- 2) Review procedures for lane changing and intersections.
- 3) Review space management and urban problems.
- 4) Prepare student drivers to use commentary driving in selected segments of the program.

TURNABOUTS AND PARKING MANEUVERS

OVERVIEW

TURNABOUTS and PARKING MANEUVERS is a film about driving fundamentals. The ability to back, park, and turn around safely is essential to any driver, but these procedures can sometimes intimidate and fluster the beginning driver.

This film is designed to familiarize the beginning driver with the proper techniques for backing, parking, turnarounds, and parking on hills. Knowledge of these techniques will facilitate their practical application on the road.

Each of the fundamental maneuvers is defined in a demonstration sequence with a model driver; then, the maneuver is repeated from the driver point of view for practice.

Opportunity for discussion is provided between each of the maneuvers.

Objectives:

The driver will be able to:

- Back safely in an arc or a straight line
- Incorporate backing into other maneuvers
- Execute a proper U-turn
- Execute a proper Y-turn
- Enter and leave a parallel parking space
- Park properly on an upgrade
- Park properly on a downgrade

Terminology:

Maneuvers: A term usually used to describe driving procedures which can be accomplished through a step by step process. In this film, the term is used in conjunction with parking and turn around maneuvers.

U-Turn : Reversing direction (turning around) in one, continuous arc.

Y-Turn: Reversing direction (turning around) where limited space requires two turning maneuvers separated by one backing maneuver.

Parallel Park: Parking at the curb, or roadside, with the full length of the vehicle parallel to the curb, or roadside.

Uphill Park: Parking on up grades.

When there is a curb, front wheels turned sharply left with right front wheel touching or very close to the curb.

When no curb is present, front wheels turned sharply right.

Downhill

Park: Parking on down grades. With or without curbing, front wheels turned sharply to the right.

Introductory Activities:

1. Drivers often have a tendency to underestimate the importance and frequency of need for basic driving maneuvers.

Make up some hypothetical situations that demonstrate the need to be able to back, park, and turn around safely. For example: to drive from school, stop for a hamburger, and continue home, a driver could conceivably need to back up to exit a parking space, make a turnabout, parallel park at the restaurant.

Show how these skills can be even more critical in heavy traffic situations. If a driver has to turn around on a narrow, heavily traveled highway, the ability to make a safe, three point turn is very important.

2. Use diagrams on the chalkboard to show front wheel position as it relates to the movement of the car, both when backing and when moving forward in close quarter maneuvering such as parking and turnarounds. Have drivers follow along in the simulators, turning the wheel as they would to make the maneuvers being described.

This is a good time to practice hand positions on the steering wheel and hand-over-hand steering techniques.

3. Because of the number of times in this film drivers are required to look over their shoulders for backing and blind spot checks, it would be a good idea to remind everyone that the short segments of blue frames that appear in this film are cues to turn their heads and view the screen through the mirrors attached to the back of the simulator seats (to simulate looking out the rear windows of the vehicle).

RURAL ROADWAYS

OVERVIEW

This 27-minute film is intended for drivers who have acquired sufficient skill to manage the speed and position of their vehicle in light to moderate traffic. The three drives are all in a rural environment, including a short stretch of gravel road and a four-lane divided roadway, as well as two-lane county and state roads.

Events in this film will enable the driver to practice, then demonstrate competency in the following:

- Speed and lane adjustments
- Passing and being passed
- Observation of highway signs, signals, and markings
- Interaction with other (rural) highway users and road surfaces (gravel)

Railroad crossings, hills, reduced speed zones, a school bus, a tailgater, a cyclist, and a driver who forces us off the pavement are encountered.

Crossing, entering, and leaving a four-lane, divided roadway with atgrade intersections is also included.

As in other films in this series, a short flash of blue-colored frames will be noticed immediately prior to each of the blind spot checks. Advise drivers that these frames are there to cue (and remind) them to turn their heads to look into the blind spot checking devices attached to the seat backs of their simulator seats.

Introductory Scenes:

Running time: 1 minute

Setting: Two-lane country road

Activity Codes: None

Teaching tips: Use of rhetorical questions, “Did you ...”, “Are you ...”, etc. are intended to be thought provoking and are not necessarily answered by the narrator or on-screen action.

Be sure that drivers are familiar with the procedure for making blind spot checks in the simulators and that they understand the following terminology used in this film.

“**CHECK**” your blind spot (by looking over right or left shoulder into the blind spot checking devices attached to the simulator seats).

“**LOOK**” into the (inside and outside) rearview mirrors (seen on screen).

“**SCAN**” left or right for other highway users in the forward view (as at intersections, etc.).

Discuss roadway types that will be encountered in this film: blacktop, unmarked; two-lane with moderate traffic; and four-lane divided, with high speed traffic and intersecting roadways.

LIMITED ACCESS HIGHWAYS

OVERVIEW

LIMITED ACCESS HIGHWAYS contains four separate drives on limited access highways. The drives are separated by a short length of black footage which provides a convenient stopping point for you to interrupt the program for discussion purposes or to use any of the drives individually, should you choose to do so.

Although speed control (cruise control), emergency stopping procedures, and “highway hypnosis” are mentioned, you should plan to discuss them in greater detail either before or after the program.

Objectives:

When driving on limited access highways, student drivers, upon completion of this program and supported by your instruction, will be able to safely:

- Enter and exit
- Interact with other traffic
- Maintain proper speed and position
- Correctly use car pool lanes
- Explain the importance of advance planning.

Suggested Introductory Activities:

1. Review the IPDE strategy.
2. Review search and scan techniques.
3. Review different types of entrance and exit ramps and procedures for their use.
4. Review:
 - Maximum/minimum speeds
 - Emergency procedures
 - Highway sign
 - Car pool lanes
 - Following distance
 - Passing procedures

HANDLING WEATHER CONDITIONS

OVERVIEW

This film provides an opportunity to learn many of the techniques used by successful drivers when compensating for limitations imposed by loss of traction and reduced visibility.

The first of the three driving sequences in this film is in the winter, the second drive makes the transition from a winter day to a spring rain, while the third is a night driving sequence.

Objectives:

The driver will be able to:

- Predict how other highway users' behavior will change under adverse weather conditions
- Identify roadway conditions likely to cause loss of traction
- Describe visibility limitations under adverse weather conditions
- Explain compensatory procedures for loss of traction and reduced visibility.

Terminology:

Traction: The grip between the tire tread and the road surface. Good traction is required for a good "grip" to keep the vehicle from sliding.

Locked
Wheels: Wheels that have been locked (by a firm, constant pressure on the brake pedal) in a non-turning condition. Newer, anti-lock brake systems have been designed to prevent this condition from occurring.

Engine
Compression: Internal action of the engine which serves to slow a vehicle (most effective in lower gears).

Illumination: Artificial light generated by street lights, vehicle headlights, etc., to reveal objects at night.

Depth
Perception: Ability to judge distances between one's own position and objects in the distance.

Visual Acuity: Ability to see things in sharp focus.

Glare
Recovery: Time taken to recover normal vision after being temporarily blinded by bright lights; such as oncoming headlights.

Introductory Activities:

1. Talk with drivers about traction – ask if they have ever experienced being in a vehicle that was “out of control”.

Under what conditions did it occur? What vehicle was being used?

Who was driving? How did it feel? What was their reaction? What was the outcome? Were they able to avoid a repetition of the incident? How?

2. Have drivers relate weather-invoked behavior changes they have observed in themselves and others – both drivers and pedestrians.

What were the changes? Can specific changes be associated with particular weather conditions?

3. Discuss equipping a vehicle with special items for winter emergencies: shovel, chains, emergency flashers, sand, blanket, etc.

4. Darken the classroom and set out several objects that were not present when the room was fully illuminated. Briefly pass the beam from a flashlight across the items. Then, ask persons to describe the various objects; ask for colors. Discuss how colors (and objects) appear different under varying light conditions.

CRASH AVOIDANCE II

OVERVIEW

Like the original, ever-popular CRASH AVOIDANCE, CRASH AVOIDANCE II places drivers in crash-threatening situations from which they must try to escape by steering right, by steering left, or by holding their lane position and relying upon the brake, alone, to avoid collision.

Unlike the original, however, in CRASH AVOIDANCE II the rearview mirrors are included in the driver point-of-view scenes, thus enabling drivers to make their escape decisions based upon traffic conditions behind and alongside, as well as directly ahead. Addition of the mirrors also enables identification of threats from behind that make increased acceleration a fourth escape choice.

At the beginning of this twenty-minute film, examples of four evasive action maneuvers are demonstrated: escape right, escape left, accelerated, and brake and hold position. The remaining sixteen minutes are devoted to driving situations in a variety of traffic environments, each situation requiring one of the four escapes to be used. Which one is, of course, a decision the simulator driver must make and execute quickly.

While this film provides an opportunity to test driver ability to quickly identify and execute evasive action moves, narrative **emphasis** is given to the importance of being **constantly aware of conditions on all sides** and of **planning-in-advance** as the keys to successful CRASH AVOIDANCE driving.

Objectives:

The general objective of this film is to reinforce the importance of planning ahead and of being constantly alert for safe escape routes from crash-threatening situations.

Whether a new or experienced driver, it is intended that participation in these filmed driving experiences will reduce the probability for panic should similar events occur in the real world. Less panic = more successful evasive action maneuvers = fewer accidents, injuries and deaths.

Following participation in a CRASH AVOIDANCE II session, when confronted by an imminent collision, drivers should be able to:

- Make earlier identifications of potential hazards
- Instantly locate the escape path of least damaging consequence.
- Execute the correct driving action to avoid or minimize the effects of collision should one occur.

The incidents in this film can stimulate a great deal of meaningful discussion of defensive driving tactics. Such discussions should make it possible for viewers to be able to recognize the usefulness of these tactics, including the *IPDE decision-making strategy, for being able to stay out of situations that have high crash potential.

- Identify hazards, Predict their affects, Decide what to do about them, Execute an appropriate defensive driving maneuver in time to avoid conflict.

SUGGESTED DISCUSSION TOPICS

Introductory Scenes

Each of the four escape demonstrations at the beginning of this film provide an opportunity to stop the projector on a freeze-frame of the most critical action point. Take these opportunities to discuss the options that were available, the events leading up to the critical moment, what might or might not have been predicted, and how advance planning might or might not have been predicted, and how advance planning might have helped. In each case, emphasize the importance of selecting the BEST escape option: the one offering the highest probability of escaping collision and/or minimizing damage should the evasive action not be successful. Reinforce a major objective of this film – that advance planning and constant surveillance of conditions on all sides are essential to successful crash avoidance driving.

Use the freeze-frame of the escape right demonstration to trigger discussion of readiness for secondary moves if needed. Here, the right steer has cleared us of the threatened head-on with the yellow car, but not necessarily of running into the red van. In this incident, had our speed been appreciably greater, a secondary evasive move up the dirt road behind the van might have been called for. Include in this discussion the importance of safety belts...not only for minimizing potential for injury and death, but for the assistance they provide in maintaining driver position behind the wheel for continuing vehicle control during both the initial and any secondary evasive action maneuvers that might be required.

Control braking should, of course, be discussed, along with a review of the concepts of avoiding collision traps, long-lead scanning, and the several IPDE strategies.

If you have not already done so with a prior film, be sure to explain that use of blue frames as cues to begin and end use of the mirrors on the simulators for making right and left side blind spot checks.

SUGGESTED DISCUSSION TOPICS

Situation 1 (Parked car door opens; oncoming car: Brake and Hold).

Scanning techniques – especially importance of keeping the eyes moving to avoid focusing attention on a single object or condition for too long a period of time. Did the oncoming traffic or the car entering the street on the left distract attention from the parked cars?

Were there any clues – any way to predict what happened? Partial clues, i.e. shoulder of person behind the wheel; feet and ankles under a car, etc. can sometimes be early warning signs. Other examples of partial clues?

Early recognition of limited response options, in this case restricted steering between oncoming traffic and parked cars, should intensify search pattern efforts. Other examples of limited response options and the development of collision trap situations.

Suppose the car behind had been closer? How do we check for safe distance behind?

Situation 2 (Car cuts in front; car on right: Brake and Hold).

