

Professional Standards and expectations for Driver Education Instructors

- Arrive on time for scheduled class or Behind the Wheel session. Arrive a few minutes early for the class to make sure you are prepared and your equipment is working properly.
- Teach the content of the Maryland Curriculum in an organized and accurate manner using the curriculum materials, supplemental materials and good teaching techniques.
- Understand and adhere to the COMAR regulations that affect the driver education program and Maryland traffic rules and regulations.
- Be prepared for classroom and Behind the Wheel lessons. Review your lesson plan or particular student's in-car evaluation prior to the lesson.
- Dress appropriately. Casual dress is fine but make sure that it is neat and clean. Cut offs, bare feet or torn apparel is NOT appropriate. Project a professional demeanor and appearance.
- Remember you are a role model in the class and behind the wheel. No offensive or suggestive language should be used. Demonstrate patience, courtesy and respect towards all students and other drivers.
- Be flexible enough to use an alternative route or work on a different skill during the Behind the Wheel sessions in case your route or area of practice is obstructed or unavailable.
- Remember that you are responsible for the students during Behind the Wheel sessions. Use good judgment at all times. Do NOT drop students off in a dark, isolated or unsafe area.
- Set aside time before and after class and during breaks to answer student questions regarding the schedule, progress or other student concerns.
- When in the vehicle, give the students your full attention. Do NOT use your cell phone unless there's an emergency or run errands during the student's session.
- Use personal experiences to enhance instruction, but keep them short.
- Make sure students know what is expected of them. Post lesson objectives and refer to them at the start of each class. Periodically review guidelines for behavior and be consistent in enforcement of school and MVA policy.

Behind The Wheel Lesson Pointers

- Allow students to learn from mistakes
- If it is safe for the student to make the mistake, let them make it. Nothing teaches like experience.
- Students should not be allowed to get into an emergency situation.
- A gloomy scientist has computed that a blink of the human eye required one-fifth of a second and that the average person blinks 25 times per minute. Thus, a motorist on a 10-hour trip at 55 mph is driving blind for 45.8 miles
- The main difference between an evasive maneuver and a basic maneuver is the quickness of a driver's action and the vehicle speed.
- The most difficult part of turning for beginners to learn is the straightening up or recovery process. The most common error is making a late recovery. Students should realize that the front wheels steer the car, not the hood. They should be told that the proper time to start straightening is when the front wheels start to point down the street being turned onto.
- As soon as a few turns are made, attention should be given to proper eye habits for tracking the car along the intended path. It's the eye habits that can provide for better progress toward good timing and coordination of the steering skills and proper positioning. Learning to visualize the intended path and "looking through" the turn is the key to making smooth and correct turns. If a student cannot make their turns smoothly, they will have trouble with any advanced maneuvers.
- The last step for becoming proficient in turning should be the application of speed control. The coordination and timing of physical actions is closely related to the speed of the car, so speed control should be introduced gradually during the developmental stages.
- When a student demonstrates proper acceleration coming out of turns, it is time to start practicing turning right onto and off-of through streets. During the first few turns off-of a through street, students may have a tendency to practically stop before turning. This is especially true if another car is approaching from the side street.
- Teachers need to remind themselves periodically that teaching is not the same as learning. If we expect students to learn, more time should be spent on their learning than on teaching. Some teachers are really preachers who have not received the calling.
- Parallel parking is like a lane change in reverse.

Assumption of Car Control

When directing practice driving on-street, situations may arise which will require a teacher to take control of the movement and directions of the car. This may require quick and proper action if a collision is to be avoided. Therefore, teachers for BTW should know and use a variety of control strategies for insuring the safety of the car and its occupants. They should learn when to assume control, what assistance to give, and how to take over.

Control strategies can be used for instructional purposes as well as for taking over physical control of the training car for emergencies. The suggestions provided here are mostly for use in emergencies. But, the competent driver instructor should rarely need to take over control to avoid an emergency. When an instructor finds it necessary to use the dual-controls frequently, then it is time to check out the validity of the instructional process.

Use of controls are explained. It is important that students know how and when the controls are to be used. Then, they will be able better to cooperate when the time comes for their use. There also is less chance for panic. During the first lesson, the use of the dual-brake and steering assistance should be demonstrated so students will know what to expect. At the start of each succeeding lesson, the dual-brake should be checked for proper functioning.

A position of readiness is maintained. In general, the teacher's posture should be one of relaxed alertness—a ready for anything. He or she should be able to observe the traffic scene and at the same time note the actions of the student's feet and hands. The teacher's left hand needs to be in a position of immediate access to the lower half of the steering wheel. Whenever a situation looks at all doubtful, a foot should be covering the dual-brake. The student's ability to cope with a complex traffic situation, even toward the end of the course, should never be taken for granted.

