

Curriculum Scope and Sequence Modules for Driver Education in Virginia

Module Three

Basic Maneuvering Tasks: Low Risk Environment

- **Basic Maneuvers**
- **Vision and Perception**
- **Controlling Risk Using a Space Management System**
- **Developing Good Driving Habits**

**Virginia Department of Education
in cooperation with the
Virginia Department of Motor Vehicles**

Table of Contents

Standards of Learning Addressed in This Module	1
Introduction	2
Topic 1—Basic Maneuvers	3
Lesson 1	4
Lesson 2	6
Lesson 3	8
Topic 2—Vision and Perception.....	11
Lesson 1	12
Lesson 2	14
Lesson 3	16
Lesson 4	18
Topic 3—Controlling Risk Using a Space Management System	21
Lesson 1	22
Lesson 2	26
Topic 4—Developing Good Driving Habits	29
Lesson 1	30
Lesson 2	34
Worksheets.....	37
Simulation.....	46
Assessment.....	47

Standards of Learning Addressed In This Module

- DE.3 The student will recognize the effects of momentum, gravity, and inertia on vehicle control and balance, and the relationship between kinetic energy and force of impact. Key concepts/skills include
- a) seating and hand position;
 - b) steering, braking, and acceleration;
 - c) compensating for shifts in vehicle load (from side to side, front to rear, and rear to front) that affect vehicle performance;
 - d) types of collisions — head-on, near-frontal, broadside, rear-end, rollover, sideswipe.
- DE.4 The student will demonstrate the ability to manage visibility, time, and space to avoid conflicts and reduce driving risks. Key concepts/skills include
- a) synthesizing information visually from the driving environment, using a space-management process;
 - b) applying following-interval concepts;
 - c) selecting gap and judging distance;
 - d) estimating passing-time and space needs.
- DE.5 The student will demonstrate appropriate adjustments when approaching controlled and uncontrolled intersections, curves, railroad crossings, and hills with line-of-sight or path-of-travel limitations. Key concepts/skills include
- a) roadway signs, signals, and markings;
 - b) right-of-way rules;
 - c) slope/grade of terrain;
 - d) vehicle position.
- DE.6 The student will identify the characteristics of an expressway and apply risk-reducing expressway driving strategies. Key concepts/skills include
- a) entering, merging, integrating into, and exiting from traffic flow;
 - b) managing interchanges;
 - c) selecting vehicle position and changing lanes.
- DE.7 The student will demonstrate the ability to communicate presence and intentions with other highway transportation users. Key concepts/skills include
- a) vehicle position and driver action;
 - b) vehicle communication devices.

Module Three Introduction

Module Three—Basic Maneuvering Tasks: Low Risk Environment

The student will utilize critical thinking and problem-solving skills to operate the vehicle and perform basic maneuvers in low risk environments.

Topic 1—Basic Maneuvers

The student will demonstrate appropriate procedures to enter and start the vehicle, enter roadways, and maneuver in reverse with competency.

Topic 2—Vision and Perception

The student will understand the basic components of vision, and demonstrate an ability to visually synthesize information from the driving environment.

Topic 3—Controlling Risk Using a Space Management System

The student will apply a space management system to search and evaluate the traffic environment and respond appropriately.

Topic 4—Developing Good Driving Habits

The student will consistently demonstrate behaviors that contribute to the development of safe driving habits.

Minimum Time Frames	
Module Three—3 Hours	
Classroom Instruction	Recommended Minutes
Topic 1 — Basic Maneuvers	45
Topic 2 — Vision and Perception	50
Topic 3 — Controlling Risk Situations	35
Topic 4 — Developing Good Driving Habits	25
Supplement—Parent Orientation	55
In-Car Instruction (Option 1)	
Behind-the-Wheel Instruction/Break	100
Observation	100
Laboratory Multiphase (Option 2)	
Behind-the-Wheel Instruction/Break	50
Observation	50
Simulation	50
Parental Involvement	60

Module Three

Topic 1—Basic Maneuvers

45 Minutes Instructional Time
Prerequisites: Successful Completion of Modules 1 to 2

Instructor Activities	Time Frame
Review Module Three, Topic 1 Lesson Plans Prior to Lesson Show Transparencies T-3.1 "Entering Roadway Tasks" T-3.2 "Entering Roadway Tasks" T-3.3 "Moving to Curb/Side of Road" T-3.4 "Moving to Curb/Side of Road" T-3.5 "Backing" T-3.6 "Backing" T-3.7 "Backing" Distribute and Review Student Worksheets W-3.1 "Basic Maneuvering Tasks" Review Module Assessments Prior to Lesson W-3.1 "Basic Maneuvering Tasks" MA-3.1 "Module Three Assessment" Additional Resources (Media and/or Text) "Teaching Your Teens to Drive Parent/Teen Handbook," Lessons 2 and 3 "Teaching Your Teens To Drive" Lessons 2 and 3 "Drive Right" Ch. 3 "Video One: The Driving Task and Vehicle Control" "Handbook Plus" Ch. 3, 4 "Handbook Plus In-Car Guide" "How To Drive" Ch. 5 "License to Drive" Ch. 5 "Responsible Driving" Ch. 7	45 minutes (4-6 minutes) (4-6 minutes) (4-6 minutes) (4-6 minutes) (4-6 minutes) (4-6 minutes) (4-6 minutes) 5-10 minutes

Basic Maneuvers

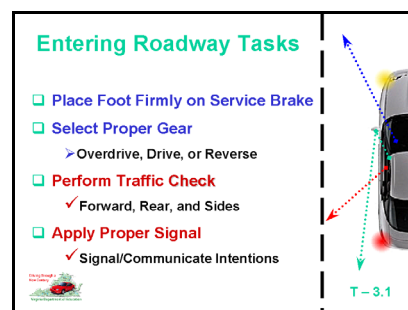
Knowledge and Skills

The student is expected to demonstrate knowledge of procedural steps for entering roadway from stopped position in low risk environment.

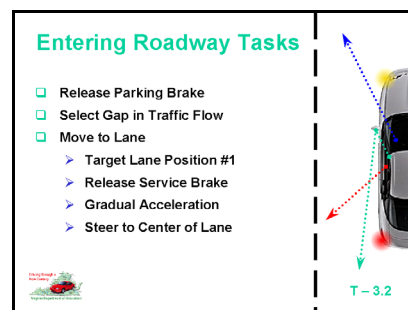
Activities & Resources

Use Transparencies T-3.1 and T-3.2 “Entering Roadway Tasks” to explain the school’s pulling-from-the-curb procedure.

- Foot firmly on brake
- Select proper gear
- Traffic check
- Proper signals
- Release parking brake
- Select gap in traffic
- Move to proper lane

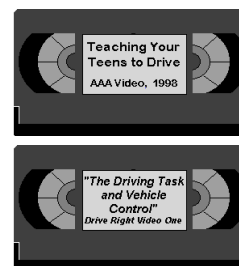


T-3.1 Entering Roadway Tasks



T-3.2 Entering Roadway Tasks

Show segments of the video “Teaching Your Teens To Drive” (AAA) to support information provided in Module Three about basic procedural tasks. Drive Right “Video One: The Driving Task and Vehicle Control” may also be used to support Module Three concepts, and may be helpful as a quick review of this topical area.



Continue using W-3.1 “Basic Maneuvering Tasks” as a worksheet resource during the session or as an activity sheet.

Worksheet

Support Information

Preparing for Moving to Roadway—Information and Questions

- **Maintain Service Brake Pressure**—Holds vehicle motionless until ready to proceed. (If service brake is applied, how many wheels on the vehicle are affected? What type of brakes do we have operating?)
- **Select Proper Gear (Drive, Overdrive, or Reverse)**—This will put the vehicle in forward motion gear. (What other gears will provide forward motion?)
- **Traffic Check, Including Rear and Side Mirrors**—What possible traffic might you see?
- **Proper Signal**—Signals are used to show direction of movement away from curb into flow of traffic. The lane changer signal device (slight pressure halfway down or up on lever to activate signal) may be more appropriate in this situation.
- **Release Parking Brake**—Prevents vehicle from moving when vehicle is parked. It needs to be released to avoid damage to the car. The driver's foot should be placed firmly on the service brake when the parking brake is released.
- **Traffic Recheck Including Mirror Blind Spots**—To avoid conflicts that are impossible to see in the mirror. (Where are the mirror blind spots?)
- **Look to Appropriate Lane Position**—Visually target lane space prior to moving into it.
- **Release Service Brake, Move to Accelerator**—Vehicle will begin moving as brake is released; gradually apply accelerator.
- **Progressive Application of Pressure to Accelerate**—Gradually, firmer and firmer pressure will allow vehicle to accelerate smoothly. How do road design and surface affect amount of acceleration needed?
- **Steer to Appropriate Lane Position**—Use smooth steering wheel movement to position vehicle properly in driving lane. Drive in lane appropriate to the driving situation. (Use center of lane position whenever possible to give ability to adjust to any needed lane position.)

Basic Maneuvers

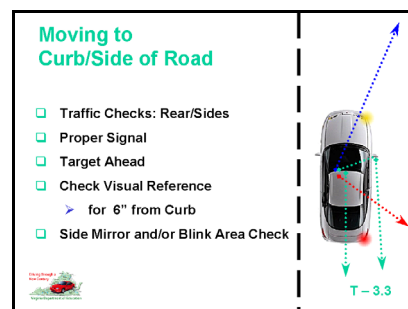
Knowledge and Skills

The student is expected to demonstrate knowledge of leaving roadways.