Chain reactions of events, sometimes originating far away, that can affect the safety of our planned path of travel. Here, the driver of the car that cut us off was triggered by the action of the driver of the car ahead slowing abruptly to turn into driveway.

Spacing – position in traffic; maintaining space cushion, staying out of other drivers' blind spots when possible, staying out of "bunches or clusters" of traffic, margins of safety.

The brake light on the car ahead...what affect will it have immediately on other traffic...what if it stays on? From one vehicle's action predicting the behavior of others and the ultimate effect upon ourselves.

Keeping tract of conditions alongside when activity ahead might seem more important at the moment.

DESTINATION DRIVING

OVERVIEW

DESTINATION DRIVING contains three, uninterrupted “destination” drives. Drivers will travel to a:

- Downtown parking lot via urban streets
- Shopping mall via the interstate highway
- Motel conference center via rural roads

Narration in this program is limited to the giving of directions that drivers will follow to complete each route.

Verbal commands for blind spot checks are not given. Drivers are expected to know when, and to which side, blind spot checks should be made.

To be consistent with other programs in this series however, a few blue frames will precede each blind spot check as a visual cue. These blue frames alert your drivers that the on-screen image is going to change from a forward view to a blind spot view.

Additionally, insertion the brief moment (1 second) of the blue frames helps to insure that they will not miss any important action while turning their heads to look into the mirrors.

Each drives starts and ends in a parked position.

The three drives are separated by a short length of black footage that enables you to conveniently use any of the three drives individually and to provide a suitable point to interrupt the program for discussion.

NOTE: When used for evaluation purposes, be sure the “**activ print**” button on the console is in the “**on**” position **before** starting the program.

Objectives:

A major objective of DESTINATION DRIVING is to help you make observations and evaluations that can be useful to you in the conduct of your program.

DESTINATION DRIVING provides an opportunity for your drivers to demonstrate their driving knowledge and skills on four types of roadways: urban, residential, rural, and interstate. This program can be used effectively for:

- Midterm review or final evaluation
- Assessment of further training needs
- Competency – based program placement.

One hundred activity codes have been incorporated into this program to give you an easy number to work with if you are grading driver performance.

DESTINATION DRIVING can also be used for regular instructional activity.

Because there is minimal narration in this program, it is especially suited to using the commentary drive technique.

You should also be prepared to add commentary of your own at appropriate teaching points. If you have a flashlight pointer, keep in mind that it can be used most effectively in this program.

NOTE: Before screening this program, orient your drivers to its nature; i.e. the absence of instructional narration and the importance of their listening carefully for route directions.

Alert them to the fact that they will not be told when to check blind spots, that they must be prepared to make the appropriate checks according to “conditions of the moment”.

VANS – REDUCING THE RISKS

OVERVIEW

The non-driving scenes in this program demonstrate the need for developing accurate mirror-reading skills to successfully cope with the dangerous blind spot conditions experienced in the operation of van-type vehicles. Advantages and limitations of the three most common mirror types used on these vehicles are examined, with emphasis given to the importance of understanding and compensating for the distorted perception of distance portrayed by mirrors of the convex variety.

Brief overview of three basic characteristics that make the handling of vans somewhat different from that of typical passenger cars is also shown. The effect of wind, of usually wider turning radius, and of the skid tendency of unladen, rear-wheel drive vans are introduced.

To start the first drive sequence, which runs approximately five minutes, drivers are required to back out of an angle parking space in a typical mall parking lot. It is stressed that backing should be avoided as often as possible. However, when unavoidable, as in this case, instruction are to back carefully, slowly and no farther than absolutely necessary. Upon leaving the lot, Drive Segment 1 proceeds on a four-lane suburban street leading to a multi-lane, one-way street where activity on both sides forces almost continuous and simultaneous use of both rear-view mirrors.

The second drive sequence begins in an inner-city environment with a mix of parked cars, bus stops, stalled traffic, pedestrians and busy intersections to challenge maneuvering and decision-making skills. Moving out of the inner city on a short stretch of interstate highway ultimately requires five separate right-side lane changes in high speed traffic to make the correct exit ramp. Once back on surface streets, more lane-changing and a left turn from a four-lane to a two-lane street lead to a drive segment at night on a multi-lane, one-way street. The final section of this drive is on a rainy day, which further illustrates the criticality of identification skills and portrays the often erratic behavior patterns of other highway users under conditions of inclement weather.

The major emphasis throughout this twenty-four minute program is on accurate use of mirrors in numerous passing, lane-changing and merge situations in a range of driving environments and conditions within which the special requirements for safe driving of van-type vehicles can be practiced and discusses.

Objectives:

The most important objective is, of course, to effect a reduction of traffic related death, injury and property loss in the operation of van-type vehicles.

Among the requirements for safe operation of these vehicles is a working knowledge of how their handling and inherent visibility problems may be affected by changing environments and weather conditions. A general objective of this program is, therefore, to provide a medium through which drivers may become increasingly aware of, and prepared to deal with, these factors.

With side mirrors being the only means of perceiving the threat of collision alongside or from behind, it should not be surprising that the major, general objective of this program is to provide a suitable mix of driving experiences that will clearly demonstrate the importance of timely and accurate use of mirrors; and to stimulate discussions that result in an increased appreciation of the impact that accurate mirror-reading skills might have on reducing the inherent risk of operating van-type vehicles.

More specifically, at the conclusion of this training experience, drivers should be able to change lanes without incident, avoid unnecessary backing and accurately describe at least:

- Two reasons why the right side is more blind than the left
- Two ways to improve field of view when backing
- Three common mirror types
- One advantage and one disadvantage of each mirror type described
- Two ways that a van-type vehicle create hazardous blind spot conditions for others
- Two good “rules of thumb” for safe backing
- Three handling characteristic differences; vans vs. cars
- Three typical accident producing situations related to weather
- Three identification problems associated with night and inclement weather conditions.

Introductory Scenes

Running time: 5 minutes.

Setting: Non-driving scenes on multi lane road, two-lane streets and parking lots.

Activity Codes: None

Teaching Tips: Several potential discussion topics related to the operation of van-type vehicles are introduced, or alluded to, in these opening scenes. Among them:

- Size differential
- Handling characteristics
- Driver characteristics
- Visibility problems
- Mirror types

Review and Discuss:

With backing being one of the highest risk maneuvers, review ways of reducing the risk:

- Placing a cone behind parked vehicle; driver must pick it up before leaving, thereby becoming aware of conditions behind
- Getting someone to assist outside the vehicle (a spotter), especially in tight quarters
- Backing as little and as short a distance as possible
- Parking so that backing will not be required

Talk about various turnabouts:

- Two-point, turning into drive on right
- Two-point, backing into drive on right
- Two-point, turning into drive on left
- Three-point, as seen in this program
- U-turn
- Proceeding around the block, and discuss them in terms of their appropriateness under circumstances and levels of risk involved
- Use the scene of the van driver adjusting land position as the tractor-trailer passes to trigger discussion of the effects of wind, and the rear wheel spinning in the snow to trigger discussions of changing driving techniques for changing weather conditions.
- Pre-drive procedures might also be discussed and, with the increasing popularity of front-wheel drive vans, discussion of their special handling characteristics would certainly be in order.

Although most van-type vehicles are equipped with some form of convex mirror, a convex mirror is not used in the drive segments of this program. **Because limitations imposed by the complexity of filming combined normal (flat) and convex mirror images, we have elected to present only the clearer, flat image as being most useful to a program of this kind.*** It is, therefore, important that the various configurations, advantages and disadvantages of convex mirrors be discussed at some point in time before this learning experience is concluded.

*(About three minutes into the program, note the changing focus when flat and convex mirror are filmed together. Use these “rack focus” scenes to trigger discussion of the problems encountered when drivers, using a flat and convex mirror together, quickly shift their glance from one to the other.)

**SIMULATOR SYSTEMS
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INCORPORATED**

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SSI SAFE DRIVER TRAINING SERIES
INDIVIDUAL TITLES/DESCRIPTIONS
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Introduction to Video Training. Introduction to new principles using the latest in videography; discussion of enhanced teaching techniques will provide further understanding for each student in learning how to respond to the video sequences. *Running time: 15 minutes.*

Controlling Your Vehicle. Introduction to driving; teaches fundamentals of vehicle control including pre-drive checks, starting, stopping, steering, and securing your vehicle. *Running time: 19 minutes.*

Turning and Parking Maneuvers. Begins with variety of lane changes from Controlling Your Vehicle. This program will introduce the student to advanced turns, curbside parking, perpendicular and parallel parking. *Running time: 23 minutes.*

Rules to Live By. Graphically enhanced primer on traffic signs, signals and roadway markings; stresses safety aspects of roadway rules featuring a variety of driving environments. *Running time: 19 minutes.*

IPDE – The Decisions are Yours. Introduces IPDE concept and Smith System rules for safe driving; discusses scanning and searching techniques, space cushion concept and escape routes; multiple scenarios in variety of driving environments to practice IPDE skills. *Running time: 26 minutes.*

Understanding Intersections. Teaches right-of-way rules and strategies for negotiating simple and complex intersections, including railroad crossings; provides multi-environment scenarios to practice intersection maneuvers. *Running time: 30 minutes.*

City Streets. Demonstrates application of IPDE principles within crowded urban areas; stresses need to co-exists in congested city traffic where the sheer number of vehicles and pedestrians create more hazards per mile than on most roadways. *Running time: 17 minutes.*

Expressways. Teaches quick judgement decisions using the IPDE process. Discusses space cushion for high-speed expressway driving; teaches entering and exiting highways, merging into traffic and passing maneuvers. *Running time: 18 minutes.*

Identifying and Avoiding Conflicts. Teaches drivers how to reduce the chances for a collision by isolating and compromising risks; provides numerous simulated driving scenarios which require drivers to identify and drive through potentially hazardous situations; multiple driving environments. *Running time: 27 minutes.*

Dealing With Emergencies. Demonstrates variety of roadway emergencies caused by mechanical failure including brake failure, engine malfunction, stuck accelerator, and power steering failure. Allows drivers to practice skills in handling variety of emergencies. *Running time: 15 minutes.*

Handling Roadway Hazards. Demonstrates problems arising from roadway hazards and driver error. Teaches appropriate actions to unexpected conditions; tire blow out, hood fly up and regaining control from a skid. *Running time: 16 minutes.*

Avoiding Collisions. Takes students through a variety of near-crash sequences which forces them into making controlled responses to dangerous situations; teaches drivers to identify escape routes to avoid crashes and allows them to practice in multiple environments. *Running time 25 minutes.*

Testing Driver Performance I. Comprehensive driving exam covering principles that have been taught in the previous SSI Safe Driver videos. *Running time: 20 minutes.*

Testing Driver Performance II. Comprehensive driving exam covering principles that have been taught in the previous SSI Safe Driver videos. *Running time: 19 minutes.*

Adverse Driving Conditions. Provides visual and measurable evidence of driver's ability to respond to various environments, including wet and icy road conditions. In addition, offers a unique approach in dramatizing the dangers associated with driving while impaired. *Running time: 29 minutes.*

BASIC DRIVER EDUCATION COURSE

SIMULATION INSTRUCTION

12 LESSONS

12 HOURS

DRIVING SIMULATION INTRODUCTION

Simulation enhances the teaching of the basic procedural and perceptual skills associated with driving, improves a driver's decision making abilities and exposes that individual to hazardous driving situations in a collision proof environment.

PURPOSE OF THE SIMULATOR

9. Provide the explanations and experiences that will reinforce and expand on those provided in other phases of the education program.
10. Provide the students with a greater variety of learning experiences.
11. Provide necessary sensory input for future judgment and decision making.
12. Provide practice in performing procedures such a starting, stopping, lane changing, passing, steering.
13. Provide more driving experience per hour of supervision.
14. Develop the understanding, judgment, and skill necessary to execute basic driving maneuvers safely and efficiently within typical traffic situations.
15. Develop quick and accurate responses needed when faced with sudden unpredictable hazards.
16. Evaluate student growth and development in the skills, judgment, and attitudes required for safe, efficient driving.

PROGRAM/TEACHING GUIDES

The following program/teaching guides are provided by the producers of the training programs. Although they are in a suggested sequence from basic to complex procedures, it by no means requires you to follow the sequence if it conflicts with your individual requirements. The programs are teaching tools and are in no way designed to replace the teacher, but are supplied to enhance the individuals overall program.