Use left hand on steering wheel. When a student doesn't respond to a verbal cue for a steering error, the teacher should be ready to take partial control with the left hand, or both hands if necessary. The left hand should be placed at about the five o'clock point. Contact with the driver's hands should be avoided if practical.

Steering assistance is most likely to be needed during turning or parking maneuvers. Some students may need help also when driving close to parked vehicles or other objects on the right side.

Make proper use of the dual brake. Whenever a student reacts too slowly with the brake pedal, then the teacher must be ready to assist with the dual-brake. It should be used early enough to make a smooth stop. Going into a turn too fast or going over the speed limit are situations that warrant assistance if verbal cues are insufficient. Assistance may also be needed when the training car is being maneuvered in tight situations.

Be ready to use other controls. In conjunction with the dual-brake, a teacher may need to put the selector lever in neutral or turn the ignition to off. These actions may be necessary if the student freezes on the gas pedal. If the engine must be shut off, be sure to avoid turning the key to lock. Remember, when the engine is shut off, there will be a loss of power steering and power braking.

Assistance with the selector lever may be needed also in a tight situation when the wrong gear position is selected. Starting a stalled engine in traffic may call for some assistance too.

A park brake that is located in the center console may be used in an emergency when the dual-brake fails to function properly.

Avoid the overuse of controls. Overuse of the dual-brake is usually a sign of ineffective instruction or poor route planning. Continually assisting students does not give students a chance to perform on their own, and it can lead to resentment. If assistance is given too soon, the students are prevented from correcting their own errors. Such actions can magnify a student's errors and retard the building up of self confidence.

Guiding Student Learning Experiences

One of the primary objectives of driver education is that students are able to make wise and responsible traffic decisions on their own. If learners act on other persons' decisions, they do not learn how to make their own decisions. They learn only to carry out specific acts in specific situations. The challenge for the lessons is the cultivation of the student's decision making process as well as the correct response to traffic situations encountered. To this end, students are provided with a set of guides or plans of action that they can apply to more and more complex driving situations.

- The more self-reliance is cultivated in the learning process, the more effective is the teaching.
 - An authority has said, "Children walk into their teens. They drive into adulthood".
1. A brief review of the previous lesson may be the best procedure to follow in order to set the student at ease and build confidence for a new task.
 2. For each new maneuver or skill, the teacher should guide the student through two or three practice trials with step-by-step coaching. As student skill improves, the coaching should taper off.
 3. Coaching BTW consists of using timely verbal cues or reminders of what actions to take during the maneuver or mental process.
 4. The teacher must observe and analyze the physical actions of the students as well as the movement of the training car. Then, it is necessary to identify any error and its true cause. A teacher must decide whether the error is a lack of knowledge, a matter of timing and coordination, or just lack of patience.
 5. When a lengthy explanation of a situation or performance is necessary, it may be best to stop in a safe place for a full explanation or discussion. Rather than do a lengthy verbal explanation, it may be best to give additional verbal cues as the student repeats the performance.
 6. Teachers should set up special drills which focus on those actions that are causing the difficulty.

Directions for Student Practice

1. Directions should take into account the individual's capabilities and the environmental conditions. A student should never be "tested" by asking for an action that is illegal.
2. Directions should be clear, concise, and easily understood. Terminology used should be defined ahead of time.
3. Directions should be properly timed. They should be given in time for a student to become mentally and physically prepared. Repetition may be necessary.
4. Always tell **where** first. Then, tell **what** action is to be taken. In advanced lessons, teachers may prefer to give general directions and routes or streets to follow rather than specific places to turn.
5. Avoid the use of terms with a double meaning for a situation. For example, in response to a student's query for a turning situation, use the phrase, "that's correct" rather than "that's right". When making maneuvers involving backing, use the term "continue" rather than one such as "go ahead" or "go back".
6. Reference points may vary somewhat from person to person and from one vehicle to another. As students begin practicing a maneuver, they should be given reference points by the teacher. If they work, drivers should know what to look for the next time. If they don't work, then slight adjustments must be made. Students should be reminded that they may need to make slight adjustments. Students should be reminded that they may need to make slight adjustments in their reference points as they change from one car to another.
7. It will help the student to be told periodically how far the right side of the car is from the edge of the pavement or lane line. The teacher may need to ask the driver where he or she is looking from time to time. To focus on high aim steering does not mean one should not also note the hood direction for small corrections that are needed to keep the car centered. Ask the driver questions such as, "How much gas do we have?" "Is the battery being charged or discharged?" "What is the engine temperature?" "Is the oil pressure OK?" "How fast are we going?" "Is there a car following us?" Remind them that two quick looks are better than one long look.
8. There is still a need for the driver to note the messages that a car can give. These are about vibrations, balance, tire grip, and wind noise. They are important since a car is continually shifting balance and making slight changes in direction. Some are detected by sound and sight, others are by feel.