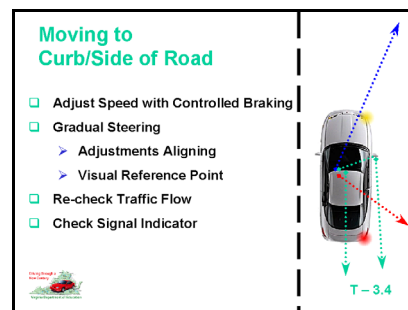
Activities & Resources

Use Transparencies T-3.3 and T-3.4 “Moving to Curb/Side of Road” to explain pulling to and from the curb and side of roadway.

- Traffic check
- Proper communication
- Target ahead
- Check visual reference
- Side mirror check
- Adjust speed
- Gradual steering
- Recheck traffic flow
- Check signal indicator



T-3.3 Moving to Curb/Side of Road

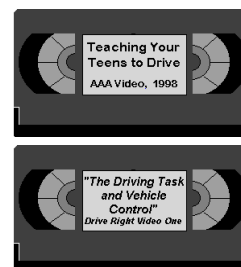


T-3.4 Moving to Curb/Side of Road

Continue using W-3.1 “Basic Maneuvering Tasks” as a worksheet resource during the session or as an activity sheet.

Worksheet

Show segments of the video “Teaching Your Teens To Drive” (AAA). Drive Right “Video One: The Driving Task and Vehicle Control” may also be used to support Module Three concepts and may also be helpful as a quick review of this topical area.



Moving to Curb/Side of Roadway—Information and Questions

- **Traffic Check Including Rear and Side Mirror Areas**—Reveals traffic conditions behind the vehicle and to the sides. (Can mirrors eliminate the need for a check of mirror blind areas? Why?)
- **Proper Signal**—Inform others of your intention to move from the roadway.
- **Target Visual Reference Point**—Use center visual reference guide for 0-6 inches to position close to curb or edge of roadway. Reference point will be on hood at left headlight for curb on right.
- **Mirror Blind Area**—A visual check is the only way mirror blind areas are eliminated if mirror setting is in traditional mode. Alternative settings can reduce and eliminate mirror blindzone.
- **Brake Control**—Controlled-braking pressure eliminates jerky stops and informs others of your intentions to stop the vehicle.
- **Stabilize Steering Wheel**—Big steering movements are not necessary to align with curb. Move the wheel and maintain hand position on steering wheel. Use visual targeting and sightlines to align.
- **Recheck Traffic**—Traffic to sides and rear are important as lane position is established.
- **Check Signal**—If lane changer device is not used, slight recovery steering may not automatically cancel the signal.

Basic Maneuvers

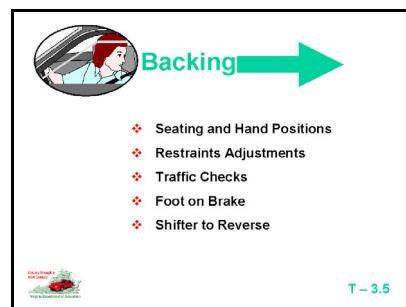
Knowledge and Skills

The student is expected to exhibit competency while backing.

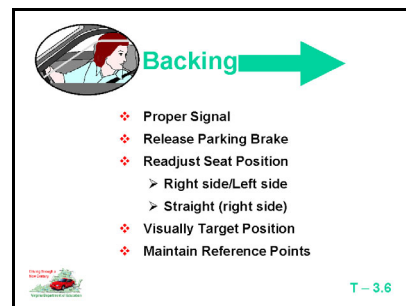
Activities & Resources

Use Transparencies T- 3.5, T-3.6, and T-3.7 “Backing” to discuss local school techniques and procedures for backing.

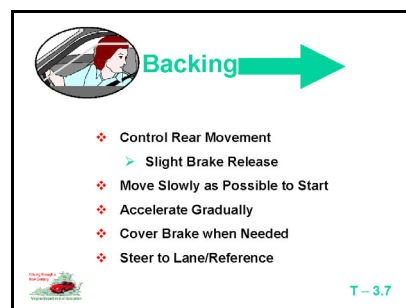
- Seating and hand positions
- Adjusting restraints
- Checking traffic
- Holding brake
- Selecting proper gear
- Signaling
- Releasing parking brake
- Adjusting seating
- Establishing visual target
- Maintaining references
- Executing controlled movements
- Moving as slow as possible
- Steering to lane
- Holding brake to move
- Steering to references



T-3.5 Backing



T-3.6 Backing

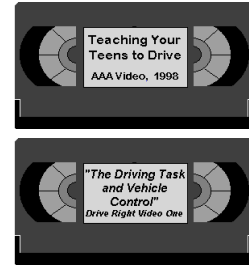


T-3.7 Backing

Continue using W-3.1 “Basic Maneuvering Tasks” as a worksheet resource during the session or as an activity sheet.

Worksheet

Show segments of the video “Teaching Your Teens To Drive” (AAA). Drive Right “Video One: The Driving Task and Vehicle Control” may also be used to support Module Three concepts and may be helpful as a quick review of this topical area.



Support Information

Backing Procedures

- **Restraints Adjustment**—Head restraint may need to be lowered or readjusted. Seat belt may need to be loosened by moving buckle to straight position and pulling belt strap for adjustment.
- **Traffic Check and View Target Area**—Area must be free of pedestrian and vehicle movement.
- **Foot on Service Brake**—In some cases the right foot may be used to keep balance while the left foot is used to operate the brake pedal. Brake pressure adjustment will be used to move car.
- **Gear Selector to Reverse**—Place gear selector lever from Park (P) or Neutral (N) to Reverse (R). Both gears are found on either side of Reverse (R). One of the reasons to start vehicle in Neutral (N) is to be able to shift to an appropriate gear without going across Reverse (R).
- **Proper Signal**—Question students about appropriate signal when backing up, as many will not think about or know that the white backup lights are a signal. Often drivers use the turn signal inappropriately when backing out of a parking space. Backup lights are the appropriate signal, more visible to the rear than a red turn signal; they come on automatically when the gear selector is moved to the R position.
- **Release Parking Brake**—It is appropriate to release the parking brake when fully prepared to move.
- **Readjust Seat Position**—After turning to release brake, the seat position for good view of target area is often lost. Reestablish target and recheck pedestrians and vehicle movements.
- **Visually Target Position/Maintain Reference Points**—Look to target area and visual turn point while maintaining lane position. This can only be done by looking at least three car lengths to the rear, since two lengths are not visible (obstructed by the trunk).
- **Control Rear Movements**—Initially, try to go backward as slowly as possible, using the brake to control speed of vehicle. This is one of the more difficult tasks for novice drivers to accomplish. Most drivers move to the accelerator too soon when backing a vehicle. Vehicles are geared to move without the accelerator in reverse. Go from controlled brake, to brake cover, to controlled brake, and then to light acceleration.
- **Steer to Lane Using Reference Area**—Use references to the rear to establish car alignment, just as to the front. The vehicle can be placed in any lane position when targeting using the sightlines and path of travel. When stopped, the left side rear view convex mirror will give the driver a good view of the vehicle's distance from the curb. The instructor should refrain from opening the passenger side door, since the driver cannot see over the seat or passenger to the curb.

Notes

Module Three

Topic 2—Vision and Perception

50 Minutes Instructional Time
Prerequisites: Successful Completion of Modules 1 to 2

Instructor Activities	Time Frame
Review Module Three, Topic 2 Lesson Plans prior to lesson Show Transparencies T-3.8 "Vision and Perception Requirements" T-3.9 "Vision and Perception Requirements" T-3.10 "Driver's Useful Vision Areas" T-3.11 "Driver's Useful Vision Areas" T-3.12 "Driver's Useful Vision Areas" T-3.13 "Visual Fields in Operation" T-3.14 "Visual Fields in Operation". T-3.15 "Vision Sightlines/Travel Paths" T-3.16 "Speed and Effect on Vision" T-3.17 "Speed and Effect on Vision" T-3.18 "Determining Following Intervals" T-3.19 "Time, Speed, and Distance Relationships on Dry Clean Surface" T-3.20 "Following Intervals" Distribute and Review Student Worksheets W-3.2, "Introducing Visual Skills" Review Module Assessments Prior to Lesson W-3.2 "Introducing Visual Skills" MA-3.1 "Module Three Assessment" Additional Resources (Media and/or Text) Video: "Targeting" (IDS Series 2) Video: "Reference Points" (IDS Series 1) "Drive Right" Ch. 3 "Empower Yourself" "Handbook Plus" Ch. 8 "How To Drive" Ch. 9 "License to Drive" Ch. 2 "Responsible Driving" Ch. 1 Interactive Driving Systems, Inc (IDS), Orders: (800) 764-7767	50 minutes (2-3 minutes) (2-3 minutes) (5-8 minutes) (5-8 minutes) (4-6 minutes) (4-6 minutes) (5-8 minutes) 5 minutes

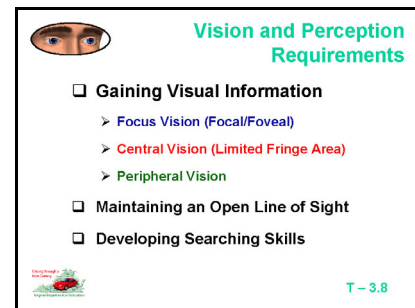
Vision and Perception

Knowledge and Skills

The student is expected to describe visual perception relevant to driving.

Activities & Resources

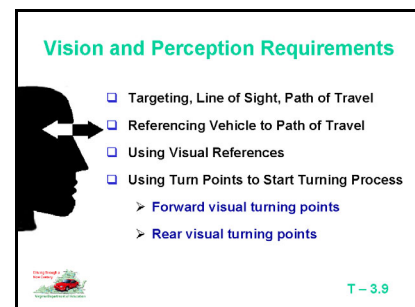
Use Transparency T-3.8 “Vision and Perception Requirements” to introduce the concepts of the three useful vision areas, line of sight, and searching.