DORON PRECISION SYSTEMS,

INCORPORATED

DORON PRECISIONS SYSTEMS, Inc. has produced the following training library for use with their simulation systems. The suggested sequence will take the student from the basics of starting, steering, stopping, to the more complex city and interstate driving situations. The remaining programs takes the students through more critical environments and decision making.

Each program is designed for automatic operation but is capable of accepting teacher interaction with manual checks, still frame usage, and immediate replay for teaching emphasis.

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STARTING RIGHT

OVERVIEW

This 26-minute program is intended for beginning drivers. Its basic purpose is to familiarize them with these basic driving procedures:

- 7) pre-start
- 8) starting the car
- 9) moving into traffic from a parked position at the curb
- 10) lane changing
- 11) returning to a parked position at the curb
- 12) securing the car

Because it is important to maximize driving time in the simulator phase of instruction, it is suggested that pre-start procedures; adjustment of seats, mirrors, and safety belts, door locking, etc. will be more cost-effectively taught in a combination of classroom and rote drill experiences prior to beginning the first drive in this program.

Since starting and securing procedures frequently vary among school districts, instructors, and vehicle types, those presented here are sufficiently generic that instructors using this program will be able to coordinate starting procedures used in the simulator lab with those used in other phases of the program.

A flash of blue-colored frames will be noticed immediately prior to each of the blind spot checks. Advise drivers that these frames are there to cue them to use the blind spot checking mirrors attached to the back of the simulator seat. It is hoped that drivers' ongoing attention will have kept them aware of the need and of which one should be used.

PRE-TITLE SCENES

Running Time: 1.7 minutes

Setting: Various, for observation only; no driving.

Teaching Emphasis:

Clarifying objectives:

- entering traffic from a parked position
- making basic lane changes
- returning to the curb

Teaching Tips:

Establish procedures for use of the simulator; explain the function and proper use of the mirror attached to the back of the seats.

Review pre-start and start procedures using the same sequence of steps used in the one-street phase of your program.

Be sure everyone understands the following terminology used in this program

“CHECK” your blind spot (by looking over right or left shoulder into the head-check mirrors attached to the simulator seats).

“LOOK” into the (inside and outside) rearview mirrors (seen on screen).

“SCAN” left or right for other highway users in the forward view (as at intersections, etc.).

INS AND OUTS OF TURNS

OVERVIEW

This 22-minute film is intended for beginning drivers. Its basic purpose is to familiarize them with a procedure for making turns at intersections.

Brief demonstration scenes at the beginning illustrate the basic concept of “from the right to the right” and “from the left to the left”. These rules of thumb are presented as a means of quickly orienting new drivers to a workable procedure for moving through intersections.

Residential areas with no street markings are the setting for the first practice drive. In the more heavily traveled residential and suburban areas that follow, the introduction of four lanes and left turn bays, sometimes called “storage lanes”, will require drivers to pay careful attention to their blind spot checks.

Timing turns through gaps in traffic is dealt with, as is the procedure of checking traffic on cross streets before entering intersections. The traffic checking pattern used is the one most frequently observed in on-street programs, “left, right, left, go”. Instructors should remember, however, that filmed procedures, of necessity, must be generic and it is up to each instructor to adapt these to the local program.

A flash of blue-colored frames will be noticed immediately prior to each of the blind spot checks. Advise drivers that these frames are there to cue them to use the blind spot checking mirrors. It is hoped that drivers’ ongoing attention will have kept them aware of the need and of which one should be used.

PRE-TITLE SCENES

Running Time: 2.5 minutes

Setting: Various; observation only, no driving.

Objectives: Using correct procedures for

- 4) Approaching,
- 5) Moving through,
- 6) Leaving intersections.

Teaching Tips:

Review procedures, adapting as necessary to local preference. Assist the students with the appropriate timing of signals, speed selection, steering, and the line of sight while turning into the correct lane. Following are the basic procedures used in this film.

- 4) Approaching: looking in mirrors; signal; check blind spot; position vehicle; slow; check across, left, right, left.
- 5) Moving through: right turn – as far to the right as practicable; left turn – just inside the imaginary center.
- 6) Leaving: enter proper lane; accelerate; confirm signal off; look in rearview mirrors.

SEARCH - IDENTIFY – ANTICIPATE

OVERVIEW

Search – Identify – Anticipate contains three, uninterrupted drives. Drivers will travel:

- A rural, residential street over a winding, two-lane roadway to a small mall at an interstate highway entrance
- A village residential area, through the business district to another residential section of town
- One large shopping mall parking lot to another; a dual-lane left turn, multi-lane divided roadway, and typical parking lot hazards are encountered

The three drives are separated by a short length of black footage that enables you to conveniently use any of the three drives individually. They also provide a suitable point to interrupt the program for discussion purposes.

Verbal commands for blind spot checks are not always given. When they are not, drivers are expected to know when, and to which side blind spot checks should be made.

To be consistent with other programs in this series, a few blue frame will precede each blind spot check to alert your drivers that the on screen image is going to change from a forward view to a blind spot view.

When the blue frames appear, drivers should quickly look over their shoulder into one of the blind spot checking mirrors attached to the back of the seat. The brief moment (a little more than one second) of blue frames helps to insure that they will not miss any important action while turning their heads.

General Objectives:

Following your instruction when using this program, student drivers should be able to:

- Explain and demonstrate:
 - Scanning their driving environment
 - Twelve second scan distance
 - Two second following distance
- Identify elements in their driving environment that could become hazards in their intended path of travel
- Predict how, where, why, and when highway conditions and other highway users they have identified might become an accident potential (for them)

Suggested Introductory Activities:

- 4) Explain IPDE or other search and scanning procedures used before beginning the drive.
- 5) Discuss procedures for changing lanes and handling potential intersection problems.
- 6) Review the roles of good scanning habits, speed control, and vehicle position; i.e., space management.

NOTE: Be sure to alert your student drivers to the fact that they will not always be told exactly when to check blind spots. Stress the importance of being ready to make correct head checks according to “conditions of the moment”.

DECIDE AND ACT

OVERVIEW

DECIDE and ACT contains three, uninterrupted drives. Drivers will travel:

- A variety of roadway configurations; a three-way stop, traffic lights, a cyclist, and other highway users' actions require defensive driving decisions and actions
- Inner city streets encountering heavy stop-and-go traffic; decisions at intersections involving pedestrians and other traffic must be made and acted upon
- An interstate highway, entering from a secondary street, exiting to another surface street, then angle parking at a fast food restaurant

The three drives are separated by a short length of black footage that enables you to conveniently use any of the three drives individually. They also provide a suitable point to interrupt the program for discussion purposes.

Verbal commands for blind spot checks are not always given. When they are not, drivers are expected to know when, and to which side blind spot checks should be made.

To be consistent with other programs in this series, a few blue frames will precede each blind spot check to alert your drivers that the on screen image is going to change from a forward view to a blind spot view.

When the blue frames appear, drivers should quickly look over their shoulder into one of the blind spot checking mirrors attached to the back of the seat. The brief moment (a little more than one second) of blue frames helps to insure that they will not miss any important action while turning their heads.

General Objectives:

When supported by your instruction, this program should enable your student drivers to be able to:

- Decide upon the best action to take in response to perceived roadway markings and conditions and threatening actions or positions of other highway users
- Manage the speed and position of their own vehicle to avoid or minimize accident potential

Suggested Introductory Activities:

- 5) Review the decision-making process for searching and scanning.
- 6) Review procedures for lane changing and intersections.
- 7) Review space management and urban problems.
- 8) Review correct procedures for entering and existing limited access highways.

NOTE: Be sure to alert your student drivers to the fact that they will not always be told exactly when to check blind spots. Stress the importance of being ready to make correct head checks according to “conditions of the moment”.

RISK ASSESSMENT

OVERVIEW

RISK ASSESSMENT contains three uninterrupted drives. Drivers will travel in a variety of urban settings, encountering a typical mix of pedestrian and vehicular traffic that might be expected in such environments.

The three drives are separated by a short length of black footage. These “breaks” provide a convenient stopping point for you to interrupt the program for discussion purposes or, should you choose, to use any of the drives individually.

Verbal commands for blind spot checks may not always be given. When they are not, drivers are expected to know when, and to which side, blind spot checks should be made.

Objectives:

When supported by your instruction, upon completion of this program student drivers will be able to:

- Identify simultaneous, multiple threats
- Predict the degree of criticality and immediacy of each of them
- Decide upon the best action to take
- Execute appropriate actions to minimize accident potential when driving in urban environments

Suggested Introductory Activities:

- 5) Review searching, scanning, and the decision making process (SIPDE).
- 6) Review procedures for lane changing and intersections.
- 7) Review space management and urban problems.
- 8) Prepare student drivers to use commentary driving in selected segments of the program.

TURNABOUTS AND PARKING MANEUVERS

OVERVIEW

TURNABOUTS and PARKING MANEUVERS is a film about driving fundamentals. The ability to back, park, and turn around safely is essential to any driver, but these procedures can sometimes intimidate and fluster the beginning driver.

This film is designed to familiarize the beginning driver with the proper techniques for backing, parking, turnarounds, and parking on hills. Knowledge of these techniques will facilitate their practical application on the road.

Each of the fundamental maneuvers is defined in a demonstration sequence with a model driver; then, the maneuver is repeated from the driver point of view for practice.

Opportunity for discussion is provided between each of the maneuvers.

Objectives:

The driver will be able to:

- Back safely in an arc or a straight line
- Incorporate backing into other maneuvers
- Execute a proper U-turn
- Execute a proper Y-turn
- Enter and leave a parallel parking space
- Park properly on an upgrade
- Park properly on a downgrade

Terminology:

Maneuvers: A term usually used to describe driving procedures which can be accomplished through a step by step process. In this film, the term is used in conjunction with parking and turn around maneuvers.

U-Turn : Reversing direction (turning around) in one, continuous arc.

Y-Turn: Reversing direction (turning around) where limited space requires two turning maneuvers separated by one backing maneuver.

Parallel Park: Parking at the curb, or roadside, with the full length of the vehicle parallel to the curb, or roadside.

Uphill Park: Parking on up grades.

When there is a curb, front wheels turned sharply left with right front wheel touching or very close to the curb.

When no curb is present, front wheels turned sharply right.

Downhill

Park: Parking on down grades. With or without curbing, front wheels turned sharply to the right.

Introductory Activities:

1. Drivers often have a tendency to underestimate the importance and frequency of need for basic driving maneuvers.

Make up some hypothetical situations that demonstrate the need to be able to back, park, and turn around safely. For example: to drive from school, stop for a hamburger, and continue home, a driver could conceivably need to back up to exit a parking space, make a turnabout, parallel park at the restaurant.

Show how these skills can be even more critical in heavy traffic situations. If a driver has to turn around on a narrow, heavily traveled highway, the ability to make a safe, three point turn is very important.

2. Use diagrams on the chalkboard to show front wheel position as it relates to the movement of the car, both when backing and when moving forward in close quarter maneuvering such as parking and turnarounds. Have drivers follow along in the simulators, turning the wheel as they would to make the maneuvers being described.

This is a good time to practice hand positions on the steering wheel and hand-over-hand steering techniques.

3. Because of the number of times in this film drivers are required to look over their shoulders for backing and blind spot checks, it would be a good idea to remind everyone that the short segments of blue frames that appear in this film are cues to turn their heads and view the screen through the mirrors attached to the back of the simulator seats (to simulate looking out the rear windows of the vehicle).

RURAL ROADWAYS

OVERVIEW

This 27-minute film is intended for drivers who have acquired sufficient skill to manage the speed and position of their vehicle in light to moderate traffic. The three drives are all in a rural environment, including a short stretch of gravel road and a four-lane divided roadway, as well as two-lane county and state roads.

Events in this film will enable the driver to practice, then demonstrate competency in the following:

- Speed and lane adjustments
- Passing and being passed
- Observation of highway signs, signals, and markings
- Interaction with other (rural) highway users and road surfaces (gravel)

Railroad crossings, hills, reduced speed zones, a school bus, a tailgater, a cyclist, and a driver who forces us off the pavement are encountered.