Commentary Driving

Commentary driving is a method for checking out how well a driver or passenger can identify all the events and clues happening around the car. It consists of making comments about whatever you see in the traffic scene around you while driving. You simply read aloud the traffic picture as it unfolds. Once you practice this method a few times, you will find it very helpful.

The method will be helpful because it forces you to identify things quickly and in advance of your car. You then will have a better idea as to whether you are seeing events in time to make proper actions. It also gives you a chance to compare your observations with those of others. Are you really developing selective seeing habits?

As you make comments, try to describe everything that could affect your path of travel. This includes what you see in front, to the sides, and in your mirrors. Your general pattern of comments should be related to such questions as, “What is it?” “Where is it?” “What is it doing?”. If its condition is important, then include that in your comments.

Since proper timing of vehicle movement is one of the keys to safe driving, you will need to make comments of the events well ahead of your car. Obviously, you can't identify and comment on everything you observe. Therefore, comment first on what you think could be most likely to affect your intended path of travel.

It is best to begin with one group at a time. For traffic controls, you might make such comments as: “Open intersection...Speed limit is 35...My speed is 40...Signal light is stale green...Walk light just flashed off...My lane must turn left...No turn on red...Must yield to van...On a state highway...No passing zone.”.

Here are some examples for highway conditions: “No shoulder...Curve is flat...Blind intersection...Less space...Rough pavement in front of motorcyclist...Gravel on pavement...Divided highway ends.”.

Comments on other users actions may include such as: “Following car is tailgating...Truck is about to pass...No eye contact with child bicyclist...Parked car is backing...Oncoming car drifting toward center...Car is closing from right...Pedestrian is off curb...Van may not complete the turn...Ongoing car is braking.”.

After some practice with each group, try a running commentary on all groups. Comments then can evolve into statements such as: “No changes in roadway...No signal lights...Ongoing car OK...Parked cars on left OK...Intersecting car OK...Pedestrians OK.”. In urban areas, at the beginning of each block, you can say whether the intended path is clear or not clear. This shows that all the various clues have been checked out and there is no evidence for a problem within the next twelve seconds.

Tell what it is—Tell where it is—Tell what it is doing.

Teacher Checklist

Form: Does the driver show good form and technique?

Time: Is the operation done in a normal amount of time?

Smoothness: Does the driver handle the car smoothly and in full control while performing the skill?

Consistency: Does the driver perform the same act in the proper manner each time?

Confidence: Does the driver display confidence?

Assistance: Must driver be cued or assisted? If so, they are not ready to be awarded points.

* Skills tend to level off at whatever level of quality the student is permitted to perform on a day to day basis. Motor skills can degenerate quite rapidly when they are not used. They can also degenerate if one is allowed to perform carelessly.

Practice Driving Areas

Routes selected should provide plenty of opportunities for disciplined practice. When many varied experiences and general patterns are included, then transfer to similar situations can take place in the future.

It is best to find a number of arterial streets with a variety of roadway conditions and traffic. By driving up and down these streets, there should be plenty of highway system elements for commentary driving to be utilized. The route can be programmed to some extent by identifying certain checkpoints where practice and evaluation with checklists can be conducted.

Making the Most of Practice Sessions:

1. Choose appropriate routes for each lesson, and drive them yourself before the lesson.
2. At the beginning of each lesson, make sure the new driver understands the objectives and reviews necessary skills from previous lessons.
3. Be calm. Be patient. Stay alert. Do not eat, read or listen to music when you are coaching a new driver.
4. Sit in a position that allows you to place your left hand on the steering wheel to guide the new driver, if necessary.
5. Monitor traffic ahead, to the sides and behind your vehicle while observing the new driver's behavior.
6. Always check mirrors before giving directions. Give directions to turn at least one block in advance.
7. Give directions by telling where the action will take place then describing the action needed. For example: "At the second intersection, turn Left".
8. Use the word "right" to mean a direction only. In confirming a question, say, "That is correct". This will prevent confusion.
9. A good demonstration of what to do and how to do it saves time.
10. When you introduce a maneuver, guide the new driver through two to three practice trials. Then allow the driver to perform the maneuver without assistance or direction.
11. If the driver makes a mistake, repeat the maneuver and guide him through it, step by step. (This is what we refer to in each lesson as "coaching").
12. Permit new drivers to learn from mistakes if the mistake does not represent undue risk. However, never allow a student to drive into a dangerous situation. Take control or give specific direction.
13. Pull over and park before beginning long discussions or explanations.
14. Ask the new driver to evaluate their personal performance.

15. Even when you are not in a practice session, encourage “commentary driving”. Ask the new driver what he observes and how he would respond to traffic signals, road conditions and other driving situations.