T-3.8 Vision and Perception Requirements

Use Transparency T-3.9 “Vision and Perception Requirements” to introduce the concepts of targeting and referencing.

- Targeting
- Line of sight (LOS)
- Path of travel (POT)
- Open and closed LOS/POT
- Using standard visual references
- Using turning points



T-3.9 Vision and Perception Requirements

Distribute W-3.2 “Introducing Visual Skills” as a worksheet or as an activity sheet.

Worksheet

Vision and Perception Requirements

Emphasize the importance of directed attention, maintaining an open line of sight, searching skills, and targeting a line to maintain a safe path of travel. It is critical that students understand how an inadequate or improper visual search, or lack of understanding of vehicle dynamics, failure to respond, or delayed response to a threatening object or condition contributes to driver crash involvement.

Referencing Vehicle to Path of Travel**Visual Functions**

- Focus Vision is used to read and identify distinct objects, and covers about three percent of one's visual field.
- Central (Inner Fringe) Vision is used to judge depth and position.
- Peripheral (Outer Fringe) Vision is conical in shape around the other vision fields.

Maintaining an Open Line of Sight**Searching Skills**

- Using visual references and turning points when making turns allows the driver to recognize the point to enter the intersection for steering.
- The forward visual turning reference point is located where the "A" pillar joins the fender on the vehicle. The edge of the intersection will appear in this location when targeting the center of the path of travel.
- The rear visual turning reference point is located where the "C" pillar joins the top of the door to the right rear or in the middle of the left rear window. It allows the driver to steer efficiently around a corner and to start the parallel park maneuver.
- Targeted line of sight and path of travel allows the driver to maintain a visual lead while moving on the roadway. It allows the driver to see far ahead and judge lane position. Any restrictions to LOS/POT need to have a speed reduction or lane position adjustment to reestablish the path of travel.
- Referencing vehicle to paths of travel allows the driver to determine lane position when making low risk decisions about the amount of space to leave between them and other drivers.

Vision and Perception

Knowledge and Skills

The student is expected to understand focus vision, central vision, and peripheral vision, as they relate to driving.

Activities & Resources

Use Transparencies T-3.10, T-3.11, and T-3.12 "Driver's Useful Vision Areas" to explain the concepts of the three useful vision areas and the visual lead of a driver.

Focus Vision

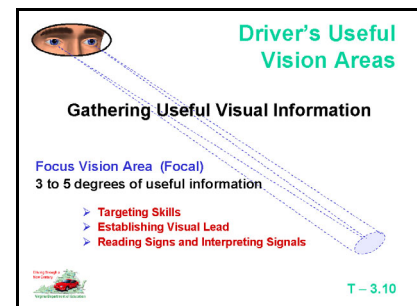
- Targeting
- Visual lead
- Reading
- Interpreting

Central Vision (Inner Fringe)

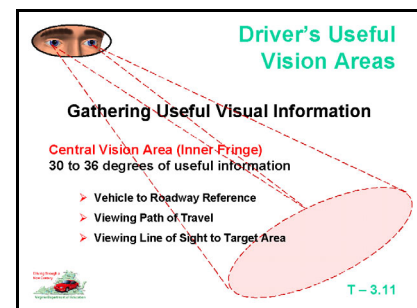
- Vehicle to roadway references
- Viewing path of travel
- Viewing line of sight to target area

Peripheral Vision (Outer Fringe)

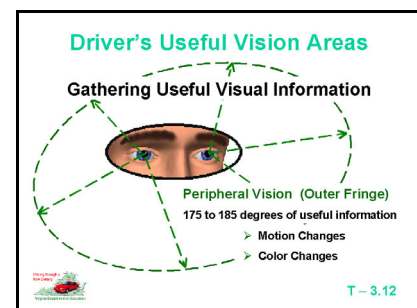
- Changes in movement
- Changes in color



T-3.10 Driver's Useful Vision Areas



T-3.11 Driver's Useful Vision Areas



T-3.12 Driver's Useful Vision Areas

Use the video "Targeting" (IDS) to support the idea that vision areas are used to gather perceptual information.



Support Information**Gaining Information from the Three Vision Areas**

- The Focal or Foveal Vision Area is used to read and identify distinct objects. It is often measured by using an eye chart to determine visual acuity. It is the basis for the visual lead, targeting, and searching tasks in driving.
- The Central Vision Area describes the fringe area around the focal area that is used to judge depth and position. It is measured by testing object identification and depth perception fields. It also gives support information to the focus vision and is used for determining standard visual references in driving, relative position in space and time, and movement into space/time.
- The Peripheral Vision is conical in shape around the other vision fields. It picks up lateral changes in color and object movement. Peripheral vision is strongly affected by fatigue, drugs, and speed. It often gives the driver an initial warning of a changing or closed space area. This concept can be demonstrated by using two flashlights and showing them on a screen or blackboard. If they are focused together, obvious rings will appear demonstrating the three visual field concepts.

The three visual information fields are utilized by a driver when a problem comes toward their vehicle from the side. A driver will first recognize that something is moving toward the vehicle and then possibly see the type of vehicle (large/small truck or large/small car). The driver will then focus on the vehicle to identify color, make, year, etc.

Establishing Visual Lead

A visual lead is an area targeted 20 to 30 seconds from the front of the vehicle. The novice driver needs to develop a visual lead in order to keep steering reversals to a minimum. With very little free play in new vehicle steering mechanisms, it becomes critical to limit wheel movements to the left and right of the path of travel. Keeping the eyes focused farther away from the vehicle will allow the driver to take more time to make decisions. Keeping eye focus centered in the path of travel at an interval 20 to 30 seconds away from the vehicle is critical to gaining as much information as possible from the driving scene. Good targeting sets up good sightlines for referencing and good peripheral fields for seeing changes and identifying alternate paths of travel.

Vision and Perception

Knowledge and Skills

The student is expected to:

- create and maintain visual sightlines.
- analyze the path of travel to avoid conflicts.

Activities & Resources

Use Transparencies T-3.13 “Visual Fields in Operation,” T-3.14 “Visual Fields in Operation,” and T-3.15 “Vision Sightlines/Travel Paths” to explain the concepts of the three useful vision areas and the visual lead of a driver.

Focus Vision

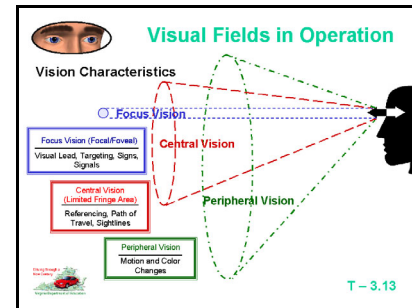
- Targeting
- Visual lead
- Reading
- Interpreting

Central Vision (Inner Fringe)

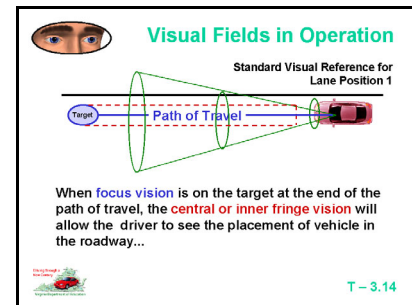
- Vehicle to roadway references
- Viewing path of travel
- Viewing line of sight to target area
- Viewing accurate lane position

Line of Sight Restrictions

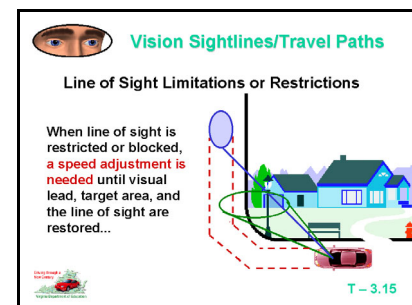
- Speed reduction required
- Reestablish target and path of travel



T-3.13
Visual Fields in Operation



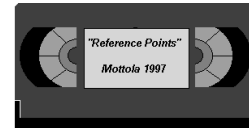
T-3.14
Visual Fields in Operation



T-3.15
Vision Sightlines/Travel Paths

Use videos "Targeting" and "Reference Points" (IDS) to further explain that vision areas are used to gather perceptual information.

It is recommended that the optional videos, or the booklet entitled "Empower Yourself," be reviewed for an understanding of targeting, referencing, and visual lead. The "Drive Right" textbook also has some information about the Zone Control principles related to these concepts.



Support Information

Explaining Driver Vision Requirements

Search Process

An organized searching process will need to start from the visual lead area. A visual search process can be described as an organized pattern of focused eye movements scanning the path of travel. The search for traffic flow information and potential risk situations is the function of a visual search process.

Line of Sight (LOS)

The ability to see the center of your path of travel from the vehicle to your targeting area is your line of sight. This can be blocked by a curve, hill, bush, building, vehicle, etc. The driver's ability to have an unrestricted line of sight is the visual basis for speed and steering adjustments. An interrupted line of sight means changes in speed and position are necessary for reestablishing a clear line of sight to your path of travel and targeting area.

Path of Travel (POT)

The path of travel is a combination of targeting area, line of sight, standard visual references, and guided experiences. Learning about path of travel and alternate paths of travel is critical for driver performance.

Vision and Perception

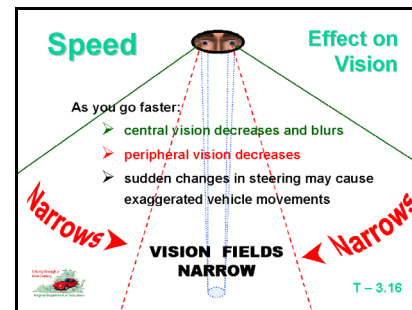
Knowledge and Skills

The student is expected to:

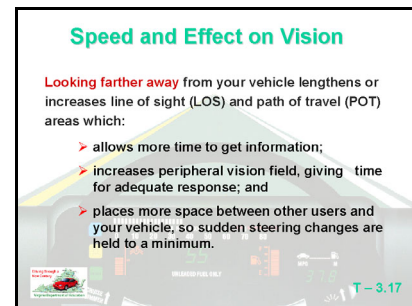
- understand the effects of speed on vision.
- establish and maintain an adequate following interval.