Crossing, entering, and leaving a four-lane, divided roadway with atgrade intersections is also included.

As in other films in this series, a short flash of blue-colored frames will be noticed immediately prior to each of the blind spot checks. Advise drivers that these frames are there to cue (and remind) them to turn their heads to look into the blind spot checking devices attached to the seat backs of their simulator seats.

Introductory Scenes:

Running time: 1 minute

Setting: Two-lane country road

Activity Codes: None

Teaching tips: Use of rhetorical questions, “Did you ...”, “Are you ...”, etc. are intended to be thought provoking and are not necessarily answered by the narrator or on-screen action.

Be sure that drivers are familiar with the procedure for making blind spot checks in the simulators and that they understand the following terminology used in this film.

“CHECK” your blind spot (by looking over right or left shoulder into the blind spot checking devices attached to the simulator seats).

“LOOK” into the (inside and outside) rearview mirrors (seen on screen).

“SCAN” left or right for other highway users in the forward view (as at intersections, etc.).

Discuss roadway types that will be encountered in this film: blacktop, unmarked; two-lane with moderate traffic; and four-lane divided, with high speed traffic and intersecting roadways.

LIMITED ACCESS HIGHWAYS

OVERVIEW

LIMITED ACCESS HIGHWAYS contains four separate drives on limited access highways. The drives are separated by a short length of black footage which provides a convenient stopping point for you to interrupt the program for discussion purposes or to use any of the drives individually, should you choose to do so.

Although speed control (cruise control), emergency stopping procedures, and “highway hypnosis” are mentioned, you should plan to discuss them in greater detail either before or after the program.

Objectives:

When driving on limited access highways, student drivers, upon completion of this program and supported by your instruction, will be able to safely:

- Enter and exit
- Interact with other traffic
- Maintain proper speed and position
- Correctly use car pool lanes
- Explain the importance of advance planning.

Suggested Introductory Activities:

5. Review the IPDE strategy.
6. Review search and scan techniques.
7. Review different types of entrance and exit ramps and procedures for their use.
8. Review:
 - Maximum/minimum speeds
 - Emergency procedures
 - Highway sign
 - Car pool lanes
 - Following distance
 - Passing procedures

HANDLING WEATHER CONDITIONS

OVERVIEW

This film provides an opportunity to learn many of the techniques used by successful drivers when compensating for limitations imposed by loss of traction and reduced visibility.

The first of the three driving sequences in this film is in the winter, the second drive makes the transition from a winter day to a spring rain, while the third is a night driving sequence.

Objectives:

The driver will be able to:

- Predict how other highway users' behavior will change under adverse weather conditions
- Identify roadway conditions likely to cause loss of traction
- Describe visibility limitations under adverse weather conditions
- Explain compensatory procedures for loss of traction and reduced visibility.

Terminology:

Traction: The grip between the tire tread and the road surface. Good traction is required for a good "grip" to keep the vehicle from sliding.

Locked
Wheels: Wheels that have been locked (by a firm, constant pressure on the brake pedal) in a non-turning condition. Newer, anti-lock brake systems have been designed to prevent this condition from occurring.

Engine
Compression: Internal action of the engine which serves to slow a vehicle (most effective in lower gears).

Illumination: Artificial light generated by street lights, vehicle headlights, etc., to reveal objects at night.

Depth
Perception: Ability to judge distances between one's own position and objects in the distance.

Visual Acuity: Ability to see things in sharp focus.

Glare
Recovery: Time taken to recover normal vision after being temporarily blinded by bright lights; such as oncoming headlights.

Introductory Activities:

1. Talk with drivers about traction – ask if they have ever experienced being in a vehicle that was “out of control”.

Under what conditions did it occur? What vehicle was being used?

Who was driving? How did it feel? What was their reaction? What was the outcome? Were they able to avoid a repetition of the incident? How?

2. Have drivers relate weather-invoked behavior changes they have observed in themselves and others – both drivers and pedestrians.

What were the changes? Can specific changes be associated with particular weather conditions?

3. Discuss equipping a vehicle with special items for winter emergencies: shovel, chains, emergency flashers, sand, blanket, etc.

4. Darken the classroom and set out several objects that were not present when the room was fully illuminated. Briefly pass the beam from a flashlight across the items. Then, ask persons to describe the various objects; ask for colors. Discuss how colors (and objects) appear different under varying light conditions.

CRASH AVOIDANCE II

OVERVIEW

Like the original, ever-popular CRASH AVOIDANCE, CRASH AVOIDANCE II places drivers in crash-threatening situations from which they must try to escape by steering right, by steering left, or by holding their lane position and relying upon the brake, alone, to avoid collision.

Unlike the original, however, in CRASH AVOIDANCE II the rearview mirrors are included in the driver point-of-view scenes, thus enabling drivers to make their escape decisions based upon traffic conditions behind and alongside, as well as directly ahead. Addition of the mirrors also enables identification of threats from behind that make increased acceleration a fourth escape choice.

At the beginning of this twenty-minute film, examples of four evasive action maneuvers are demonstrated: escape right, escape left, accelerated, and brake and hold position. The remaining sixteen minutes are devoted to driving situations in a variety of traffic environments, each situation requiring one of the four escapes to be used. Which one is, of course, a decision the simulator driver must make and execute quickly.

While this film provides an opportunity to test driver ability to quickly identify and execute evasive action moves, narrative **emphasis** is given to the importance of being **constantly aware of conditions on all sides** and of **planning-in-advance** as the keys to successful CRASH AVOIDANCE driving.

Objectives:

The general objective of this film is to reinforce the importance of planning ahead and of being constantly alert for safe escape routes from crash-threatening situations.

Whether a new or experienced driver, it is intended that participation in these filmed driving experiences will reduce the probability for panic should similar events occur in the real world. Less panic = more successful evasive action maneuvers = fewer accidents, injuries and deaths.

Following participation in a CRASH AVOIDANCE II session, when confronted by an imminent collision, drivers should be able to:

- Make earlier identifications of potential hazards
- Instantly locate the escape path of least damaging consequence.
- Execute the correct driving action to avoid or minimize the effects of collision should one occur.

The incidents in this film can stimulate a great deal of meaningful discussion of defensive driving tactics. Such discussions should make it possible for viewers to be able to recognize the usefulness of these tactics, including the *IPDE decision-making strategy, for being able to stay out of situations that have high crash potential.

- Identify hazards, Predict their affects, Decide what to do about them, Execute an appropriate defensive driving maneuver in time to avoid conflict.

SUGGESTED DISCUSSION TOPICS

Introductory Scenes

Each of the four escape demonstrations at the beginning of this film provide an opportunity to stop the projector on a freeze-frame of the most critical action point. Take these opportunities to discuss the options that were available, the events leading up to the critical moment, what might or might not have been predicted, and how advance planning might or might not have been predicted, and how advance planning might have helped. In each case, emphasize the importance of selecting the BEST escape option: the one offering the highest probability of escaping collision and/or minimizing damage should the evasive action not be successful. Reinforce a major objective of this film – that advance planning and constant surveillance of conditions on all sides are essential to successful crash avoidance driving.

Use the freeze-frame of the escape right demonstration to trigger discussion of readiness for secondary moves if needed. Here, the right steer has cleared us of the threatened head-on with the yellow car, but not necessarily of running into the red van. In this incident, had our speed been appreciably greater, a secondary evasive move up the dirt road behind the van might have been called for. Include in this discussion the importance of safety belts...not only for minimizing potential for injury and death, but for the assistance they provide in maintaining driver position behind the wheel for continuing vehicle control during both the initial and any secondary evasive action maneuvers that might be required.

Control braking should, of course, be discussed, along with a review of the concepts of avoiding collision traps, long-lead scanning, and the several IPDE strategies.

If you have not already done so with a prior film, be sure to explain that use of blue frames as cues to begin and end use of the mirrors on the simulators for making right and left side blind spot checks.

SUGGESTED DISCUSSION TOPICS

Situation 1 (Parked car door opens; oncoming car: Brake and Hold).

Scanning techniques – especially importance of keeping the eyes moving to avoid focusing attention on a single object or condition for too long a period of time. Did the oncoming traffic or the car entering the street on the left distract attention from the parked cars?

Were there any clues – any way to predict what happened? Partial clues, i.e. shoulder of person behind the wheel; feet and ankles under a car, etc. can sometimes be early warning signs. Other examples of partial clues?

Early recognition of limited response options, in this case restricted steering between oncoming traffic and parked cars, should intensify search pattern efforts. Other examples of limited response options and the development of collision trap situations.

Suppose the car behind had been closer? How do we check for safe distance behind?

Situation 2 (Car cuts in front; car on right: Brake and Hold).

Chain reactions of events, sometimes originating far away, that can affect the safety of our planned path of travel. Here, the driver of the car that cut us off was triggered by the action of the driver of the car ahead slowing abruptly to turn into driveway.

Spacing – position in traffic; maintaining space cushion, staying out of other drivers' blind spots when possible, staying out of "bunches or clusters" of traffic, margins of safety.

The brake light on the car ahead...what affect will it have immediately on other traffic...what if it stays on? From one vehicle's action predicting the behavior of others and the ultimate effect upon ourselves.

Keeping tract of conditions alongside when activity ahead might seem more important at the moment.

DESTINATION DRIVING

OVERVIEW

DESTINATION DRIVING contains three, uninterrupted “destination” drives. Drivers will travel to a:

- Downtown parking lot via urban streets
- Shopping mall via the interstate highway
- Motel conference center via rural roads

Narration in this program is limited to the giving of directions that drivers will follow to complete each route.

Verbal commands for blind spot checks are not given. Drivers are expected to know when, and to which side, blind spot checks should be made.

To be consistent with other programs in this series however, a few blue frames will precede each blind spot check as a visual cue. These blue frames alert your drivers that the on-screen image is going to change from a forward view to a blind spot view.

Additionally, insertion the brief moment (1 second) of the blue frames helps to insure that they will not miss any important action while turning their heads to look into the mirrors.

Each drives starts and ends in a parked position.

The three drives are separated by a short length of black footage that enables you to conveniently use any of the three drives individually and to provide a suitable point to interrupt the program for discussion.

NOTE: When used for evaluation purposes, be sure the “**activ print**” button on the console is in the “**on**” position **before** starting the program.

Objectives:

A major objective of DESTINATION DRIVING is to help you make observations and evaluations that can be useful to you in the conduct of your program.

DESTINATION DRIVING provides an opportunity for your drivers to demonstrate their driving knowledge and skills on four types of roadways: urban, residential, rural, and interstate. This program can be used effectively for:

- Midterm review or final evaluation
- Assessment of further training needs
- Competency – based program placement.

One hundred activity codes have been incorporated into this program to give you an easy number to work with if you are grading driver performance.

DESTINATION DRIVING can also be used for regular instructional activity.

Because there is minimal narration in this program, it is especially suited to using the commentary drive technique.

You should also be prepared to add commentary of your own at appropriate teaching points. If you have a flashlight pointer, keep in mind that it can be used most effectively in this program.

NOTE: Before screening this program, orient your drivers to its nature; i.e. the absence of instructional narration and the importance of their listening carefully for route directions.

Alert them to the fact that they will not be told when to check blind spots, that they must be prepared to make the appropriate checks according to “conditions of the moment”.

VANS – REDUCING THE RISKS

OVERVIEW

The non-driving scenes in this program demonstrate the need for developing accurate mirror-reading skills to successfully cope with the dangerous blind spot conditions experienced in the operation of van-type vehicles. Advantages and limitations of the three most common mirror types used on these vehicles are examined, with emphasis given to the importance of understanding and compensating for the distorted perception of distance portrayed by mirrors of the convex variety.

Brief overview of three basic characteristics that make the handling of vans somewhat different from that of typical passenger cars is also shown. The effect of wind, of usually wider turning radius, and of the skid tendency of unladen, rear-wheel drive vans are introduced.

To start the first drive sequence, which runs approximately five minutes, drivers are required to back out of an angle parking space in a typical mall parking lot. It is stressed that backing should be avoided as often as possible. However, when unavoidable, as in this case, instruction are to back carefully, slowly and no farther than absolutely necessary. Upon leaving the lot, Drive Segment 1 proceeds on a four-lane suburban street leading to a multi-lane, one-way street where activity on both sides forces almost continuous and simultaneous use of both rear-view mirrors.