Dialogue is a key to learning and understanding. As such, your use of “commentary driving” throughout the lessons will greatly benefit the new driver.

Verbal Evaluations of Performance

For effective and efficient learning to take place, there must be a knowledge of results or feedback. Students need to know what steps and skills are correct and which are incorrect. They should get this feedback as soon as practical. Here are some verbal methods to use.

1. Criticism and evaluation of student performance should be friendly and constructive. If adverse criticism is preceded by commendations, it will be easier to take and more likely to stimulate improvement.
2. After a few practice trials, a student should have an opportunity to practice without help. The true appraisal of achievement is not possible if coaching is not withdrawn entirely.
3. As a general rule, feedback by the teacher should be precise and immediate. Of course, there are traffic situations when the feedback should be delayed to allow a driver to concentrate on other aspects of the task at the moment.
4. Teachers should identify correct actions and explain why when practical. To commend students helps build self-confidence and reinforces correct actions. It assures students they are capable and are making progress.
5. Teachers must identify actions that are incorrect and unsafe. They must explain what should be done to correct the errors.
6. Students should be encouraged to criticize their own actions. This reduces the negative effects of another's criticism and makes for self-reliance in promoting one's own progress.
7. Commentary driving is a must for developing and evaluating perceptual skills.
8. Students should be provided with a brief verbal evaluation at the end of each session. Steps for improvement can be included in the assignment for the next session.

Principles for Making and Using Pre Planned Routes

Association: Perception is a process of matching what comes into the sensory centers with what is already on file. Associating or relating things to each other aids in this matching or remembering.

Classification: It is more effective to deal with several things in an orderly and systematic way. The classification of Highway Transportation System (HTS) elements into meaningful groups prevents the overtaxing of the driver's perceptual abilities as well as providing structure.

Selectivity: Since drivers cannot give attention to everything around them, they must select what to observe and concentrate on. The more distractions or events unrelated to the driving task that are attended to, the better chance there is for overlooking those events that are important to the path of travel. Without a systematic approach, a driver's selectivity will most likely be haphazard and ineffective.

Set to Perceive: The selection and organization of incoming data will take time. But, a minimum of time is consumed if one is set to perceive and knows what to look for. Mental "sets" can be created by repetition and learning. The things that persons are taught to look for, they will see first or give attention to. Unfamiliar signs or events take more time to perceive.

Experience: Past experiences play a major role in what a person gives attention to and perceives. The challenge is to provide students with the great variety of experiences most drivers would encounter on a hit or miss basis during the first year or two of driving. They need to build up, in an efficient way, an adequate store of information that will pay off in the near future.

- If students are to identify hazards and clues four to twelve seconds ahead of the car, the commentary driving method is a must for practice and evaluation. After an explanation and discussion of the method, the teacher should give demonstrations using power point, films, and/or in car experiences. In fact, a teacher should apply this technique, when practical, whenever he or she is behind the wheel for any reason. Teacher demonstrations, from either BTW or instructor side, should show in a realistic setting how drivers must use their eyes and identify the relevant clues and elements. The first practice of the method should be as an observer.
- Enjoy yourself. If you don't enjoy what you teach, your students will enjoy it even less.

Signs, Signals, and Lane Markings

Signs:

- Regulatory
- Warning
- Guide
- Construction

Signals:

- Standard Three-Light Control
- Colored Arrows
- Lane Signals

Lane Markings:

- White lines-separates traffic in the same direction
- Yellow lines-separates traffic in opposite directions

Speed Adjustments

Adjust your speed to time for certain situations.

- Drivers should try to avoid meeting large vehicles at areas of reduced space such as bridges.
- Drivers should try to avoid meeting other vehicles opposite hazards such as bicyclists and children playing.
- Drivers should try to avoid meeting other vehicles at slippery areas such as shady spots and frost on bridges.
- Drivers should try to avoid meeting other vehicles opposite areas with strong crosswinds.
- Drivers should choose the best time for maneuvers, especially changing lanes and passing other vehicles.
- Drivers should time such actions as checking the mirrors, signaling, downshifting, adjusting the radio, and scenic viewing.
- Drivers should allow plenty of time for perceiving and responding to traffic controls. They should adjust speed for timed signal light changes.

Adjust speed for proper following distances:

- Increase the distance for certain **vehicle types**. Keep farther behind large trucks, campers, and buses which will block your view ahead and take longer to stop. Keep an increased distance from two-wheelers and sports cars.
- Increase the distance for certain **traffic conditions**. In heavy traffic without adequate swerving space to either side, stay further back. Keep a greater distance from any car ahead that is tailgating any other car ahead. Any vehicle that is about to turn should require a greater distance because it may not be able to complete the maneuver as expected.
- Increase the distance for **adverse road conditions**. Less traction due to rain, snow, ice, loose gravel, or dirt all call for increased following distances. Pot holes and rough surfaces also lesson traction.
- Increase the distance for your **own condition**. When you are not feeling well and must drive, keep a greater following distance because of slowed reactions.