Activities & Resources

Use Transparencies T-3.16 and T-3.17 “Speed and Effect on Vision” to discuss controlling speed and steering. Explain the need to look further away from your vehicle as you go faster.



T-3.16 Speed and Effect on Vision



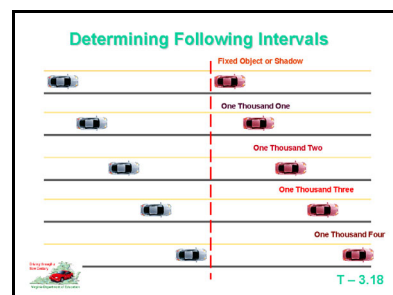
T-3.17 Speed and Effect on Vision

Continue using Worksheet W-3.2 “Introducing Visual Skills” as a worksheet resource during the session.

Worksheet

Use Transparency T-3.18 “Determining Following Intervals” to discuss the need to have an adequate interval in order to be able to search for problems and allow time to perform a speed or direction change.

- One second
- Two seconds
- Three seconds
- Four seconds

T-3.18
Determining Following Intervals

Use Transparency T-3.19 “Time, Speed, and Distance Relationships on Dry, Clean Surfaces” to discuss time, speed, and distance factors.

- Speed
- Following interval
- Steering distance
- Braking distance
- Total braking distance

Time, Speed, and Distance
Relationships on Dry, Clean Surfaces

Vehicle Speed	ft./Sec.	Following Interval			1/2 sec		3/4 sec		Total
		2 Sec.	3 Sec.	4 Sec.	Steer Dist.	Brake Dist.	Steer Dist.	Brake Dist.	
30 mph	44 ft/s	88 ft.	132 ft.	176 ft.	22 ft.	33 ft.	33 ft.	50 ft.	80 ft.
40 mph	58 ft/s	116 ft.	174 ft.	232 ft.	29 ft.	44 ft.	44 ft.	66 ft.	125 ft.
50 mph	74 ft/s	149 ft.	222 ft.	296 ft.	37 ft.	56 ft.	56 ft.	84 ft.	190 ft.
60 mph	88 ft/s	176 ft.	264 ft.	352 ft.	44 ft.	66 ft.	66 ft.	99 ft.	275 ft.
70 mph	104 ft/s	208 ft.	312 ft.	416 ft.	52 ft.	78 ft.	78 ft.	117 ft.	385 ft.

T – 3.19

T-3.19 Time, Speed, and Distance Relationships on Dry, Clean Surfaces

Use Transparency T-3.20 “Following Intervals” to discuss following intervals at different speeds and under various road conditions.

Following Intervals

- ❑ 2 Seconds... Permits driver time to steer out of problem areas at all listed speeds on a dry surface and braking out of problems at speeds under 35 mph.
- ❑ 3 Seconds... Permits driver time to steer out of problem areas at all listed speeds on dry surface and braking out of problems at speeds to 45 mph.
- ❑ 4 Seconds... Permits driver to steer out of problems at all listed speeds on dry surface and braking out of problems at speeds to legal limit of 65 mph.

* Factory equipped passenger car tires may not be designed to steer out of problem areas at speeds beyond 75 mph. Speed rated tires are required due to sidewall flexion problems at higher speeds and turning movements.

T – 3.20

T-3.20 Following Intervals

Support Information**Speed and Vision**

As speed increases, the amount of information needed to maintain car position and detect movement increases. The ability of peripheral vision to detect the motion of other objects is affected by the speed and movement of the vehicle. Minor changes to car position occur in shorter time frames, causing significant or exaggerated vehicle movements. Visual adjustments are needed to lengthen or increase visual lead, resulting in

- more time to gather information.
- increased peripheral vision area, which allows for motion detection farther away from your vehicle in order to give time for adequate response.
- more space between other vehicles and your vehicle, so abrupt responses are held to a minimum.

Need for Adequate Following Intervals

The need for adjustments in following time occurs when speed or road conditions change. Note that the distance for steering is much shorter than the distance for stopping. Hand response time is close to 1/2 second, while foot response time is normally 3/4 second. This does not take into account any lag in perception time due to fatigue, drugs, inattention, etc. All time and distance relationships are designed for the best driving conditions. Road conditions, speed, driver alertness, and even following vehicles of different weights all change the ability to stop.

- A 2-second interval provides the driver time to steer out of problem areas at all posted speeds on a dry surface and brake out of problems at speeds under 35 mph.
- A 3-second interval provides the driver time to steer out of problem areas at all posted speeds on dry surfaces and brake out of problems at speeds to 45 mph.
- A 4-second interval provides the driver time to steer out of problems at all posted speeds on dry surfaces and brake out of problems at speeds up to 70 mph. It is important to note that many passenger car tires are not designed to steer out of problem areas at speeds beyond 75 mph. At speeds over 75 mph, high speed rated tires are required due to sidewall flexion at higher speeds and turning movements.

Value of Directed Experience

Discuss the value of directed experience at this point. Explain that a new driver will take a short time to learn to operate the vehicle, but much longer to gain the guided experiences needed to develop good decision-making. This session needs to address the importance of gaining experience.

Experience will improve driver performance when the experience is guided, supervised, or directed. Further, appropriate experience supports appropriate performance and poor experience supports poor performance. It is crucial for the driver to develop good habits, as understanding the role of the driver in the traffic flow ensures lifelong driving success. Parents/guardians/mentors, teachers, etc. must provide novice drivers with directed practice opportunities that provide consistent and appropriate experiences.

Module Three

Topic 3—Controlling Risk Situations Using a Space Management System

35 Minutes Instructional Time
Prerequisites: Successful Completion of Modules 1 to 2

Instructor Activities	Time Frame
Review Module Three, Topic 3 Lesson Plans Prior to Lesson Show Transparencies T-3.21 "Searching" T-3.22 "Evaluating/Recognizing" T-3.23 "Evaluating/Decision-Making" T-3.24 "Executing" T-3.25 "Evaluate/Execute" T-3.26 "Basic Lane Positions to Center & Left" T-3.28 "Approach to Intersection" Distribute and Review Student Worksheets W-3.3 "SEEiT Driving System" W-3.4 "Intersection Approach" W-3.5 "Where to Stop at Intersections" W-3.6 "Yielding Right of Way" Review Module Assessments Prior to Lesson W-3.3 "SEEiT Driving System" W-3.4 "Intersection Approach" W-3.5 "Where to Stop at Intersections" W-3.6 "Yielding Right of Way" MA-3.1 "Module Three Assessments" Additional Resources (Media and/or Text) "Empower Yourself" booklet (1997) "Teaching Your Teens to Drive Parent/Teen Handbook" Lessons 3 and 4 "Drive Right" Ch. 7 "Handbook Plus" Ch. 12 "Handbook Plus In-Car Guide" "How To Drive" Ch. 9 "License to Drive" Ch. 7 - 8 "Responsible Driving" Ch. 10	35 minutes (4-6 minutes) (4-6 minutes) (4-6 minutes) (4-6 minutes) (4-6 minutes) (2-3 minutes) (2-3 minutes) (4-6 minutes) (4-6 minutes) 5-10 minutes

Controlling Risk Situations Using a Space Management System

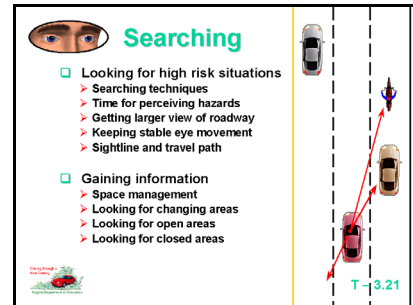
Knowledge and Skills

The student is expected to explain the steps of a space management system.

Activities & Resources

Show Transparency T-3.21 “Searching” to introduce the need for an organized process to look for risk situations.

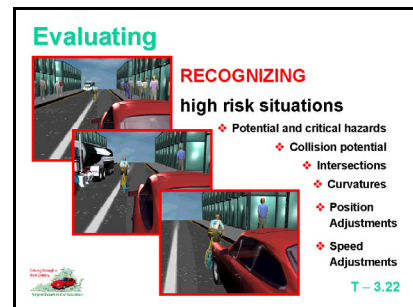
- Looking for situations
- Gaining information



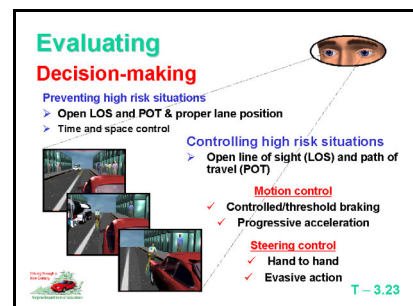
T-3.21 Searching

Use Transparencies T-3.22 “Evaluating/Recognizing” and T-3.23 “Evaluating/Decision-Making” to discuss the need to have a process for determining level of risk. Learning probability and consequences are key to making effective decisions.

- Recognizing risk situations
- Decision-making
- Preventing high risk situations
- Controlling high risk situations



T-3.22 Evaluating/Recognizing



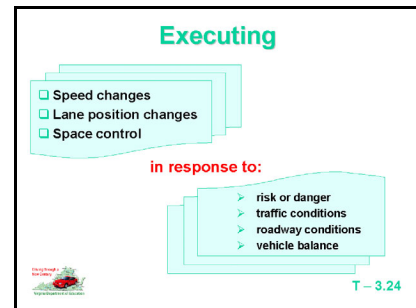
T-3.23 Evaluating/Decision-Making

Distribute W-3.3 “SEEiT Driving System” as a worksheet resource during the session.