The second drive sequence begins in an inner-city environment with a mix of parked cars, bus stops, stalled traffic, pedestrians and busy intersections to challenge maneuvering and decision-making skills. Moving out of the inner city on a short stretch of interstate highway ultimately requires five separate right-side lane changes in high speed traffic to make the correct exit ramp. Once back on surface streets, more lane-changing and a left turn from a four-lane to a two-lane street lead to a drive segment at night on a multi-lane, one-way street. The final section of this drive is on a rainy day, which further illustrates the criticality of identification skills and portrays the often erratic behavior patterns of other highway users under conditions of inclement weather.

The major emphasis throughout this twenty-four minute program is on accurate use of mirrors in numerous passing, lane-changing and merge situations in a range of driving environments and conditions within which the special requirements for safe driving of van-type vehicles can be practiced and discusses.

Objectives:

The most important objective is, of course, to effect a reduction of traffic related death, injury and property loss in the operation of van-type vehicles.

Among the requirements for safe operation of these vehicles is a working knowledge of how their handling and inherent visibility problems may be affected by changing environments and weather conditions. A general objective of this program is, therefore, to provide a medium through which drivers may become increasingly aware of, and prepared to deal with, these factors.

With side mirrors being the only means of perceiving the threat of collision alongside or from behind, it should not be surprising that the major, general objective of this program is to provide a suitable mix of driving experiences that will clearly demonstrate the importance of timely and accurate use of mirrors; and to stimulate discussions that result in an increased appreciation of the impact that accurate mirror-reading skills might have on reducing the inherent risk of operating van-type vehicles.

More specifically, at the conclusion of this training experience, drivers should be able to change lanes without incident, avoid unnecessary backing and accurately describe at least:

- Two reasons why the right side is more blind than the left
- Two ways to improve field of view when backing
- Three common mirror types
- One advantage and one disadvantage of each mirror type described
- Two ways that a van-type vehicle create hazardous blind spot conditions for others
- Two good “rules of thumb” for safe backing
- Three handling characteristic differences; vans vs. cars
- Three typical accident producing situations related to weather
- Three identification problems associated with night and inclement weather conditions.

Introductory Scenes

Running time: 5 minutes.

Setting: Non-driving scenes on multi lane road, two-lane streets and parking lots.

Activity Codes: None

Teaching Tips: Several potential discussion topics related to the operation of van-type vehicles are introduced, or alluded to, in these opening scenes. Among them:

- Size differential
- Handling characteristics
- Driver characteristics
- Visibility problems
- Mirror types

Review and Discuss:

With backing being one of the highest risk maneuvers, review ways of reducing the risk:

- Placing a cone behind parked vehicle; driver must pick it up before leaving, thereby becoming aware of conditions behind
- Getting someone to assist outside the vehicle (a spotter), especially in tight quarters
- Backing as little and as short a distance as possible
- Parking so that backing will not be required

Talk about various turnabouts:

- Two-point, turning into drive on right
- Two-point, backing into drive on right
- Two-point, turning into drive on left
- Three-point, as seen in this program
- U-turn
- Proceeding around the block, and discuss them in terms of their appropriateness under circumstances and levels of risk involved
- Use the scene of the van driver adjusting land position as the tractor-trailer passes to trigger discussion of the effects of wind, and the rear wheel spinning in the snow to trigger discussions of changing driving techniques for changing weather conditions.
- Pre-drive procedures might also be discussed and, with the increasing popularity of front-wheel drive vans, discussion of their special handling characteristics would certainly be in order.

Although most van-type vehicles are equipped with some form of convex mirror, a convex mirror is not used in the drive segments of this program. **Because limitations imposed by the complexity of filming combined normal (flat) and convex mirror images, we have elected to present only the clearer, flat image as being most useful to a program of this kind.*** It is, therefore, important that the various configurations, advantages and disadvantages of convex mirrors be discussed at some point in time before this learning experience is concluded.

*(About three minutes into the program, note the changing focus when flat and convex mirror are filmed together. Use these “rack focus” scenes to trigger discussion of the problems encountered when drivers, using a flat and convex mirror together, quickly shift their glance from one to the other.)

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SSI SAFE DRIVER TRAINING SERIES
INDIVIDUAL TITLES/DESCRIPTIONS
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Introduction to Video Training. Introduction to new principles using the latest in videography; discussion of enhanced teaching techniques will provide further understanding for each student in learning how to respond to the video sequences. *Running time: 15 minutes.*

Controlling Your Vehicle. Introduction to driving; teaches fundamentals of vehicle control including pre-drive checks, starting, stopping, steering, and securing your vehicle. *Running time: 19 minutes.*

Turning and Parking Maneuvers. Begins with variety of lane changes from Controlling Your Vehicle. This program will introduce the student to advanced turns, curbside parking, perpendicular and parallel parking. *Running time: 23 minutes.*

Rules to Live By. Graphically enhanced primer on traffic signs, signals and roadway markings; stresses safety aspects of roadway rules featuring a variety of driving environments. *Running time: 19 minutes.*

IPDE – The Decisions are Yours. Introduces IPDE concept and Smith System rules for safe driving; discusses scanning and searching techniques, space cushion concept and escape routes; multiple scenarios in variety of driving environments to practice IPDE skills. *Running time: 26 minutes.*

Understanding Intersections. Teaches right-of-way rules and strategies for negotiating simple and complex intersections, including railroad crossings; provides multi-environment scenarios to practice intersection maneuvers. *Running time: 30 minutes.*

City Streets. Demonstrates application of IPDE principles within crowded urban areas; stresses need to co-exists in congested city traffic where the sheer number of vehicles and pedestrians create more hazards per mile than on most roadways. *Running time: 17 minutes.*

Expressways. Teaches quick judgement decisions using the IPDE process. Discusses space cushion for high-speed expressway driving; teaches entering and exiting highways, merging into traffic and passing maneuvers. *Running time: 18 minutes.*

Identifying and Avoiding Conflicts. Teaches drivers how to reduce the chances for a collision by isolating and compromising risks; provides numerous simulated driving scenarios which require drivers to identify and drive through potentially hazardous situations; multiple driving environments. *Running time: 27 minutes.*

Dealing With Emergencies. Demonstrates variety of roadway emergencies caused by mechanical failure including brake failure, engine malfunction, stuck accelerator, and power steering failure. Allows drivers to practice skills in handling variety of emergencies. *Running time: 15 minutes.*

Handling Roadway Hazards. Demonstrates problems arising from roadway hazards and driver error. Teaches appropriate actions to unexpected conditions; tire blow out, hood fly up and regaining control from a skid. *Running time: 16 minutes.*

Avoiding Collisions. Takes students through a variety of near-crash sequences which forces them into making controlled responses to dangerous situations; teaches drivers to identify escape routes to avoid crashes and allows them to practice in multiple environments. *Running time 25 minutes.*

Testing Driver Performance I. Comprehensive driving exam covering principles that have been taught in the previous SSI Safe Driver videos. *Running time: 20 minutes.*

Testing Driver Performance II. Comprehensive driving exam covering principles that have been taught in the previous SSI Safe Driver videos. *Running time: 19 minutes.*

Adverse Driving Conditions. Provides visual and measurable evidence of driver's ability to respond to various environments, including wet and icy road conditions. In addition, offers a unique approach in dramatizing the dangers associated with driving while impaired. *Running time: 29 minutes.*

BASIC DRIVER EDUCATION COURSE

BEHIND THE WHEEL INSTRUCTION

**9 LESSONS
6 HOURS**

BEHIND-THE-WHEEL

Lesson 1: Basic Procedures and Car Control

This lesson is divided into three sessions. The first session deals with pre-entry checks, pre-ignition procedures, starting, tracking forward, tracking backward, lane changes and securing the vehicle. The second sessions deals with left and right turns, two-point and three-point turnabouts. The third sessions deals with angle, perpendicular and parallel parking.

Lesson 1 should be taught in an off-street driving area such as a driving range or parking lot. If a parking lot is used, permission from the owner of the lot should be obtained and the practice area should be blocked off from other traffic that may interfere. In addition to normal instructional materials needed for BTW practice, at least eight (8) large 36" traffic cones should be used for this lesson.

Session 1

- . Vehicle familiarization
- . Tracking backward
- . Tracking forward
- . Lane changes

The cones should be placed in a straight line, at least fifty (50) feet apart. Position the car beside the first cone with the front bumper even with the cone. The car will track forward, stopping at each cone and the driver securing the vehicle at each stop. After stopping at the last cone, the car will track backward, stopping with the rear bumper at each cone. This can be repeated several times if necessary.

Then have the driver practice lane change procedures at every other cone (i.e., change lanes between first and second cone and again between third and fourth cone, stopping smoothly at the fourth cone. Have the driver track backward all the way to the first cone again and repeat the lane change practice if necessary. After the instructor demonstrates the skills, each student practices 20 minutes on Session 1.

I. Descriptors

- A. Hand position
- B. Low speed
- C. Brake usage
- D. Basic car control

II. Objectives

- A. Pre-entry check
- B. Pre-ignition procedures
- C. Vehicle familiarization (student operates all controls)
- D. Ignition procedures
- E. Preparing to move ahead
- F. Tracking forward
- G. Stopping procedure
- H. Tracking backward
- I. Right lane change procedure
- J. Left lane change procedure
- K. Shut down and securing procedures

III. Learning Sets

- A. Operating car controls
- B. Procedural practice (pre-ignition, ignition, tracking ahead, tracking backward, securing)
- C. Tracking ahead
- D. Tracking to the rear

- E. Distance judgment front and rear
- F. Smooth acceleration
- G. Smooth backing
- H. Lane change maneuver

IV. Anticipated Problems

- A. Improper procedures for pre-ignition or starting
- B. Unfamiliar with vehicle controls
- C. Wrong gear
- D. Improper hand placement on wheel
- E. Rapid acceleration
- F. Hard braking
- G. Distance judgment to front and rear
- H. Failing to adjust steering for drift
- I. Improper hand position when backing
- J. Failure to look back when backing
- K. Not using the brakes to control speed when backing
- L. Lane change -- forgets to signal
- M. Lane change -- forgets to check blind spot
- N. Lane change -- over-steers or under-steers
- O. Lane change -- fails to recover smoothly

V. Learning Activities for Observer

- A. Checklist for car control

Section 2

- 1. Left turns
- 2. Right turns
- 3. Two-point turnabout
- 4. Three-point turnabout

Use the streets, roadways and parking lot of the tracking site to practice skills in Session 2. If necessary, use cones to set up an "X" exercise to practice two-point turnabouts. After the instructor demonstrates the exercises, each student practices 20 minutes on Session 2.

I. Descriptors

- A. Minimal traffic
- B. Low speed
- C. Traffic controls
- D. One and two-way streets
- E. Intersections
- F. Backing techniques

II. Objectives

- A. Entering or leaving traffic flow
- B. Negotiating intersections
- C. Identifying traffic controls
- D. Eye habits
- E. Left and right turns
- F. Interacting with other users
- G. Negotiating turnabouts

III. Learning Sets

- A. Lane change maneuvers (entering and leaving traffic flow)

- B. Negotiating intersections:
 - 1. Straight
 - a. moving and stopping
 - b. single and double stops
 - c. two and one-way streets
 - 2. Left turns and right turns
 - a. moving and stopping
 - b. single and double stops
 - c. two and one-way streets
- C. Negotiating a two-point turnabout on left and right side
- D. Negotiating a three-point turnabout
- E. Identifying one and two-way streets

IV. Anticipated Problems

- A. Failing to check blind spot
- B. Failure to check mirrors at least once each block
- C. Improper lane position for intersection maneuvers
- D. Failing to stop for pedestrian in crosswalk
- E. Not coming to a complete stop when required
- F. Waiting to make left turns with wheels turned
- G. Failing to use second glance technique
- H. Failing to sight through turns
- I. Not following radius of curb on right turns
- J. Dry steering on turnabouts
- K. Failure to Signal

V. Learning Activities for Observer

- A. Checklist for car control

Section 3

- 1. Angle parking
- 2. Perpendicular parking
- 3. Parallel parking

These types of parking maneuvers can be practiced at the teaching site based on the types of parking spaces available. If the site does not have a certain type of parking available, use the large traffic cones to set up the space. After the instructor demonstrates the skills, each student practices 20 minutes on Session 3.