Adjust speed for kinds of traffic:

- Choose a reasonable and proper speed for the **type of traffic** present. Is traffic heavy? Are there many trucks, school buses, two wheelers, or pedestrians present? During late afternoon hours, drivers may be tired and in a hurry to get home. Late at night, drivers may be sleepy or under the influence of alcohol.
- Choose the **common speed** of traffic. The larger the difference in speed of moving vehicles, the greater chance there is for conflicts and errors in judgement. Blending with the flow of traffic also saves gasoline. **Remember, it is never legal to go above the speed limit.**

- Avoid driving in a **blindspot**. Adjust your speed to move ahead or behind cars to either side so that you do not stay in any car's blindspot for any length of time. Also, make sure no vehicle remains in your blindspot.
- Avoid driving in **bunches**. Since there is more chance for conflict, adjust your speed to either work through the group or slow down and remain behind. If you must drive side by side with other vehicles during the rush hour traffic, allow an increased distance ahead.

Adjust speed for changes in highway conditions:

- Adjust speed for changes in **visibility**. A driver needs a clear, unobstructed view of the road ahead. Always adjust your speed so that your sight distance ahead is greater than your stopping distance. Remember, if you can't see cars on the side of the road, they can't see you.
- Adjust speed for changes in the **space to the sides**. When you are approaching an area of limited space to both sides with no swerving space, a speed adjustment is your only choice. Remember, the closer you must drive to objects and other users, the smaller the error in judgement that is needed to cause a problem. In such cases, the faster you go, the less chance you have for making corrections.
- Adjust speed for changes in **traction**. The amount of traction varies a lot with the conditions of the road surface. There is little difference in traction for the types of paved roads when they are dry. But, what is on the surface of the pavement is what causes a change in the amount of traction. For example, wet roads can double the stopping distance of most cars.
- Adjust speed for **curves**. When approaching a curve, adjust speed to the sharpness of the curve. Then, maintain a slight pressure on the gas pedal for better traction around the curve.
- Adjust speed for **hills**. When approaching a hill, increase speed to gain enough momentum to reach the top without the need to increase speed again. If the pavement is slippery, use a very gentle pressure on the gas pedal to avoid fishtailing. At the hillcrest, slow down slightly and be alert for slow moving vehicles. If the downhill is very steep or slippery, be prepared to downshift to help prevent your car from increasing too much momentum.

Identify Low or High Conflict Probabilities

To avoid collisions, your search and evaluation must be directed primarily to those other user actions and road conditions that could result in movements toward your intended path of travel.

The best way to identify conflict probabilities is to collect clues for or against the conflict to take place.

Identify a High Chance of Conflict

A high chance for conflict is one in which there is clearly more evidence for a conflict to take place, within twelve seconds ahead, than there is against such a conflict. If there is some doubt as to a probable conflict, usually it is safest to assume the worst and predict a conflict in your path of travel. A good example would be a parked car with a driver, the front wheels turned out, and smoke coming from the exhaust. A child looking away and running toward the street would be another example.

Identify a Low Chance of Conflict

A low chance of conflict is one for which there is very little, if any, evidence for another user to come close to your twelve-second path of travel. A pedestrian walking away from the street or a parked car with no driver would be good examples. In another situation, a car is crossing your pathway ahead, but the crossing is taking place more than twelve seconds ahead.

Identify the Probable Point of Conflict

Once you have predicted a high chance for conflict, you will need to identify when and where such a conflict would likely happen.

- Judge the speed of closing-How fast another user is closing on your path will determine when it could reach your car.
- Judge the amount of space required

Visibility

Changes in Visibility

How well and how fast you can guide your car along the road will depend a great deal on adequate visibility. You must be able to see ahead and to the sides if you are to avoid collisions. The line of sight is that imaginary straight line which connects the eyes with the point focused on. Visibility is constantly changing.

Areas of reduced visibility may be due to weather conditions, the kind and location of traffic, conditions within your own car, and conditions of and on the highway. As you search for changes in visibility, ask yourself how the stopping distance compares with the sight distance. Remember, not only is your ability to see others limited, but other drivers cannot see you.

Design Features

Embankments, signs, buildings, and trees can block your view of private driveways and intersections. Hill crests and curves in the roadway can easily hide a disabled car or slow moving vehicle. Small compact cars are hidden from view by dips in the highway

In rural areas, many side roads or private driveways may be hidden from view until you are a short distance away. In these situations, mailboxes, clouds of dust, and telephone or power lines could serve as clues to the possible presence of vehicles, animals, or pedestrians. The time of day and the season of the year should also be considered.