Worksheet

Show Transparency T-3.24 “Executing” and discuss the need to make appropriate speed or position changes, and to communicate intention. Learning about vehicle balance and weight transfer is key to making skilled steering and speed adjustments.

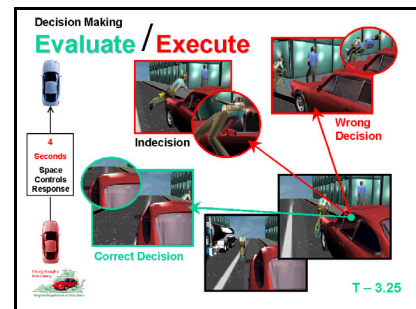
- Speed changes
- Lane placement changes
- Space control



T-3.24 Executing

Show Transparency T- 3.25 “Evaluate/Execute” and discuss making appropriate speed or position change to create more space and prevent high-risk situations. Vehicle balance and appropriate weight transfer are keys to making skilled steering and speed adjustments. Emphasize the concept of controlling space in response to:

- Risk
- Traffic
- Roadway
- Vehicle



T-3.25 Evaluate/Execute

Support Information

Space Management System Introduction [SEEiT— Search, Evaluate, Execute in Time]

Searching Techniques

Searching for High Risk Situations

- Visual lead
- Techniques for searching
- Collision items
- Keeping eyes moving
- Sightline and travel path

Evaluating Information

- Space management
- Time for perceiving
- Looking for open spaces
- Looking for closed spaces

Evaluating Risk Probability and Consequences

Determining High Risk Situations

- Potential and critical risks
- Collision potential
- Intersections
- Curvatures
- Speed

Decision-Making

- Preventing high risk situations
- Sightline and travel path
- Lane position
- Time space
- Space control

Controlling High Risk Situations

- Open Line of Sight and Path of Travel
- Motion control
- Controlled/threshold braking
- Controlled/progressive acceleration

Steering Control

- Hand to hand
- Evasive action

Executing a Process to Reduce Risk Probability and Consequence

Speed Changes

- In response to danger
- In response to traffic conditions
- In response to roadway conditions
- In response to vehicle balance

Lane Position

- In response to danger
- In response to traffic conditions
- In response to roadway conditions
- In response to vehicle balance

Space Control

- In response to danger
- In response to traffic conditions
- In response to roadway conditions
- In response to vehicle balance

Determining Appropriate Communication

- Prior to position changes
- Prior to braking
- Warning others
- Engaging other drivers

Importance of a Driving System

- Develop efficient use of the SEEiT process.
- Use visual skills more effectively.
- Develop decision-making skills for reducing risk.
- Make effective speed and position changes.
- Use space to reduce high risk situations.

Controlling Risk Situations Using a Space Management System

Knowledge and Skills

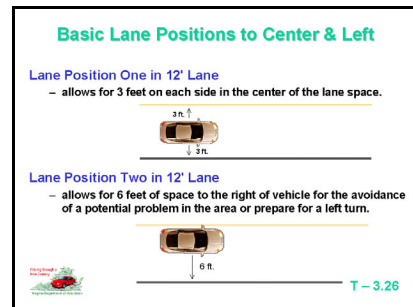
The student is expected to:

- demonstrate appropriate lane position to communicate actions and create more space to reduce risk.
- demonstrate appropriate speed and lane position changes at intersections.

Activities & Resources

Show Transparency T- 3.26 “Basic Lane Positions to Center & Left” to discuss making appropriate position changes to create more space and prevent high risk situations. Use standard vehicle reference points.

- Lane position one placement
- Lane position two placement

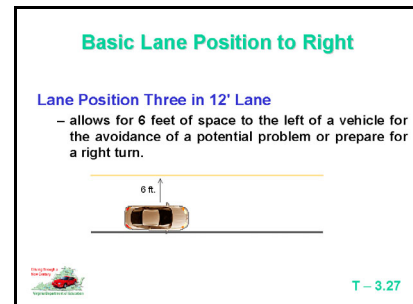


T-3.26

Basic Lane Positions to Center & Left

Use Transparency T- 3.27 “Basic Lane Position to Right” to discuss making an appropriate position change along with an appropriate communication of intentions as an intersection is approached or to avoid problem areas.

- Lane position three
- Right turn preparation
- Allows 6 feet of space to the left

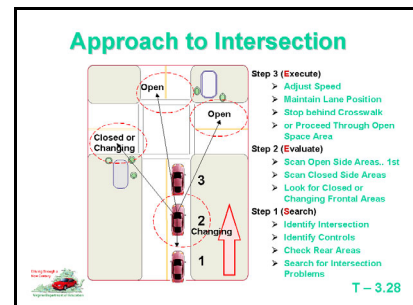


T-3.27

Basic Lane Position to Right

Use Transparency T- 3.28 “Approach to Intersection” to discuss making appropriate position changes, along with appropriate communication of intent, when approaching an intersection.

- Step One—Search
- Step Two—Evaluate
- Step Three—Execute in Time



T-3.28

Approach to Intersection

Use Worksheet W-3.4 “Intersection Approach” as a worksheet resource during the next part of the session or as an activity sheet.

[Worksheet](#)

Use Worksheet W-3.5 “Where to Stop at Intersections” as a resource to review the types of roadway markings. This can be accomplished as a class assignment or take-home parent involvement activity.

[Worksheet](#)

Support Information

Approaching Intersections

Targeting, Sightlines, Position to Front/Rear, Position from Right Edge, Position from Left Edge

- Prior to position changes
- Prior to braking
- Warning others
- Engaging other drivers

Step 1 (Search)

- Identify intersection.
- Identify controls.
- Check rear areas.
- Search for intersection problems.

Step 2 (Evaluate)

- Scan open side areas first.
- Scan closed or changing areas.
- Look for closed or changing frontal areas.

Step 3 (Execute)

- Adjust speed.
- Maintain lane position.
- Stop behind stop line, crosswalk, or before entry, when needed; proceed through open space area.

In Virginia...

- The majority of crashes occur at intersections.
- Most drivers were not aware of the other car when entering the intersection.

Lane Position**Lane Position One Placement**

Lane Position One communicates to other drivers that you do not plan to change lanes. Centering your car in the lane provides the greatest possible space between your vehicle and hazards on either side of the lane.

Lane Position Two Placement

Lane Position Two indicates that you might turn left, and provides more room between your vehicle and parked cars.

Left turn preparation

- To left of lane to avoid problems to right
- 6 feet of space to right of vehicle
- Helpful when parked cars are to the right
- Helpful when another vehicle approaches intersection too quickly
- Controlled/threshold braking
- Controlled/progressive acceleration

Lane Position Two Placement

Lane Position Three indicates that you might turn right and provides more space between your vehicle and hazards to your left.

Choosing Lanes

If you plan to go straight through the intersection on a three-lane street, choose the center lane. You will not need to stop or slow for cars turning right or left.

On two-lane roads, the left lane is usually for faster traffic and left turns. The left lane is not the smoothest lane of travel on two-way streets. Drivers waiting to turn left can interrupt or stop the left lane traffic flow. In the right lane, you are further from oncoming traffic, but closer to parked cars.

Module Three

Topic 4—Developing Good Driving Habits

25 Minutes Instructional Time
Prerequisites: Successful Completion of Modules 1 to 2

Instructor Activities	Time Frame
Review Module Three, Topic 3 Lesson Plans Prior to Lesson Show Transparencies T-3.30 “Good Driving” T-3.31 “Levels of Performance” T-3.32 “The Top Eleven Errors” T-3.33 “The Top Eleven Errors” T-3.34 “Developing Good Driving Habits” T-3.35 “Developing Good Driving Habits” T-3.36 “Developing Good Driving Habits” T-3.37 “Developing Good Driving Habits” Distribute and Review Student Worksheets W-3.6 “Habit Formation” W-3.7 “Self-Assessment of Skills” Review Module Assessments Prior to Lesson W-3.6 “Habit Formation” MA-3.1 “Module Three Assessment” Additional Resources (Media and/or Text) Video: “Habit Formation” (IDS) “Empower Yourself” Booklet “Drive Right” Ch. 7 “Handbook Plus” Ch. 12 “Handbook Plus In-Car Guide” “How To Drive” Ch. 9 “License to Drive” Ch. 7 -8 “Responsible Driving” Ch. 10	25 minutes (3-5 minutes) (3-5 minutes) (3-5 minutes) (2-3 minutes) (2-3 minutes) (3-5 minutes) (3-5 minutes) (3-5 minutes) 5-10 minutes

Developing Good Driving Habits

Knowledge and Skills

The student is expected to:

- understand the need to develop good driving habits.
- know the four levels of driver performance.
- become familiar with the most common errors that lead to crashes.

Activities & Resources

Use Transparency T-3.29 “Good Driving” and Worksheet W-3.6 “Habit Formation” to discuss the need to develop good driving habits.

- Habit level
- Operational tasks
- Critical procedures
- Judgment level
- Strategies for speed and placement actions
- Efficient decision-making
- Appropriate response to risk
- Process level
- Searching
- Evaluating
- Executing
- Speed and position adjustments
- Communications

Good Driving

Habit Level	Judgment Level	Process Level
✓ Procedures for operational tasks	✓ Well thought out strategy of action	✓ Search for problems
	✓ Become efficient and precise	✓ Evaluate options
	✓ Correct response with least amount of evaluation	✓ Execute decisions
		✓ For modifying speed and position
		✓ Communication reduces risk of collision

Grades: C+, A+

*(Empower Yourself (1989) ... F.R. Mottola)

T-3.29

T-3.29
Good Driving

Worksheet

Use video “Habit Development” (IDS) in place of discussing habit development and the four levels of driver performance.