I. Descriptors

- A. Minimal traffic
- B. Scanning ahead and behind
- C. Angle parking
- D. Perpendicular parking
- E. Parallel parking
- F. Backing techniques

II. Objectives

- A. Entering and leaving traffic
- B. Entering a 45 degree angle parking space
- C. Leaving a 45 degree angle parking space
- D. Entering a 90 degree perpendicular parking space
- E. Leaving a 90 degree perpendicular parking space
- F. Entering a parallel parking space
- G. Leaving a parallel parking space

III. Learning Sets

- A. Approaching the parking space
- B. Communicating with traffic
- C. Proper car position
- D. Proper steering techniques
- E. Distance judgment
- F. Centering the car in space
- G. Gap selection
- H. Backing procedures
- I. Head checks for traffic or pedestrians
- J. Merging with traffic

IV. Anticipated Problems

- A. Failing to signal
- B. Improper set-up
- C. Turning too early or too late
- D. Speed too fast
- E. Not centering the car in the space
- F. Improper backing procedures
- G. Not looking back
- H. Failing to check for traffic
- I. Not checking front end clearance
- J. Selecting wrong gear

V. Learning Activities for Observer

None

CHECKLIST FOR CAR CONTROL

Driver: _____

Observer: _____

Instructions: The observer (co-pilot) calls out the procedures to the driver (pilot). Driver then carries out steps or inspects systems and says "check" if AOK. After practicing the steps this way twice, the driver should be able to perform without assistance and error. The observer places a (+) in space provided when driver is correct. Place a (X) in space provided when a step is omitted or is out of order.

PRE-START INSIDE

- Lock doors
- Key in ignition
- Adjust seat
- Adjust mirrors
- Fasten safety belts

START ENGINE AND IDLE

- Key to "Start" & release
- Read gauges
- Set for normal idle

CREEP CAR FORWARD & STOP

- Press foot brake
- Selector to "D"
- Park brake off
- Foot to gas pedal
- Brake to smooth stop

CREEP CAR BACKWARD & STOP

- Press foot brake
- Selector to "R"
- Left hand to top
- Foot to gas pedal
- Brake to smooth stop

SECURING CAR

- Complete stop
- Selector to "P"
- Accessories Off
- Key to lock
- Set park brake

QUICK STOPS AND STARTS

- Creep forward & hard brake
- Creep backward & hard brake
- Quick speed-up & smooth stop

STEERING CONTROL DRILL

- Slight L-turn & straight
- Slight R-turn & straight
- Creep backward
- Half L-turn & straighten
- Half R-turn & straighten
- Creep backward
- Full L-turn & straighten
- Full R-turn & straighten

LANE POSITIONING

- Center of lane - 200 feet
- Check mirror & centered
- Check gauges & centered
- Distance from parked cars
- Distance from oncoming cars

SAFETY SWITCHES WHEN MOVING

- ___ Horn ___ 4-way flasher ___ Park lights
- ___ Bright-Dimmers ___ Defroster ___ Wipers

BEHIND-THE-WHEEL

Lesson 2: Residential Driving

I. Descriptors

- A. Minimal traffic
- B. Low speed
- C. Traffic controls -- signs and markings
- D. Two and one-way street
- E. Open and blind intersections

II. Objectives

- A. Entering and leaving flow of traffic
- B. Negotiating intersections
- C. Identifying traffic controls
- D. Eye habits and practices
- E. Negotiating turnabouts (two and three-point)
- F. Interacting with other users
- G. Parking uphill and downhill

III. Learning Sets

- A. Lane change maneuvers -- entering and leaving traffic flow
- B. Negotiating intersections
 - 1. Straight
 - a. moving and stopping
 - b. single and double stop
 - c. two and one-way traffic
 - 2. Left and right turns
 - a. stopping and moving
 - b. single and double stop
 - c. two and one-way traffic
- C. Negotiating two-point turnabout on left and right side
- D. Negotiating three-point turnabout
- E. Identifying one and two-way streets

IV. Anticipated Problems

- A. Failure to check blind spot on lane changes
- B. Failure to check mirrors at least once per block
- C. Improper lane position for intersection maneuvers from two-way and one-way street
- D. Failure to stop for pedestrian in crosswalk
- E. Failure to come to a complete stop when required
- F. Waiting to make left turn with wheels turned
- G. Failure to use second glance technique
- H. Failure to sight through turn
- I. Not following radius of curb on right turns
- J. Dry steering on turnabouts
- K. Failure to signal

V. Learning Activities for Observer

- A. Checklist for basic maneuvers
- B. Observation check sheet for habits

CHECKLIST FOR BASIC MANEUVERS

Driver: _____

Observer: _____

Instructions: An observer uses this checksheet to help the driver remember the procedures. After two practices with help, the driver should perform without help. The observer places a (+) in space provided when driver is correct. Place a (X) in space provided when a step is omitted or is out of order.

ENTERING TRAFFIC

- Check mirrors
- Signals
- Check blind spot
- Gap in traffic
- Proper steering
- Smooth speed-up
- Cancel signal

LEAVING TRAFFIC

- Check mirrors
- Signals
- Check blind spot
- Flash brake lights
- Distance to curb
- Set wheels uphill
- Set wheels downhill

LEFT TURNS

- Check mirrors
- Signals 100 feet
- Proper pathway
- Scans corners
- Proper speed
- Start of steering
- Looks thru turn
- Straighten wheels
- Proper pathway

RIGHT TURNS

- Check mirrors
- Signals 100 feet
- Proper pathway
- Scans corners
- Proper speed
- Start of steering
- Looks thru turn
- Straighten wheels
- Proper pathway

LANE CHANGE TO LEFT

- Check roadway
- Check traffic
- Check mirrors
- Signals
- Gap selection
- Check blind spot
- Smooth speed up
- Proper steering
- Cancel signal

LANE CHANGE TO RIGHT

- Check roadway
- Check traffic
- Check mirrors
- Signals
- Gap selection
- Check blind spot
- Smooth speed up
- Proper steering
- Cancel signal

OBSERVATION CHECK SHEET FOR EYE HABITS

Driver: _____

Observer: _____

Instructions: Each square represents time or distance traveled. Use one block in an urban area and one minute in other areas. For those eye checks noted, mark "I" for inside mirror checks; "O" for outside mirror checks; and "-" for dash checks. If no eye checks are observed for the given time or distance, cross out the square.

1	2	3	4	5	6	7
---	---	---	---	---	---	---

8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	32	33	34	35
36	37	38	39	40	41	42
43	44	45	46	47	48	49

Totals: "I" _____; "O" _____; "-" _____; Grand Total _____

Rates: Checks per city block _____; Checks per minute _____

BEHIND-THE-WHEEL

Lesson 3: Open Highway and Shopping Centers

- I. Descriptors
 - A. Increased speeds/variable speeds
 - B. Moderate traffic
 - C. Traffic control devices
 1. Unchanging -- lane markings, signs
 2. Changing -- traffic signals
 - a. Planning ahead
 - b. Stale green light concept
 - c. Yellow light
 - D. Multiple lanes
 1. Two-lane, two-way
 2. One-way, multiple lane
 3. Turning lanes (right and left)
 - a. Protected

- b. Unprotected
- E. Shopping Centers
 - 1. Pedestrian and vehicle traffic
 - 2. Angle parking
 - 3. Perpendicular parking

II. Objectives

- A. Vehicle control at greater speeds (speed and steering)
- B. Orderly search patterns
- C. Protected and unprotected turns
- D. Selecting, signaling, maneuvering lane change
- E. Intersections
 - 1. Controlled
 - 2. Uncontrolled
- F. Planning ahead
- G. Shopping center traffic
- H. Communicating with other users
- I. Angle and perpendicular parking
- J. Gap selection
- K. Following distance
- L. Mirror checks
- M. Blind spot checks

III. Learning Sets

- A. Speed and steering control at variable speeds
- B. Identifying signs, signals and markings
- C. Identifying highway conditions
 - 1. Areas of less space
 - 2. Areas of less sight distance
 - 3. Areas of less traction
- D. Lane change maneuvers
- E. Negotiating protected and unprotected turns
 - 1. Planning ahead
 - 2. Gap selection
 - 3. Path of travel
 - 4. Executing turns
 - 5. Moving turns
- F. Negotiating hills and curves
- G. Negotiating shopping center parking lots
- H. Angle and perpendicular parking
- I. Primary speed reduction
 - 1. Acceleration control
 - 2. Brake control (covering the brake)
- J. Mirror usage

IV. Anticipated Problems

- A. Improper speed
 - 1. Excessive use of brakes
 - 2. Going too slow
- B. Failure to use mirror checks
 - 1. While driving
 - 2. Before reducing speed
 - 2. Lane changing
- C. Failure to signal early
- D. Failure to check blind spot
- E. Failure to plan ahead/reduce speed
 - 1. Intersections
 - 2. Curves
 - 3. Turns
 - 4. Check turning path before turning
 - 5. Down hills
- F. Failure to select correct gap
- G. Failure to sight through turns
- H. Failure to glance to sides at right-of-way (green light/ intersection)
- I. Failure for second glance into opposite direction before turning
- J. Improper parking procedures
- K. Failure to check front of car while backing out of parking lot
- L. Failure to see hazards in shopping centers
- M. Failure to see traffic controls
 - 1. Speed limits
 - 2. Warning signs
- N. Failure to use safety zone for entry into multiple lane traffic
- O. Failure to yield to on-coming traffic
- P. Failure to select correct gap (yields, intersections, etc.)
- Q. Failure to adjust to speed of traffic
- R. Failure to maintain position within lane

- V. Learning Activities for Observer
 - A. Back seat bingo
 - B. Eye habit check list

OBSERVATION CHECK SHEET FOR EYE HABITS

Driver: _____ Observer: _____

Instructions: Each square represents time or distance traveled. Use one block in an urban area and one minute in other areas. For those eye checks noted, mark "I" for inside mirror checks; "O" for outside mirror checks; and "-" for dash checks. If no eye checks are observed for the given time or distance, cross out the square.


























1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	32	33	34	35
36	37	38	39	40	41	42
43	44	45	46	47	48	49

Totals: "I" _____; "O" _____; "-" _____; Grand Total _____

Rates: Checks per city block _____; Checks per minute _____



INSTRUCTIONS – The first backseat observer to identify a traffic control should call it out. Then that control should be crossed out on sheet. Other rules are just like bingo.