Other Traffic

The size and position of other users can easily block your view to the sides. Large trucks and buses can reduce your view ahead. Large vehicles turning or waiting to turn can block your view to the sides.

Weather Conditions

The weather can reduce visibility as well as traction. Sudden changes in rain, snow, or fog can create some problems. The bright sunlight, when low in the sky can be a serious factor. This is especially true when the ground is snow covered.

Night Driving

Everyone knows that there is reduced visibility on streets and highways at night. Then, why do so many people fail to make proper adjustments in their driving at night. It must be that drivers think headlights and street lights make up for the difference in visibility. But, even on dark rural highways and poorly lighted residential areas, people continue to drive at the speed limit. How can beginning drivers be made more aware of the differences in visibility at night? How can they be persuaded to make the necessary adjustments in driving?

Teachers can try to make their students better aware of the real differences at night by first selecting routes that have been used during daytime practice sessions. Students are asked then to use commentary driving to identify any differences. Can they see under parked cars as well? Can they see signs and signals as well a block ahead? Can they see down side streets as well? How well do they see pedestrians in dark clothing? Are all the familiar landmarks still visible? The same exercise is continued on two-lane rural highways.

The best approach to the speed problem is to make sure students understand fully what is involved in overdriving one's headlights. Each student should have the experience of counting out the seconds of distance both the high and low beams light up the roadway ahead.

Risks Related to Night Driving:

1. Headlight illumination of road and off-road areas ahead.
2. Inability to spot parked vehicles, pedestrians and other objects on or beside the roadway.
3. Inability to spot landmarks and street signs that are obvious in daylight.
4. Effects of street lights on the driver's vision.
5. Failure to spot animals beside or crossing the roadway.
6. Driving through curves and over hills on country roads.
7. Glare from oncoming headlights.
8. Assessing safe speed within the limits of headlight illumination.

Preparing for Night Driving:

1. Clean all windows and lights.
2. Locate the headlight switch.
3. Locate the headlight dimmer switch.
4. Locate the switch for emergency flashers.
5. Check for burned-out bulbs.
6. Check headlight alignment.
7. Check windshield washer fluid.
8. Locate windshield wiper switch.

Using Headlights:

1. Use low-beam headlights day and night, prior to entering traffic.
2. Dim high-beam headlights at least 500 feet from oncoming vehicles and 350 feet from ongoing vehicles.
3. Use parking lights only when parked or standing still.
4. Use emergency warning lights or hazard lights during emergency stops. In several states, it is illegal to drive on the highway with emergency lights flashing, even in bad weather.

Adjusting Speed for Night Driving:

1. Increase your following distance at night.
2. Maintain a speed that allows you to stop within the distance illuminated by your headlights.
3. Drive slower than you would in daylight during good weather.

Night Visibility:

The ability to see in low illumination and recover from glare varies from person to person and decreases with age. People who do not see well at night should avoid night driving except in well-lighted areas.

1. Eyes take time to adjust from light to dark. When exiting a brightly lit room, wait five minutes before driving. It can take as long as 30 minutes for your eyes to adjust from bright sunlight to darkness.
2. Wear sunglasses in the sun to reduce the time it takes your eyes to adapt to darkness, but take them off as it gets dark.
3. Glare from oncoming vehicles can reduce your ability to see for several seconds. Direct your attention down and to the right, using the right edge of the roadway as your reference point. Scan quickly to the center of the path of travel and back to the edge again. Scan from the far edge of the lighted area ahead to the near front and repeat.
4. Adjust the inside rear-view mirror and any other mirrors that produce glare from the headlights of following vehicle. If you are temporarily blinded, slow down and keep to the right until your eyes readjust.

For firsthand experience with fatigue, students will need help from their parents. In fact, parents will need to provide their teenagers with most of the practice in driving at night. This is because most public and private school programs do not provide lessons in night driving. So, it should be up to teachers to persuade parents that such supervised practice is very important before teenagers are allowed to drive solo.

Mental or physical work, emotional stress, lack of sleep or even a heavy meal can cause fatigue or drowsiness. These lessen your ability to drive. They can cause blurred vision, seeing double, loss of depth perception, and falling asleep at the wheel.

Common Symptoms of Fatigue:

Yawning

Lack of co-ordination

Tendency to stare

Aggressiveness

Itchy Eyes

Irritability

Optical illusions

Wise use of Lights

Headlights

The headlights are turned on by a switch located on the dash or the lever on the left side of the steering column. The parking lights, tail lights, side markers, and the dash lights come on along with the headlights.

Headlights are to be turned on from sunset to sunrise. Also, they need to be used when visibility is poor during the day. **Under Maryland law, any time your windshield wipers are in use, your headlights must be on.** In many situations, your headlights may not help you see better, but they really will help others see you.