Show Transparency T-3.30 “Levels of Performance” and discuss the need to develop a consistent level of performance at a conscious level in order to perform at an unconscious level in the future.

- Levels of performance
- Empowering yourself

Levels of Performance

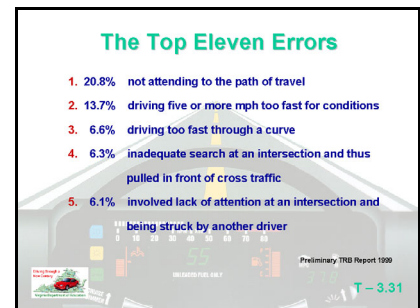
Driver Awareness Level		Driver Performance Level
Habit		Acceptable
Judgment		Acceptable
Habit		Unacceptable
Judgment		Unacceptable

Based on Mottola, F. R. (1989) Empower Yourself, p. 1

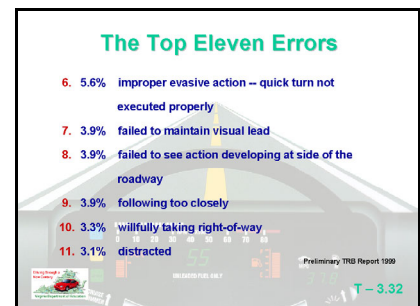
T-3.30

T-3.30
Levels of Performance

Show Transparency T-3.31 and T-3.32 “The Top Eleven Errors” to discuss the types of crashes involving teen drivers. The information comes from crash studies in California and Maryland, where age records were easily available. (National Transportation Safety Research Board, 1999.)



T-3.31
The Top Eleven Errors



T-3.32
The Top Eleven Errors

Support Information

Levels of Performance

A well thought-out system to search for problems, evaluate options, and execute decisions based on critical thinking, problem-solving, and knowledge can reduce risk of collisions in most situations. The Virginia plan is “SEEiT” (Search, Evaluate, Execute in Time). This system, or any other system, requires all drivers to drive at a good habit and judgment level. It has been observed that drivers perform at four levels:

- Level One:** Habit level of awareness with an acceptable performance
- Level Two:** Judgment level of awareness with an acceptable performance
- Level Three:** Judgment level of awareness with an unacceptable performance
- Level Four:** Habit level of awareness with an unacceptable performance

The habit level of awareness with an unacceptable performance is the level most likely to lead to a crash.

Many driver actions are made on a habit level of performance. They could be at the fourth level with an unacceptable performance, or at the first level with an acceptable level of performance. The acceptable level of performance is what procedural tasks are all about. When the driver can manipulate the vehicle within the procedural standards, the acceptable level of habit with acceptable performance is met.

Most driver actions are made on a judgment level of performance. They could be at third level with an unacceptable performance or at the second level with an acceptable performance. The acceptable level of performance is what the “SEEiT” system is all about. The system gives standards for very specific moments

that can be assessed as being either acceptable or not acceptable. That is what levels 2 and 3 are used for; they are the levels at which we analyze information.

Getting Feedback for Acceptable/Unacceptable Performances

Use an example of a driver driving into a hillcrest situation or a curvature that creates a sightline **and travel path** area change, at approximately 15 mph over the speed limit with the radio playing loudly, having fun with a few friends. What level of performance feedback did the driver receive? Did the driver **feel anything was wrong?**

We often get acceptable performance feedback for unacceptable performance situations. For the previous situation, what would have happened if a sudden stop were required while coming over the hillcrest? The area 1, which was closed due to the sightline problem created by the hillcrest, should have been improved by the proper management of speed.

Some other options available in this hillcrest or curvature situation using the SEEiT space management system are: to alter the intended travel path (lane position), to make an adjustment in speed control, or to establish some form of communication with others at a time prior to that which would demand an action be taken.

The driver who is habitually programmed to maintain a set speed or position may not be mentally prepared to make adjustments until the potential hazard develops to a point where it cannot be ignored. With a **forced action** created by ignoring the early developments of the situation, the driver is placed into a surprise situation that becomes less controllable and certainly more stressful than it needs to be.

Coping with area changes is rarely difficult when a response is initiated early enough. Delaying a corrective response because of failure to recognize the area changes or closures could place greater stress on the driver and the vehicle, making it more likely to exceed acceptable space limitations, which could result in an uncontrollable situation.

Unfortunately, some people seem cursed with bad decision making. How can that poor judgment be changed? How long does it take to change habits or judgment? How can that internal resistance to change be overcome? **Practice! Practice! Practice!** In order to become the best driver an individual is capable of becoming, it will take practice. The SEEiT space management system allows a driver to have **meaningful and appropriate practice**, which enhances experiences and creates acceptable habits and judgments.

The novice driver will need to understand that two levels of driver performance are intended to be developed. Habit levels of performance are skills and techniques used to perform tasks in sequence without thinking about which to do first. The reason for training procedural tasks is to be able to perform these tasks without thinking about each step, as the driver becomes experienced. An example would be starting the car or keeping it in lane position 1. Judgment levels of performance are tasks that require decision-making to change speed and position of the vehicle based on changing circumstances. Developing a driver process or system allows the driver to become efficient in making timely decisions affecting speed and position, and reduces the risk of collision with another vehicle, person, or object.

For more information, refer to "Empower Yourself with Zone Control Driving." (IDS).

Eleven Most Common Errors

The 11 errors committed most frequently by 16-year-olds in crashes (1999 California and Maryland data) were:

- 20.8 percent not attending to the path of travel
- 13.7 percent driving five mph or more too fast for conditions
- 6.6 percent trying to drive through a curve at too high a speed
- 6.3 percent inadequate searching at an intersection—pulling in front of cross traffic
- 6.1 percent involving the so-called victim's lack of attention at an intersection and being struck by another driver
- 5.6 percent using improper evasive action—quick turn not made
- 3.9 percent failing to maintain visual lead
- 3.9 percent failing to see action developing at the side of the roadway
- 3.9 percent following too closely
- 3.3 percent willfully taking right-of-way
- 3.1 percent being distracted

These 11 behaviors accounted for 77 percent of the 2,000 crashes investigated. Forty-five percent involved improper visual search, frequently combined with an inappropriate decision, i.e., speed in curves or for conditions and following too close; 5.6 percent involved failure to take proper evasive action (i.e., simply steer out of danger rather than hard brake); 3.3 percent were the result of willfully dangerous behavior.

Developing Good Driving Habits

Knowledge and Skills

The student is expected to understand the need to develop good driving habits.

Activities & Resources

Show Transparency T-3.33 “Developing Good Driving Habits” and discuss the need to develop a consistent level of performance at a conscious level in order to perform at an unconscious level in the future. A driver needs to have consistent performance in order to be competent and develop habits. Some experts say that it takes 26 positive performances to create a lasting habit.

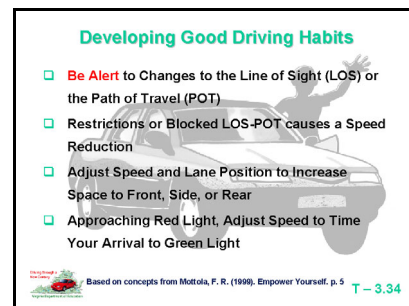
- Encourage driver readiness and vehicle preparation.
- Encourage smooth and gradual starts and stops.
- Develop reference points for vehicle placement.
- Get visual targets prior to vehicle movements.
- Visually target to the end of the path of travel.



T-3.33
Developing Good Driving Habits

Show Transparency T-3.34 “Developing Good Driving Habits” and continue discussing the need to develop a consistent level of positive performance at a conscious level in order to perform at an unconscious level in the future.

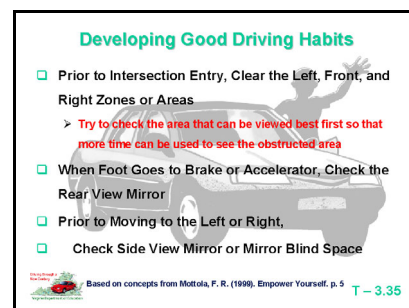
- Be alert to LOS/POT changes.
- Restricted LOS/POT means reduce speed.
- Adjust speed and lane placement to create space.
- Adjust speed to time arrival at intersections.



T-3.34
Developing Good Driving Habits

Show Transparency T-3.35 “Developing Good Driving Habits” and continue discussing the need to develop a consistent level of positive performance at a conscious level in order to perform at an unconscious level in the future.

- Clear rear, left, front, and right zones before entry.
- Check rear mirror before speed changes.
- Check side mirror/blind spot before movement.



T-3.35
Developing Good Driving Habits

Show Transparency T-3.36 “Developing Good Driving Habits” and continue discussing the need to develop a consistent level of positive performance at a conscious level in order to perform at an unconscious level in the future.

- Maintain a four-second following interval to reduce risk and provide space for decision-making.
- When stopped, leave space to move around vehicle.
- Being courteous reduces stress.



T-3.36
Developing Good Driving Habits

Use Worksheet W-3.7 “Self-assessment Skills” as a BTW skill pre-assessment.

Worksheet

Support Information

Crash Study Information

The crash study information confirms the importance of the need to:

- develop an aggressive, organized search pattern.
- adjust seating and other controls.
- understand and conform to Virginia vehicle laws.

Driver Error

What causes driver errors? Many say it is inexperience, while some say it is the training, and others claim it is peer influence. Young drivers typically pattern themselves after other drivers until experience gives them distinct patterns and habits. The crash studies in California and Maryland, where age-related records were easily available, were reported by James McKnight, National Transportation Safety Research Board, in 1999.

