

Driver Education Classroom and In-Car Curriculum

Unit 1

Introduction to Novice Driver Responsibilities and the Licensing System

Driver Education Classroom and In-Car Instruction Unit 1-2

Unit Introduction

Unit 1 is designed to introduce the student and parent/guardian/mentor to the structure, goals, policies and procedures of your school's driver education program. The students and parents/guardians/mentors will also learn about their state's licensing system requirements.

The responsibilities of collision-free and violation-free driving will also be introduced. Communication among all those involved in the driver education program will be stressed (student, parent/guardian/mentor, instructor).

Goals

Time Frame: 3 hours

Students will:

- Participate in a teacher-led introduction and discussion of the school's policies, procedures, facilities and requirements for successful completion.
- Participate in a teacher-led discussion of risk and risk management principles. Also discuss the importance of communication between all the participants in the driver education program (teacher, student and parent/guardian/mentor).
- Participate in a discussion of your state's licensing system and its requirements. Review the Skills Log requirements.
- Watch slides 1.1 through 1.11 to enhance presentation.
- Complete Unit 1 Test

Driver Education Classroom and In-Car Instruction Unit 1-3

<p>Title: Introduction to Novice Driver Responsibilities and the Licensing System</p>	<p>Time Frame: 3 hours</p>
<p>Resources Needed</p>	<p>Instructor Preparation</p>
<p>Textbooks: <u>Drive Right</u>, Ch. 1,2,3,6,7 <u>Responsible Driving</u>, Ch.1,4,6,7,8,9 <u>How to Drive</u>, Ch. 1,2,3,5,6 <u>Handbook Plus</u>, Ch.1,2,5,6,7,11,12-A,12-B</p> <p>Slides 1.1 - 1.11 Fact sheet 1.1</p> <p>School In-car plan Program rules Skills log</p> <p>School communication guidelines Your state's driver's handbook Your state's vehicle law</p> <p>Pens, pencils, markers</p> <p>Unit 1 test</p>	<p>Review Textbook</p> <p>Review Slides Review fact sheets</p> <p>Assemble material to be given to students: texts, program rules, etc. Check all equipment</p> <p>Review/complete fact sheet 1.1</p> <p>Included</p>

Driver Education Classroom and In-Car Instruction Unit 1-4

Performance Objectives	Learning Activities	Resources
<p>Students and parent/guardian/mentor will be introduced to the staff of the school and learn the purpose of the orientation session.</p>	<p>Use Slide 1.1 and include the names of administrators and instructors. Have those present briefly introduce themselves.</p> <p>Briefly state the purpose of this orientation session. Respond to class questions.</p>	<p>Slide 1.1 “Welcome”</p>
<p>Students and parent/guardian/mentors will gain information on the course structure and testing.</p>	<p>Use Slide 1.2 and give the title of each unit. Explain the proposed testing system for the course.</p> <p>Distribute required textbook/course materials.</p>	<p>Slide 1.2 “Course Information”</p> <p>Textbooks:</p> <ul style="list-style-type: none"> • <u>Drive Right</u> (9th or 10th edition) • <u>Responsible Driving</u> (1997 edition) • <u>How To Drive</u> (9th edition) • <u>Handbook Plus</u> (1999 edition)
<p>Students will review the program goals and evaluation of their driver education program.</p>	<p>Show Slides 1.3 through 1.5. Read and explain each goal and evaluation.</p>	<p>Slides 1.3 through 1.5 “Program Goals”</p>

Driver Education Classroom and In-Car Instruction Unit 1-5

Content Outline

Introduction

- Names of school administrators
- Names of school instructors

Purposes of the orientation

- To introduce the staff
- To explain the policies of the school
- To acquaint students and parents/guardians/mentors with the driver education course
- To acquaint students and parents/guardians/mentors with their state's driver licensing requirements
- To acquaint student and parents/guardians/mentors with the classroom and BTW rules and policies.
- To distribute course materials

The program goals and evaluation of the driver education program:

Program goals

A novice driver is a capable person who is able to:

- Demonstrate a working knowledge of the rules and procedures of operating an automobile
- Use visual search skills to obtain correct information and make reduced-risk decisions about driving maneuvers
- Demonstrate ability to manage space around the vehicle by adjusting position and/or speed to avoid conflicts and reduce risk
- Interact with other users within the Highway Transportation System in a positive manner
- Confirm the need to protect oneself and others by using occupant protection systems
- Display knowledge of responsible actions in regard to physical and psychological conditions affecting driver performance
- Extend supervised practice with licensed parent/guardian/mentor to develop precision in the use of skills, processes and responsibilities

Driver Education Classroom and In-Car Instruction Unit 1-6

Performance Objectives	Learning Activities	Resources
<p>Students and parents/guardians/mentors will re-view your school's plan for in-car instruction.</p>	<p>Distribute your school's schedule to the class for in-car instruction. Discuss its sequence and how students will be scheduled for in-car instruction.</p>	<p>School in-car plan</p>
<p>Students and parent/guardian/mentor will review and use the Skills Log to document supervised practice.</p>	<p>Review the Skills Log with the student and parent/guardian/mentor.</p>	<p>Skills Log</p>
<p>Students and parents/guardians/mentors will re-view the need for continuous communication among student, parent/guardian/mentor and instructor.</p>	<p>Stress the need for communication. Explain how the school will communicate a student driver's progress throughout the course.</p>	<p>School communication guidelines</p>

Driver Education Classroom and In-Car Instruction Unit 1-7

Content Outline

Your school schedule for In-Car Instruction

Review the in-car instructional sequence and show how it ties into the curriculum and the Skills Log. The instruction moves from simple (controlled environment) to complex (moderate and high-risk environments).