When the high beams are turned on, a blue light on the instrument panel comes on. Use these bright lights only when you can't see well enough to drive with the low beams or dimmers. Glare from the high beams tend to blind the driver of an oncoming car. You must always dim your lights at least 500 feet from oncoming vehicles. Also, you must dim your lights when following within 300 feet of another vehicle.

If the driver of an oncoming vehicle has the bright lights on, flash your lights from low beam to high beam and back to low beam. Don't over react or get angry. Concentrate on keeping to right side and getting by. Look to the right side of your lane, away from the headlights. Do not leave your high beams on. Two blinded drivers create a worse situation than having only one driver blinded for a short time.

Parking Lights

Parking lights may be turned on separately from the headlights. They show your car is parked or standing. Do not drive with just the parking lights on.

Hazard Lights

A hazard warning switch flashes on and off all four signal lights. They warn other drivers that you are stopped because of a problem or emergency. They are not intended for use when your car is in motion. For an exception, some truck drivers may use these flashers to indicate their truck is a slow-moving vehicle going uphill.

Interior Lights

The dome light comes on when the doors are opened and goes off when doors are closed. The dome light may be turned on or off by rotating the light switch. When parked along the shoulder of the highway, you may turn on the dome light to show you are not moving.

The brightness of the instrument panel light can be adjusted by rotating the light switch after it is turned on. It is best for these panel lights to be dimmed while driving. A separate switch turns on a small beam of light for reading maps or other material.

Changes in Traction

The control and movement of a motor vehicle depends on the friction that exists between the tires and the road surface. This friction enables the tires to adhere to or grip the roadway and is called traction. Without traction, a driver cannot steer, brake, or speed up. Loss of traction means temporary loss of control which usually results in skidding.

Traction varies with the speed of the vehicle, condition of the tires, and highway conditions. Drivers can control the car speed and condition of the tires. They cannot control the highway conditions. So, you must be able to identify well in advance the condition changes. This is especially true for an area of reduced traction. Since such an area usually requires a change in speed or direction or both.

An area of reduced traction is an area of the highway ahead for which the traction is less than that section of the roadway your car is traveling at the time of the observation.

Design Features

Roadway design features in combination with other factors and forces can have a decided effect on traction. Banked and crowned roadways are especially important. A car will be much harder to control on a slick pavement that is crowned than on one that is flat. The banked roadway, usually at a curve, is also a problem.

Most highway shoulders provide less traction than the roadway surface. But, they still need to be considered an escape path. It is also possible for a car to drift off the roadway because of inattention. So, a driver should be aware of the shoulder conditions at all times.

Shoulders may be rough or soft. They are apt to have surface materials such as dirt, sand, or litter. One of the most common problems with shoulders is that they are not level with the roadway. When a car drops off the roadway onto the shoulder, expect some reduced traction. Braking with two wheels on the roadway and two wheels on the shoulder will result in unequal traction and probable skidding. Then, when the car is steered back onto the roadway, the tires may slide along the edge of the pavement which creates further traction and steering problems.

Traction is affected by centrifugal force. This force creates problems when a driver is making a turn. As a car is steered around a corner, centrifugal force pulls the car outward to continue in a straight line. Traction must be great enough to overcome this force, or a car will slide to the outside of the turn.

Gravity is another force that affects traction and vehicle performance. It will affect the acceleration and speed capabilities when a car is driven up or down hills and slopes. When going up a hill the driver must accelerate to keep speed constant and overcome the force of gravity. On a slippery surface, such action may result in skidding due to the loss of traction. Then, when driving down a hill, the force of gravity tends to increase the speed of cars which in turn increases the stopping distance.

Surface Conditions

Traction can vary with the type of surface. A wet brick pavement or blacktop usually provides less friction than a wet concrete pavement. A bridge surface will hold frost or ice longer, especially if it is shaded from the morning sun. Chuck holes, sewer covers, drain grills, bumps, and railroad tracks all cause problems. Be extra alert for these conditions ahead of two-wheeled vehicles.

Surface Materials

Any material on the road surface can reduce the level of traction available. Look for paint, tar, wet leaves, sand, loose gravel, and mud. At intersections, oil, rubber and radiator overflow left by many vehicles starting and stopping will affect your braking distances.

Water, ice and snow usually cause the greatest changes in traction. The time and amount of water can be an important factor. At the beginning of a rain storm, the water combines with oil and dirt on the road surface to form a very slippery mixture. After a period of time, the rain washes this mixture away leaving just water. Depending on the amount of water on the surface, traction can be lost due to the speeding tires of your car rising up on a wedge of water. Speed over 50 mph and worn tires are what produces hydroplaning.

Skids

What causes skids?

Reduced traction

Changing speed too quickly

Changing direction too quickly

Dealing with Skids

Skidding can be frightening. You can minimize trouble, however, by remembering the following points.