		 Green On		
				
 Red On				
				
				

BEHIND-THE-WHEEL

Lesson 4: In-Town Moderate Traffic

I. Descriptors

- A. Medium traffic
- B. Increased pedestrian traffic
- C. Changing traffic controls/fixed (fewer)
 - 1. Scan ahead
 - 2. State green/yellow
 - 3. Protected turns
- D. One and two-way traffic
- E. Limited sight/view
- F. Lane selection/position
- G. Increased user communication
- H. Speed adjustments
 - 1. Hills
 - 2. Turns
 - a. prior to turn
 - b. half-way through
 - 3. Intersections (open and blind)
 - 4. Parked cars
 - 5. Parking lots
 - 6. Hazards reducing space cushion
- I. One and two stop for sighting distances
- J. Selecting gap
- K. Maximum speed 35 mph
- L. Off-set intersections

II. Objectives

- A. Scanning to identify increased hazards
- B. Planning ahead
 - 1. Intersections/lights
 - 2. Lane selection
 - 3. Speed
 - 4. One and two-way streets
 - 5. Lights -- red/yellow/green
 - 6. Yield to pedestrians
- C. One and two stop sighting distance
 - 1. Positioning
 - 2. Braking control at stops
- D. Apply traffic rules to parking lots
 - 1. Lane position
 - 2. Reduced speed
 - 3. Parking procedures
 - 4. Right-of-way at entrance/exit
- E. Communication
- F. Position for parked cars
- G. Gap selection
- H. Negotiating intersections
 - 1. Regular
 - 2. Off-set
- I. Negotiating moderate traffic

- J. Interacting with pedestrians
- K. Speed control

III. Learning Sets

- A. Scanning ahead
 - 1. Traffic controls
 - 2. Turning -- lane position/selection
 - 3. Speed
 - 4. Stop line/crosswalk
 - 5. Pedestrians
 - 6. Signaling intent (communication)
 - 7. Following distance
 - 8. Stopping distance
 - 9. Gap selection
 - 10. Off-set intersection
 - 11. Intersections
 - 12. Path closing
- B. Stopping/view
 - 1. One and two stop controls
 - 2. Complete stop while assessing sighting distance/scanning
- C. Speed
 - 1. Gap selection
 - 2. Following distance
 - 3. Stopping distance
 - 4. Path closure
 - 5. Turns -- prior/half-way through
- D. Parking lots
 - 1. Entrance/exit
 - 2. Maneuvering
 - 3. Speed
 - 4. Parking
- E. Flow of traffic
 - 1. One-way
 - 2. Two-way
 - 3. Lane markings
- F. Communicating
 - 1. Turn signals
 - 2. Brake lights
 - 3. Wheel positioning
 - 4. Speed
 - 5. Eye contact
- G. Mirror checks
 - 1. Stopping
 - 2. Slowing
 - 3. Changing lane position
- H. Lane choice and position
- I. Negotiating areas of limited space

IV. Anticipated Problems

- A. Blind spots not checked
- B. Signals -- too soon/too early
- C. Gap selection -- incorrect one
- D. Speed too fast
- E. Failure to sight through turns

- F. Failure to scan ahead
- G. Drifting through intersections
- H. Improper lane position
- I. Improper lane selection
- J. Failure to identify parked cars entering traffic
- K. Failure to check intended path
- L. Failure to use second glance
- M. Failure to anticipate increased speed downhill
 - 1. Accelerator up
 - 2. Brake covered
- N. Speed too slow
- O. Failure to second glance when turning or at intersections
- P. Failure to perform mirror checks
- Q. Failure to sight ahead one block
- R. Failure to use midpoint, wheels straight at left turns
- S. Failure to negotiate off-set intersection
- T. Failure to use horn if necessary to communicate with hazardous users

V. Learning Activities for Observers
Checklist for responses to closing hazards

CHECKLIST FOR RESPOSNES TO CLOSING HAZARDS

DRIVER INSTRUCTIONS - - Use commentary driving method to identify the hazard you plan to minimize for closing probabilities. Then carry out your plan

OBSERVER INSTRUCTIONS - - Record the choices taken by the driver. Then in discussions with you classmates and teacher score (C) for correct and (X) for incorrect.

CODES USED: L-1 or R-1 : to left or right one car width
 L-1/2 or R-1/2 : one-half car width to left or right
 OO : center of lane or pathway
 INC : increase
 DEC : decrease

T R I A L	CHOICE OF PATH					SPEED CHANGE			S C O R E	N A M E
	L-1	L-1/2	OO	R-1/2	R-1	INC	SAME	DEC		
1										
2										
3										
4										
5										
1										
2										
3										
4										
5										
1										
2										
3										
4										
5										

BEHIND-THE-WHEEL

Lesson 5: Expressway Driving

I. Descriptors

- A. Increased traffic
- B. Increased speed
- C. Increased sighting distance
- D. Multiple lane/one-way
- E. Interchanges
- F. Gap selection
- G. Speed adjustments
- H. Lane change
- I. Ramps -- exit/entrance
- J. Identification of route markers/information signs
- K. Fixed controls -- speed limit/lane markings
- L. Limited access/restricted users

II. Objectives

- A. Entering/exiting flow of traffic
- B. Mirror checks
- C. Turn signals
- D. Blind spot checks
- E. Speed adjustments
- F. Gap selections
- G. Lane change
- H. Increased speeds
- I. Increased view
- J. Negotiating curves
- K. Communicating with other users
- L. Identification of route numbers/directional marks
- M. Special interchanges
- N. Measuring distance with time
- O. "Weave" lane
- P. Passing and being passed

III. Learning Sets

- A. Identifying route markers
 - 1. Correct number
 - 2. Correct direction
- B. Lane positioning
 - 1. Lane change
 - 2. Lane selection

- C. Ramp segments
 - 1. Entrance
 - 2. Acceleration
 - 3. Merge
 - 4. Exits
 - 5. Deceleration
- D. Space cushion
- E. Sighting distance (12 secs. minimum)
- F. Mirror checks
- G. Speed
 - 1. Increased
 - 2. Varies on ramps
 - 3. Varies with sight and viewing distance
- H. Blind spot checks
- I. Signals
 - 1. Entrance
 - 2. Exit
 - 3. Lane change
- J. Communication with other users
- K. Following distance (2 secs. minimum)

IV. Anticipated Problems

- A. Failure to check mirrors
- B. Failure to signal ahead
- C. Failure to check blind spot
- D. Failure to scan ahead
- E. Failure to perform proper lane change
- F. Failure to identify correct entrance/exit
- G. Failure to maintain speed on expressway when exiting
- H. Unsafe following distance
- I. Failure to reach 55 mph
- J. Failure to reduce speed on exit ramp
- K. Failure to negotiate curves
 - 1. Entrance
 - 2. Exit
- L. Failure to overtake a slow vehicle
- M. Failure to reduce speeds after traveling expressway
- N. Failure to identify gap at high speed entrance and merging
- O. Failure to time entrance/merge-must stop

- P. Failure to maintain position in lane
- Q. Slowing in passing lane when overtaking another vehicle
- R. Exceed speed limit when overtaking another vehicle

V. Learning Activities for Observers

- A. Check list for 2-4-12 timed distances

CHECKLIST FOR 2 - - 4 - - 12 TIMED DISTANCES

GENERAL INSTRUCTIONS - - You will practice at least five trials for each of the timed distances. You will also be asked to be the timer-recorder when you are not practicing. The average time of the five trials will be your score. A stopwatch or wristwatch will be used as the timing device.

TWO-SECOND FOLLOWING DISTANCE - - **The one practicing this timed distance will verbally identify a fixed checkpoint where the counting is to start. One can practice as a driver or observer. The one timing and recording will record the number of seconds for each trial.**

FOUR-SECOND STOPPING ZONE & TWELVE SECOND VISUAL LEAD - -

The person practicing will:

- a. Pick a fixed object along the roadside which is thought to be four or twelve seconds ahead of the car.
- b. When the object is picked, tell the timer, "START".
- c. When the object is passed, tell the timer, "STOP".

The person recording and timing will:

- a. Start and stop the watch when your classmate tells you.
- b. Read the time, write it in the space provided, and tell the time to your classmate.

T R I A L	NAME OF DRIVER			NAME OF DRIVER			NAME OF DRIVER		
	2	4	12	2	4	12	2	4	12
1									
2									
3									
4									
5									
TOTAL									
AVERAGE									

BEHIND-THE-WHEEL

Lesson 6: Rural Driving and On-Road Emergencies

- I. Descriptors
 - A. Two-lane, two-way roads
 - B. Limited space, visibility and traction
 - C. Variable speeds
 - D. Curries and hills
 - E. Limited traffic controls
 - F. Roads with poor shoulders
 - G. Minimal traffic

- II. Objectives
 - A. Identifying and negotiating a rural environment
 - B. Identifying side roads, driveways, etc.
 - C. Adjusting speed to conditions
 - D. Respond correctly to two-wheel drop-off
 - E. Respond correctly to brake failure
 - F. Respond correctly to engine stall
 - G. Respond correctly to loss of steering

- III. Learning Sets
 - A. Steering and speed control on rural roads
 - B. Negotiating hills and curves
 - C. Responding to areas of less sight distance and view to the sides
 - D. Responding to areas of less traction
 - E. Responding correctly to off-road recovery
 - F. Responding correctly to brake failure
 - 1. Pumping the brakes
 - 2. Downshift
 - 3. Correct use of emergency brake
 - 4. Identify "soft crash" area
 - G. Respond correctly to engine failure
 - 1. Shift to neutral
 - 2. Steer to a safe area
 - H. Respond correctly to steering failure
 - 1. Loss of power steering
 - 2. Loss of all steering

- IV. Anticipated Problems
 - A. Speed too fast for conditions
 - B. Drifting in lanes
 - C. Loss of power uphill
 - D. Poor brake control downhill
 - E. Failure to reduce speed prior to curve
 - F. Failure to reduce speed in areas of less traction
 - G. Failure to reduce speed gradually for off-road recovery
 - H. Improper steering recovery
 - I. Incorrect use of emergency brake
 - J. Student panics
 - K. Poor responses to emergencies

- V. Learning Activities for Observers
 - A. Checklist for identification of highway changes
 - B. Checklist for identification of reduced areas

CHECKLIST FOR IDENTIFICATION OF HIGHWAY CHANGES

OBSERVER OR DRIVER INSTRUCTIONS - - In advance of each block in any urban district or a given segment of roadway in a rural district, you should use commentary driving to identify areas of less space to sides, less visibility, and less traction. When there is time, comment on the type of change and the clues to change. The "view" column stands for the view to the sides. The "sight" column stands for sight distance ahead.

RECORDER INSTRUCTIONS - - Put a "4" in the proper column as the item selected. Then, after a discussion with you teacher or other students, score (C) for correct and (X) for incorrect.

T R A N S M I T T E R	VISIBILITY				SPACE			TRACTION			S C O R E	N A M E
	SIGHT		VIEW		CHANGES			CHANGES				
	YES	NO	YES	NO	LESS	MORE	SAME	LESS	MORE	SAME		
1												
2												
3												
4												
5												
1												
2												
3												
4												
5												
1												
2												
3												
4												
5												

CHECKLIST FOR IDENTIFICATION OF REDUCED AREAS

OBSERVER OR DRIVER INSTRUCTIONS - - In advance of each block in an urban district or a given segment of roadway in a rural district, you should use commentary driving to identify areas of reduced visibility,

reduced space to sides, and reduced traction. When there is time, comment on the type of change and the clues to change. The "sight" column stands for sight distance ahead. The "field" column stands for field of view to the sides.

RECORDER INSTRUCTIONS - - Put an "4" in the proper column as selected. Then after a discussion with the teacher or other students, score (C) for correct and (X) for incorrect.

T R I A L	VISIBILITY				SPACE			TRACTION			S C O R E	N A M E
	SIGHT		FIELD		CHANGES			CHANGES				
	YES	NO	YES	NO	LESS	MORE	SAME	LESS	MORE	SAME		
1												
2												
3												
4												
5												
1												
2												
3												
4												
5												
1												
2												
3												
4												
5												

BEHIND-THE-WHEEL

Lesson 7: Intown Business District

- I. Descriptors
 - A. Increased traffic
 - B. Increased pedestrians
 - C. Intersections

1. Fixed controls
2. Changing controls
3. Multi-lanes
4. One lane
5. Off-set
- D. Turns -- Left/Right
 1. Lane position/normal intersection (off-set)
 2. Lane selection
 - a. Cancel signal
 - b. Speed
- E. Decreased speeds
- F. Scanning -- minimum every block
- G. Stopping
 1. Fixed, changing controls
 2. Stop lines, crosswalk, sidewalk intersections
- H. Parker cars (double-parked vehicles)
- I. Various intersections
 1. Traffic controls
 2. Alleys
- J. One-way/two-way streets
- K. Right-of-way -- Parking lots, parked cars, pedestrians
- L. Lane controls
- M. Parallel parking

II. Objectives

- A. Increased scanning
- B. Identify increased potential hazards
- C. Identify traffic controls early
 1. Green/red/yellow signals
 - a. Accelerator up/brake covered
 - b. Check right-of-way
 2. Lane markings
 3. One-way/two-way streets
- D. Identify stopping position
 1. Lines
 2. View
- E. Lane position
 1. Turns
 2. Lane directional signs
- F. Lane selection
 1. Turn -- lane closest to you
 2. Slides -- plan ahead, not interfering with traffic flow
 3. One-way/two-way streets
- G. Speed control
 1. More hazards -- speed reduced
 2. Timing -- intersection controls change
- H. Gap selection
 1. Turns -- clear path
 2. Straight -- clear path
- I. Scan parked cars
 1. Position to evaluate potential path closing
 2. Position to avoid open doors/enter traffic
- K. Right-turn-on-red
- L. Parallel parking