Review the Skills Log and explain how students and parents/guardians/mentors are to use it. The Skills Log is arranged to match the in-car lesson sequence in this curriculum. Information will be explained in the classroom, then practiced on-street in the in-car program, and then practiced with the parent/guardian/mentor in-car through the use of the Skills Log.

The need for continuous communication among all the participants in the program is important.

- Student/instructor give constant feedback on strong and weak skills
- Student/parent/guardian/mentor - check on the progress your driver is making and use the Skills Log to guide home practice
- Parent/guardian/mentor/instructor - communicate through letters of progress, phone calls or personal communications

Driver Education Classroom and In-Car Instruction Unit 1-8

Performance Objectives	Learning Activities	Resources
<p>Students and parent/guardian/mentor will understand their state's driver education program.</p>	<p>Explain the driver education program evaluation process and describe how an individual successfully completes the course.</p>	<p>Grading system of the school</p>
<p>Students will understand the requirements of their state's licensing system.</p>	<p>Use Slide 1.6 and discuss each part of the state's licensing system.</p>	<p>Slide 1.6 "Overview of Your State's Licensing System"</p>
	<p>Use Slide 1.7 and discuss. Explain each phase to the class including the requirements, limitations and sanctions and why such changes to licensing systems were made.</p>	<p>Fact Sheet 1.1 "State Licensing System Requirements"</p>
		<p>Slide 1.7 "Teen Collisions"</p>

Driver Education Classroom and In-Car Instruction Unit 1-9

Content Outline

To complete the approved driver education course successfully and receive a certificate of completion, a course participant shall:

- Attend, and actively participate in and complete all the units of instruction in the standardized curriculum in the sequence established by the Administration
- Complete, submit and receive passing scores on each course assignment
- Achieve a passing score on all required knowledge tests
- Demonstrate the ability to operate a motor vehicle safely and effectively in traffic by achieving a passing score on all the behind the wheel evaluations

Individuals shall be counseled outside of a driver education course if they:

- Behave in a manner that is detrimental to the normal progression of the course
- Demonstrate an inability to understand the units of instruction
- Demonstrate an inability to maneuver the training vehicle in a safe manner

Refer to the state's licensing requirements and laws. This information should be covered in detail so that new drivers understand what is expected of them. Be sure to cover the requirements, limitations, and sanctions of each topic along with other essential information.

- Permit
- Full license
- GDL requirement (if applicable)

Driver Education Classroom and In-Car Instruction Unit 1-10

Performance Objectives	Learning Activities	Resources
<p>Students and parent/guardian/mentor will understand that driving is a complex task that involves risk and decisions about risk-taking.</p>	<p>Use Slides 1.8 and 1.9 and discuss the characteristics of risk and how the driver can alter or reduce the risk present when driving.</p>	<p>Slide 1.8 “Risk” Slide 1.9 “Characteristics of Risk”</p>
	<p>Use Slide 1.10 and 1.11 to discuss how risk can be managed..</p>	<p>Slide 1.10 and 1.11 “Risk Management”</p>
	<p>Make reading/homework assignments for the next class meeting. Announce the day and time at the end of the program for the final student/parent/guardian/mentor debriefing session.</p>	
<p>Students will complete the Unit 1 Test.</p>	<p>Distribute, collect and grade Unit 1 Test</p>	<p>Test Included</p>

Driver Education Classroom and In-Car Instruction Unit 1-11

Content Outline

Define “Risk” when driving. Risk is the chance of injury, damage or loss. Driver inattention is a major contributor to increased risk.

- Drivers should question events/actions.
- Drivers should evaluate actions and consequences.
- Drivers do not perceive they are at risk when driving.

Characteristics of risk

- Always present - other highway users, the roadway and the vehicle you are driving
- Perceived differs from actual - people do not identify risk when it is actually there
- Is shared - it is shared by all drivers, pedestrians, bicyclists
- Can be changed - based on our perception of risk, what we see and the decisions we make on what to do with our vehicle
- Can be analyzed - by making the best choice available based on the clues we have
- Can be altered - some situations present more risk than others. Drivers must evaluate risk and consequences

Risk perception

- Space needs of the vehicle and/or the maneuver to be made
- Speed and time intervals - to reduce the current risk
- Roadway conditions - flat or crowned, type of surface, good shoulders, etc.
- Other roadway user actions - hardest to evaluate
- Evaluation of risk present at the time the maneuver is made

Risk management

- Increase time to respond to threats through position and speed adjustments
- Increase vehicle control through position and speed adjustments
- Separate the elements involved through speed and/or position adjustment
- Combinations can influence the level of risk
- Risk can be altered by adjustments to these elements

Make reading/homework assignments.

Driver Education Classroom and In-Car Instruction Unit 1-12

Fact Sheet

1.1

State Licensing System Requirements

Please research the areas of requirements, limitations and sanctions for the stages of gaining a learner's permit and a full license. You can also document Graduated Driver License provisions if applicable.

Use this as a guide on how to present your state's driving laws and requirements.

Learner's permit

- Requirements
- Limitations
- Sanctions

Full license

- Requirements
- Limitations
- Sanctions

Graduated driver licensing (if applicable)

- Requirements
- Limitations
- Sanctions