Factors Influencing Driver Error

- Lack of experience
- Influence of peers and other drivers
- Lack of crash avoidance training
- Influence of poor visual habits
- Influence of poor skill development habits
- Influence of decision-making skills regarding risk

Good Driving

“Good driving” is a loosely defined term that many drivers assume means they have reached the point of skilled vehicle operation. Skilled vehicle operation is just one aspect of driving. Making decisions in a timely manner based on appropriate searching tactics, managing the space around the vehicle, and performing timely and appropriate responses to problems become critical to the good driver. Developing a concept of vehicle movement and response allows the driver to become smooth and efficient in responding to speed and position adjustments. Students should realize that driving is a social responsibility requiring observance of rules and regulations, and appropriate interaction with other drivers.

Good Driving on a Habit Level

A driver will be an efficient operator of the vehicle if a well-thought-out system for operational tasks based on controls, size, weight, and balance of a motor vehicle within operating spaces is developed. Unfortunately, many drivers never attain this level of driving, but assume they are capable because they can efficiently maneuver the vehicle.

Good Driving on a Judgment Level

A well-thought-out system of action, based on the condition of the areas around your car, can make you an efficient and precise user of time and space. Like the professional athlete or driver, one will seem to instinctively know what to do without hesitation and often at a judgment level of awareness. All drivers can learn how to become efficient and precise. The more often the appropriate experiences take place, the more likely a correct response will be initiated with the least amount of evaluation time used for assessment. Driving does not need to rely upon luck, fate, or maneuvering skill.

Curriculum Scope and Sequence Modules for Driver Education in Virginia

Module Three

Worksheets

- W-3.1 Basic Maneuvering Tasks
- W-3.2 Introducing Visual Skills
- W-3.3 SEEiT Driving System
- W-3.4 Intersection Approach
- W-3.5 When to Stop at Intersections
- W-3.6 Habit Formation
- W-3.7 Self-Assessment Skills

Simulation

- SLS-3.1 Simulation Laboratory Session

Assessment

- MA-3.1 Module Three Assessment

Virginia Department of Education
in cooperation with the
Virginia Department of Motor Vehicles

List Seven Entering Roadway Tasks

1.

2.

3.

4.

5.

6.

7.

List Seven Moving to the Side/Curb Tasks

1.

2.

3.

4.

5.

6.

7.

List Fifteen Backing Tasks

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

15.

List the seven vision and perceptual requirements for driving.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

Explain the type of visual information gained in each visual area.

- A. Focus area:
- B. Central (inner fringe) area:
- C. Peripheral (outer fringe) area:

List four visual problems associated with speed.

- A.
- B.
- C.
- D.

Explain why a four second following interval is a safer choice than a two second following interval when driving.

List what the acronym SEET stands for in this driving system.

S

E

E

I

T

Explain two of the searching concepts in the SEET system.

- A. Looking for high risk situations:
- B. Gaining information:

Explain three evaluating concepts in the SEET system.

- A. Recognizing high risk situations:
- B. Preventing high risk situations:
- C. Controlling high risk situations:

Explain three executing concepts in the SEET system.

- A. Speed changes:
- B. Lane Position changes:
- C. Controlling space:

List the three basic lane positions and explain their use.

- A. Position 1:
- B. Position 2:
- C. Position 3:

Briefly describe what the driver is doing for each performance listed below.

Step 1

Identify Intersection

Identify Controls

Check Center Rear Area

Adjust Speed

Adjust Lane Position

Step 2

Search Open Frontal Areas

Adjust Speed

Maintain Lane Position

Step 3

Search Closed Frontal Areas

Look for Changing Frontal Areas

Proceed Through Open Path of Travel

Worksheet W-3.5

When to Stop at Intersections

Directions: You are the driver of the blue #1 car in each situation. Where should you stop? Write the letter of the correct answer for each situation below:

1. ____

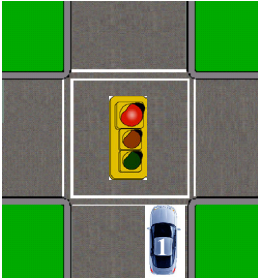
2. ____

3. ____

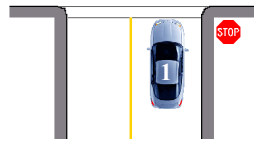
4. ____

5. ____

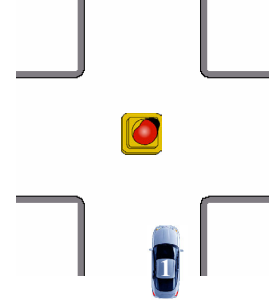
6. ____



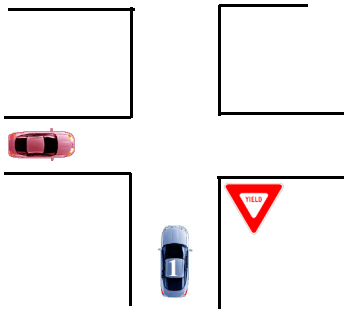
- A. Under light
- B. At curb line
- C. Behind crosswalk
- D. At stop line



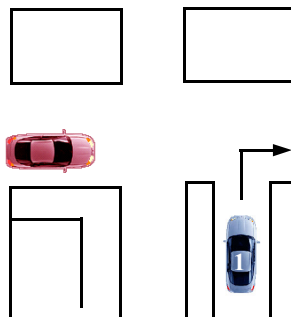
- A. At stop sign
- B. At curb line
- C. Behind crosswalk
- D. At stop line



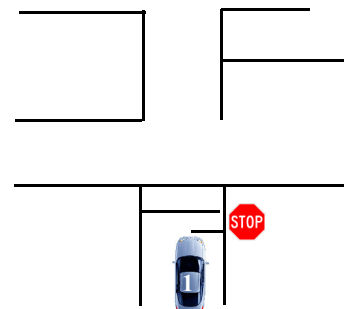
- A. Under light
- B. At curb line
- C. Behind crosswalk
- D. At stop line



- A. At yield sign
- B. At curb line
- C. Behind crosswalk
- D. At stop line
- E. You are not required to stop



- A. Sidewalk
- B. At curb line
- C. At light
- D. Both A & B
- E. You are not required to stop



- A. At stop sign
- B. At curb line
- C. Behind crosswalk
- D. At stop line
- E. At B, C, or D

What are the three levels of good driving performance?

- A.
- B.
- C.

List the four levels of driver performance and behavior.

Awareness level	Performance level
A.	
B.	
C.	
D.	

List the top five novice driver errors listed in a crash study for new drivers.

- 1.
- 2.
- 3.
- 4.
- 5.

List fifteen good driving habits to develop.

- | | |
|----|-----|
| 1. | 9. |
| 2. | 10. |
| 3. | 11. |
| 4. | 12. |
| 5. | 13. |
| 6. | 14. |
| 7. | 15. |
| 8. | 16. |

Off-Set Alley Exercise

- A. Areas in which I was able to perform well were:
- B. Areas in which I felt confused or unable to perform were:
- C. Areas in which I will make additional efforts to perform well are:

Tracking Exercise

- A. Areas in which I was able to perform well were:
- B. Areas in which I felt confused or unable to perform were:
- C. Areas in which I will make additional efforts to perform well are:

Constant Curvature Exercise

- A. Areas in which I was able to perform well were:
- B. Areas in which I felt confused or unable to perform were:
- C. Areas in which I will make additional efforts to perform well are:

SLS-3.1**Simulation Laboratory Session**

- Suggested Titles:** “Visual Skills” (DORON Video or Laserdisc)
“Turnabouts and Parking Maneuvers” (DORON Video or Laserdisc)
“Rules to Live By” (SSI Safe Driver Training Series)
“Understanding Intersections” (SSI Safe Driver Training Series)
- Learning Goals:** The student demonstrates comprehension of pre-drive, driver readiness, start, securing, and vehicle positioning in lane which will increase student’s ability to position vehicle for basic vehicle maneuvers.
- Performance:** Performances are based on the simulation video used for this section. It is recommended to start with a session that demonstrates the use of the simulator and establishes the need for procedures and good seating position. Explain the need for holding the wheel at a position that is below the center of the wheel due to airbag displacement. Demonstrate the correct seating and steering positions for vehicle control.
- Assessment:** Instructor records assessment of speed, positioning, and techniques on the district on-street records form. Student assessment of simulation activities may also be added to the student portfolio.