III. Learning Sets

- A. Scanning
 - 1. Identify potential hazards
 - 2. Predict closing possibility
 - 3. Prepare for stale green/yellow
 - 4. Prepare for right-of-way taken by others
- B. Speed adjustments
 - 1. Slower speeds
 - 2. Accelerator up/brake covered
- C. Mirror checks
 - 1. Minimum -- once per block
 - 2. Before slowing down
 - 3. Before lane changes
- D. Turns -- Left/Right
 - 1. Signal early -- mirror check
 - 2. Adjust speed
 - 3. Lane positioning
 - 4. Lane selection -- one-way/two-way
- E. Blind spot checks
 - 1. Prior to lane change
 - 2. One-way/multi-lane highway
- F. Stopping
 - 1. Stop lines
 - 2. Crosswalk
 - 3. Sidewalk intersecting
 - 4. Sight distance
 - a. One stop
 - b. Two stop
 - 5. Pedestrians
- G. Parallel parking

IV. Anticipated Problems

- A. Failure to scan one block ahead
 - 1. Does not see/stop for pedestrians
 - 2. Does not identify parked cars entering traffic
 - 3. Failure identify safe following distance
 - 4. Failure to plan for stale green/yellow
 - 5. Failure to glance at intersection before taking right-of-way
- B. Failure to slow for turns
 - 1. Failure to check path before turning
 - 2. Incorrect gap selection
 - 3. Failure to sight through turn
 - 4. Failure to "second glance" at turns
 - 5. Failure to check mirrors before slowing
 - 6. Failure to position car in correct lane
 - 7. Failure to cancel signal for lane selection and entrance to turning lane
 - 8. Failure to stay in correct lane through turn
- C. Failure to stop
 - 1. Stop line/crosswalk
 - 2. Poor planning -- stop in intersection
 - 3. Failure to yield to pedestrians
- D. Failure to identify intersection mid-point
- E. Failure to "right turn red" when appropriate

F. Parallel parking problems

V. Learning Activities for Observers

A. Checklist for timing situations

B. Checklist for closing probabilities

CHECKLIST FOR TIMING SITUATIONS

DRIVER INSTRUCTIONS - - Use the commentary driving method to identify where you would meet an oncoming car at your present speed. Then decide where best to meet and adjust speed.

OBSERVER INSTRUCTIONS - - Check the speed change you see the driver make. Then decide whether the driver chose a better place to meet the oncoming car in terms of space, visibility, or traction. Score (C) for correct and (X) for incorrect.

T R I A L	SPEED CHANGE			BETTER PLACE		S C O R E	N A M E
	INC	SAME	DEC	YES	NO		
1							
2							
3							
4							
5							
1							
2							
3							
4							
5							
1							
2							
3							
4							
5							

CHECKLIST FOR CLOSING PROBABILITIES

OBSERVER OR DRIVER INSTRUCTIONS - - In advance of each block or part of the roadway, you will orally indicate whether the path ahead is "CLEAR" or "NOT CLEAR". For each not clear situation, you will tell when and where the hazards with high closing will probably close. You will have a choice of three closing situations that make up part of the intended pathway - - (1) between two and four seconds, (2) between four and twelve seconds, and (3) over twelve seconds.

RECORDER INSTRUCTIONS - - Mark (4) in the proper column for the closing instructions picked for "NOT CLEAR" situations. After two of these situations, park along the curb to discuss. Then, score (C) for correct and (X) for incorrect.

T R I A L	CLOSING LOCATION			S C O R E	N A M E
	2-4	4-12	OVER 12		
1					
2					
3					
4					
1					
2					
3					
4					
1					
2					
3					
4					

BEHIND-THE-WHEEL

Lesson 8: Night Driving

This lesson should incorporate as many different types of driving environments (residential, rural, suburban, urban and expressway) as time permits. This gives the student the opportunity to drive in as many situations as possible at night.

I. Descriptors

- A. Limited light
- B. Conditions of reduced visibility
- C. Unmarked streets
- D. Traffic control devices
- E. Intersections (all types)
- F. Expressway ramps
- G. Rural roads
- H. Business district
- I. Left and right turns
- J. Variable speeds

II. Objectives

- A. Driving conditions with less visibility/sighting distance
- B. Able to distinguish the difference in visibility levels for the different areas
- C. Areas of greater and lesser traffic and other users
- D. Sighting distances shortened with the use of headlights
- E. Scanning limited to the headlights
- F. Search pattern is changed -- longer fixation to identify
- G. Check lane position by using the right edge of roadway (hood ornament as guide)
- H. Scanning to limits of headlights and beyond headlight limits
- I. Sighting through turns
- J. Driving rural routes, business district, intown, expressway, open highway
- K. Speed adjustments are more frequent than daytime
- L. Following distances
- M. Entering and exiting expressway
- N. Lane changes
- O. Identifying conflicts
- P. Planning ahead
- Q. Left and right turns
- R. Using high and low beams
- S. Driving with different degrees of space/traction

III. Learning Sets

- A. Left and right turns
 - 1. Stop signs
 - 2. Traffic signals
 - 3. Lane markings
- B. One-way, two-way streets and multiple lane roadways
- C. Lane changes and lane position
- D. Passing and being passed
- E. Entering and exiting expressways, merging
- F. Special interchanges
- G. Driving in areas of less space and traction
- H. Driving on different roadway surfaces (flat, straight compared to curved, crowned)
- I. Anticipating pedestrians and their actions
- J. Identifying conflicts -- pedestrians and other users
- K. Driving with headlights -- high and low beams

IV. Anticipated Problems

- A. Over-driving headlights -- speed too fast
- B. Failure to use high and low beams properly (not dimming for approaching vehicles or forgetting to use high beam when needed)
- C. Using the brake rather than decelerating
- D. Inability to identify conflicts
- E. Difficulty maintaining position in lane
- F. Difficulty negotiating curved roadways
- G. Driving too slow
- H. Inability to identify objects or other users
- I. Not identifying road markings or stop sights
- J. Difficulty sighting through turns -- follow the headlights
- K. Not looking at the side of the road frequently enough to maintain lane position
- L. Improper or infrequent mirror checks -- looking straight ahead
- M. Not performing correct lane procedures
- N. Not identifying or negotiating procedures for railroad crossings
- O. Not scanning on expressway for deer
- P. Not signaling properly due to lack of sight distance
- Q. Failure to identify two-way and four-way stop sign intersections
- R. Failure to maintain a safe following distance
- S. Failure to periodically scan beyond headlights
- T. Erratic steering adjustments
- U. Improper stopping procedures -- sideways, crosswalks, intersection of sidewalks
- V. Failure to identify decreased traction

V. Learning Activities for Observers

- A. Commentary driving techniques

BEHIND-THE-WHEEL

Lesson 9: Student Evaluation

The final lesson is actually an evaluation route used for final scoring purposes of behind-the-wheel instruction. This route must be developed by the instructor. It can be a completely new route or a combination of routes developed for previous lessons. The evaluation should take as least 30-40 minutes if not longer.

An evaluation instrument should be used by the instructor to objectively rate the student's performance. An example of a scoring sheet is included with this lesson and can be adapted for almost any route. The instructor may wish to design his/her own. Evaluation should fall into three main categories:

- A. Search
- B. Speed control
- C. Direction control

These categories relate directly to the IPDE strategy for defensive driving and are directly observable behaviors that can be easily rated. It is also important to rate specific procedures. Procedures can be closely tied to search, speed control and direction control.

It is recommended that the student achieve a score of at least 80% on the BTW evaluation. If 80% is not achieved, the instructor may choose to continue working with the student on a remedial basis in areas where weaknesses were identified.

Some of the material compiled in this manual are derived from courses previously disseminated by the states of North Carolina, Texas, and Illinois used for driver education curriculum in these states.

BTW DRIVER COMPETENCY RECORD

Student Name _____

In-Car Instructor _____

Total Score _____

Allow student to practice competency, then make checks on the right side of the column for evaluating a number of performances. When the student has had ample time to demonstrate proficiency, award numerical scores on the left side of the column.

4 Minimum Competency Check

± Above Minimum Check

0 Below Minimum Check

10- START AND STOP HABITS

Outside pre-start	___
Inside pre-start	___
Start & Idle	___
Smooth Accelerate	___
Smooth stops	___
Proper Backing	___
Underhood Checks	___

20- TRAFFIC CONTROLS

Signs -ID	___	Signs Resp
Signal Lights	Identify	
Signal Lights	Response	

15-PASSING &

Prepare to pass	___
Overtaking	___
Return to lane	___
Help others pass	___

ABOUT

10- LATERAL CONTROL

Enter traffic	___
Lane keeping	___
Leave traffic	___
Uphill park	___
Downhill park	___
Secure car	___

20- ID HIGHWAY CONDITI

Design features	___
Reduced space to sides	___
Reduced sight distance	___
Reduced field of view	___
Reduced traction	___

10- DRIVEWAY TURN

Enter from right	___
Back to left	___
Enter from left	___
Back to right	___
Back-in to right	___

15-LEFT TURNS

Steer	___	Unwind
Path: In	___	Out
Eye habits	___	

11

20-ID OTHER USER ACTIO

Vehicle clues	___
Driver clues	___
Bicycle clues	___
Motorcycle clues	___
Pedestrian clues	___
Closures	___

10- ANGLE PARKING

Enter acute	___
Exit acute	___
Enter perpendicular	___
Exit perpendicular	___

10-PARALLEL

Back in on right	___
Pull out on right	___
Back in on left	___

10-RIGHT TURNS

Steer	___	Unwind	___
Path: In	___	Out	___
Eye habits	___		
Signaling	___		
Speed: In	___	Out	___

30-MULTI-LANE INTERSECTIO

Crossing: Path	___	Gap	___
Rt turn: Path	___	Gap	___
Lt turn: Path	___	Gap	___
Lt turn against traffic	___		

10-INTERCHANGES

Merge: Gap	___	Speed	___
Choose exit	___		
Exit: Path	___	Speed	___

10- CHANGE LANES TO LEFT

Eye habits	___
Communication	___
Gap selection	___
Speed adjust	___

15-MEETING OTHER VEHICLES

Curves: Path	___	Speed	___
Hills: Path	___	Speed	___
R-Space: Path	___	Speed	___
R-Traction: Path	___	Speed	___

10-VEHICLE FAILURES

Brakes	___	Steering	___
Engine	___	Tires	___

20- DRIVER

10- CHANGE LANES TO RIGHT

Eye habits	___
Communication	___
Gap selection	___
Speed Adjust	___

15-FOLLOWING OTHER VEHIC

Follow distances	___		
Best lanes	___	Bunches	___
Position in lane	___		
Blind spotting	___		
Hazards to sides	___		

Off-road: Path	___	Speed	___
Braking Skids	___		
Acceleration Skids	___		
Swerve right	___	left	___
Controlled braking	___		
Rapid Acceleration	___		

WITH CLUTCH

20- VISUAL HABITS

—	2-sec rule __ 4-sec rule
	Mirror checks

10-BEING FOLLOWED

—	Awareness
	Speed adjust

15-OPERATE

	Start & idle engine	—
	Ahead & back in low	—
	Shift to all gears	—
	Stops from 2,3, or 4	—
	Stop & start on n hills	—
	Downshifting	—
	Secure for parking	—

__ TOTAL BASIC CONTROL
MANEUVERS

__ TOTAL IDENTIFY & RESPOND

__ TOTAL SPECIAL

85 POINTS

130

100

__ **PASSING SCORE** __ **AWARD DRIVER SCORE** __ **TOTAL POSSIBLE POINTS**

(These scores should be adjusted to fit local conditions and experience)

BTW DRIVER COMPETENCY RECORD

Student Name _____ In-Car Instructor _____ Total Score _____

Allow student to practice competency, then make checks on the right side of the column for evaluating a number of performances. When the student has had ample time to demonstrate proficiency, award numerical scores on the left side of the column.

4 Minimum Competency Check ± Above Minimum Check 0 Below Minimum Check

10- START AND STOP HABITS	20- TRAFFIC CONTROLS	15-PASSING & BEING PASSED																																																																																								
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