Instructor Activities	Student Driver Activities	Materials Needed and Notes

1. Which of the following steering is correct when backing?
 - A. Steer in the same direction you want to move the car.
 - B. Steer the wheel to the right to make your car go left.
 - C. Steer in opposite direction you want the back of the car to go.
 - D. Turn your wheel twice as much.
2. After starting the engine, but before shifting into drive you should _____.
 - A. shift from NEUTRAL to PARK
 - B. release the parking brake
 - C. keep your foot on the brake pedal
 - D. pump the accelerator several times
3. What is the chief reason you should know the shape and color of each of the five main shapes of traffic signs?
 - A. To recognize the meaning to pass your driver licensing test
 - B. To recognize the sign at night or under other conditions
 - C. To recognize the signs easily as you pass them
 - D. To recognize the meaning before you are close enough to read them
4. Right-of-way laws are written _____.
 - A. as guidelines for determining legal fault
 - B. in terms of who has the right-of-way
 - C. in terms of who must yield the right-of-way
 - D. to allow one driver automatically to go ahead
5. You should begin a right turn at an intersection _____.
 - A. where the curb begins to turn
 - B. when sightline and travel path area is open
 - C. when the rear wheels are even with the curb
 - D. not important where you begin the turn
6. A pennant-shaped sign means _____.
 - A. no passing zone
 - B. school crossing
 - C. do not enter
 - D. yield
7. The primary meaning of a broken white center line on a street is _____.
 - A. a one way traffic flow
 - B. a 2-lane and 2-way street
 - C. no lane change permitted
 - D. passing zone ahead

8. Which of the following should be avoided when you are in doubt about whether or not the engine is running?
- A. Check the generator light.
 - B. Engage the starter switch.
 - C. Push down the gas pedal.
 - D. Listen for engine noise.
9. What does a round yellow sign mean?
- A. Hospital zone ahead.
 - B. Warning zone ahead.
 - C. Rough road ahead.
 - D. Train crossing ahead.
10. Passing is allowed on a two-lane, two-way road marked with _____.
- A. a broken yellow line
 - B. a broken white line
 - C. a solid yellow line
 - D. double solid yellow lines
11. When should you release the parking brake?
- A. Just prior to moving from parked position or curb.
 - B. After the engine is started but before shifting to DRIVE or REVERSE.
 - C. After starting the engine and shifting to proper gear.
 - D. Before adjusting the seat and fastening your seat belt.
12. Which is the best position to take when waiting to make an unprotected left turn in heavy traffic?
- A. Remain standing behind the crosswalk.
 - B. Your position depends on weather conditions.
 - C. Wheels pointed left while part way into intersection.
 - D. Car wheels straight while close to the intersection.
13. What is a meaning of a red 'X' above a lane?
- A. This lane is closed.
 - B. Pedestrians must not walk.
 - C. A stop sign is ahead.
 - D. A railroad crossing is ahead.

14. Which line is used to mark the outer edge of a road?
- A. Broken yellow line
 - B. Broken white line
 - C. Solid yellow line
 - D. Solid white line
15. Which question should a driver answer first when coming to an intersection?
- A. Where does the cross street intersect?
 - B. Where should I begin to brake?
 - C. Are there any traffic controls?
 - D. How good is sight distance at the sides?
16. Which of the following should be the first step when starting any car with an automatic transmission?
- A. Check oil pressure.
 - B. Put selector in DRIVE position.
 - C. Set the parking brake.
 - D. Release the parking brake.
17. What must you do at a flashing red light?
- A. Slow down and proceed with caution.
 - B. Be ready for traffic light ahead.
 - C. Stop and wait until light stops flashing.
 - D. Stop and proceed only when clear.
18. Why should you adjust the mirrors after you have adjusted the seat?
- A. Changing the seat position usually requires mirror adjustment.
 - B. Adjusting the seat may cause mirrors to vibrate out of position.
 - C. It does not matter which is done first.
 - D. It will be easier to reach the mirrors.
19. Before moving a car in reverse (R), safe drivers _____.
- A. avoid use of the left foot on the brake pedal
 - B. straighten the front wheels to prevent side movement
 - C. shift into reverse (R) after the parking brake is released
 - D. check to see that the area behind the vehicle is clear
20. After you have stopped at the curb to park your car, the last of these things you should do is _____.
- A. shift to park (P)
 - B. set parking brake
 - C. turn off radio and lights
 - D. remove key from ignition switch

21. The two colors that are used for recreation and motorist services are _____.
- A. blue and brown
 - B. red and green
 - C. brown and black
 - D. green and blue
22. If you are backing up and want the rear of the vehicle to go left, turn the _____.
- A. top of the steering wheel to the right
 - B. bottom of the steering wheel to the left
 - C. top of the steering wheel to the left
 - D. left side of the steering wheel to the right
23. How can the general meaning of a traffic sign first be identified?
- A. Location
 - B. Color
 - C. Shape
 - D. Size
24. SEE is an acronym for the following driving process _____.
- A. searching for changes
 - B. evaluating open and closed paths of travel
 - C. executing in an appropriate manner
 - D. all of the above
25. The response to a flashing red light is the same as to a _____.
- A. red arrow pointing upward
 - B. steady red light
 - C. stop sign with no other controls
 - D. yield sign and flashing yellow light
26. When an officer holds the palm of his hand toward you, what does he mean?
- A. Slow down.
 - B. You are next.
 - C. You may turn but not go straight.
 - D. Stop.
27. You see a sign on which there is a red circle with a red line going from left to right across the circle. What does this mean?
- A. Caution must be taken in making the maneuver shown on the sign.
 - B. Drivers may not make the maneuver shown on the sign.
 - C. One should avoid the hazard shown on the sign.
 - D. Drivers making maneuver shown on the sign.

28. A double yellow line down the center of a two-way street indicates _____.

- A. no passing in either direction
- B. the roadway is on a hill
- C. two-way left turn lane
- D. no turns except at intersections

29. When two vehicles arrive at an uncontrolled intersection from different streets _____.

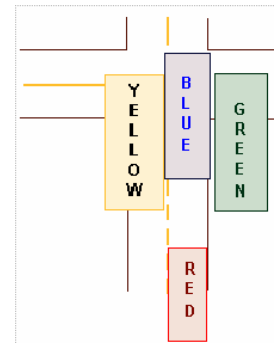
- A. the driver on the right shall yield to the vehicle on the left
- B. the driver on the left shall yield to the vehicle on the right
- C. both vehicles must stop
- D. neither vehicle must stop

30. You are the first in line when the light turns green. What should you do before you begin to move ahead?

- A. Clear areas to the rear.
- B. Check both left and right for openings.
- C. Check the blind spots for vehicle.
- D. Clear areas to the front, left and right.

31. What is the best way to check for openings at an uncontrolled intersection?

- A. A longer look at the yellow side and a quick look to the green side.
- B. One long look in each direction.
- C. Clear the open areas in yellow, blue or green; then, the closed areas in yellow, blue or green.
- D. Look to the yellow side, then the green side, then quick looks in both directions on entry.



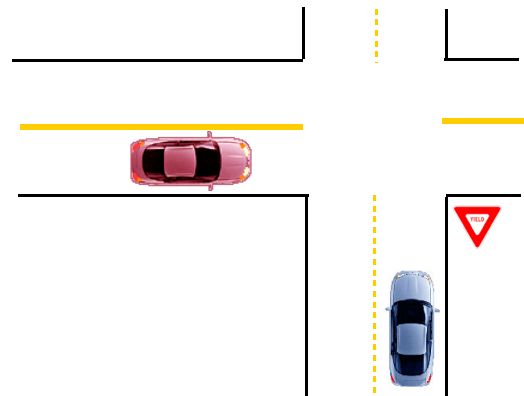
32. Which standard lane position is illustrated here?

- A. Lane position 4
- B. Lane position 3
- C. Lane position 2
- D. Lane position 1



33. Whenever you approach a yield sign at an intersection, you should _____.

- A. stop if you are going straight ahead
- B. allow oncoming cars the right-of-way
- C. stop if vehicles are approaching the intersection
- D. react as if it were a warning sign



34. You are planning to cross or turn at an intersection. Do not enter _____.

- A. without signaling your direction of travel
- B. without taking time to stop, look, and listen
- C. if the traffic signal is stale green
- D. unless complete passage through is available

35. The three major groups of traffic signs are _____.
- A. hazard, regulatory, and construction
 - B. warning, regulatory, and restrictive
 - C. route markers, warning, and services
 - D. regulatory, warning, and guide
36. In order to maintain a four second following time, a driver must adjust _____.
- A. speed and position constantly.
 - B. speed as needed.
 - C. position as needed.
 - D. to four car lengths behind vehicle.
37. What is the last thing a driver should do just before entering traffic from the curb?
- A. Check side view and rear view mirrors.
 - B. Release the parking brake.
 - C. Check the side mirror blind area.
 - D. Shift selector to Drive.
38. The purpose of a diamond-shaped yellow or lime yellow sign with black markings is to _____.
- A. remind drivers of intersections
 - B. warn of hazards ahead
 - C. provide route information
 - D. indicate a lower speed limit
39. Where should you look when you are backing in a straight line?
- A. Continuously to the target area and reference point, unless stopped.
 - B. In the inside mirror, using a target, until stopped.
 - C. To the rear with occasional glances forward.
 - D. Straight ahead and move very slowly.
40. If, while driving, you decide the seat needs to be readjusted _____.
- A. remove your foot from accelerator and make the adjustment
 - B. place one foot on the brake as you adjust the seat
 - C. pull off the road, stop the car, and then adjust the seat
 - D. steer with one hand and adjust with the other
41. Which lane position is illustrated here?
- A. Lane position 4
 - B. Lane position 3
 - C. Lane position 2
 - D. Lane position 1



Name: _____**Date:** _____**Score:** _____

1. _____

18. _____

35. _____

2. _____

19. _____

36. _____

3. _____

20. _____

37. _____

4. _____

21. _____

38. _____

5. _____

22. _____

39. _____

6. _____

23. _____

40. _____

7. _____

24. _____

41. _____

8. _____

25. _____

9. _____

26. _____

10. _____

27. _____

11. _____

28. _____

12. _____

29. _____

13. _____

30. _____

14. _____

31. _____

15. _____

32. _____

16. _____

33. _____

17. _____

34. _____

Notes

- | | | |
|-------|-------|-------|
| 1. A | 18. A | 35. D |
| 2. C | 19. D | 36. B |
| 3. D | 20. D | 37. C |
| 4. C | 21. A | 38. B |
| 5. B | 22. C | 39. A |
| 6. A | 23. C | 40. C |
| 7. A | 24. D | 41. C |
| 8. B | 25. C | |
| 9. D | 26. D | |
| 10. A | 27. B | |
| 11. C | 28. A | |
| 12. D | 29. B | |
| 13. A | 30. D | |
| 14. D | 31. C | |
| 15. C | 32. B | |
| 16. C | 33. C | |
| 17. D | 34. D | |