- The most important thing you must do is respond quickly and correctly.
Concentrate. Do not panic.
- Do not brake. This will only make the skid worse.
- Look and steer in the direction in which you want the front of the vehicle to go.
- Make steering corrections quickly but smoothly.
- Do not give up. Keep steering.

Zone Control Space Management Principles

1. Use the acceleration, steering and braking controls in such a manner as to achieve a smooth balance of the vehicle.
2. When the front zone is closed, adjust speed to arrive into an open zone.
3. When making turns and lane changes, use the least amount of space.
4. While operating within a targeting path, keep the most open space away from the worst problem.
5. When following a vehicle, keep four seconds of space.
6. When stopped in traffic, be able to see the rear tires of the car in front touching the pavement.
7. Time your arrival to have at least one open side zone.
8. When approaching curves, evaluate to see if a speed reduction is needed to gain the best traction.
9. When approaching a curve, use lane positioning to best separate from traffic and to best see into the curve.
10. Reduce speed as open space to the left, front, or right decreases.

Changes in Space to Sides

Drivers need adequate space for crossing, turning, merging, or for performing any other maneuver. Space around a motor vehicle also gives the driver better visibility and more time to react to the changing conditions. The amount of space required will vary with the maneuver to be made and the speed being traveled.

An area of less space to the sides is defined as a condition in which the driver does not have at least one vehicle width of open, drivable space next to the intended path of travel, or the roadway ahead becomes narrower. This could mean there will be no swerving space. These conditions are due to some change in the highway or the traffic patterns.

Most changes in space to the sides are due to the design of the highway. Roadside obstructions may also reduce the space available. Guardrails, embankments, snowbanks, or rockslides may prevent you from having an escape path. There may be fencing, posts, trees, barricades, or other objects that cut down on the space available.

Other traffic on the roadway or shoulder can limit the space to the sides temporarily. Cars parking or leaving parking spaces can take up one or more lanes of traffic. Pedestrians, along with oncoming cars or parked cars, will usually create space problems. Also, large trucks and buses coming or going around a corner will reduce the space available.

A combination of less traction and less space can be a most critical situation. In such areas, there is little room for correcting steering errors or adjusting speed. Only a slight side skid is enough to throw your car into a nearby object.

Zone Control Searching Principals

1. Locate your target area; evaluate its condition; determine best approach speed and best lane positioning.
2. After evaluating the target area, visualize your targeting path.
3. Search for LOS (Line of Sight)- POT (Point of Travel) zone changes that can or do affect your approach to the target area.
4. When you arrive into the target area, search for your new target area.
5. When the target area is a curve or a hill crest, search through the curve or over the hill crest for the status of your POT.
6. When approaching an intersection, look for open left, front and right zones before entering.
7. Before turning the steering wheel, turn your head in that direction to search for an open zone.
8. Before changing lateral positioning, make an over-the-shoulder check and/or check the convex mirror.
9. Visualize the space your vehicle will occupy at least 12 seconds ahead.
10. Before entering your immediate 4-second path-of-travel, re-evaluate its condition.
11. Check the rear zone before, during, and after taking a braking action.
12. When you see a closed front zone, check the rear zone for options.
13. When an LOS-POT zone change is seen, check the opposite zones for additional information and an escape path.
14. When you see a closed right front zone, check the left front and/or left rear zones for options.
15. When you see a closed left front zone, check the right front and/or right rear zones for options.

Shared Left Turn Lanes

Using Shared Left-Turn Lanes:

1. Use mirrors to check for following vehicles.
2. Check the blind spot by looking over the shoulder.
3. Check oncoming traffic for drivers signaling a left-turn at the same location.
4. Check for drivers entering traffic from the left side of the road.
5. Signal three to four seconds (150 to 200 feet) before moving into the lane.
6. Adjust speed and move into the shared left lane no more than 200 feet in advance of the planned turn.
7. Complete the turn when there is a safe gap in oncoming traffic.

Using shared left-turn lane to enter traffic from a driveway:

1. Signal your intention to turn left and stop at the edge of the road.
2. Check to the right for traffic signaling a left turn.
3. Check for a safe gap to the left.
4. If traffic is clear to the left and right, turn. If there is traffic coming from the right, turn into the shared left-turn lane, stop and turn on the right turn indicator.
5. Make sure no oncoming traffic or vehicles entering the roadway from the right are signaling a left turn.
6. When traffic is clear to your right rear, accelerate to speed while steering into the nearest through traffic lane.

Roundabouts

A roundabout is a circular intersection at which all traffic travels counterclockwise, always to the right, around a central island. Vehicles entering from each leg of the intersection must yield to the traffic already in the roundabout, which is coming from the left. Vehicles exit the roundabout by making a simple right turn onto the desired street or highway.

Approaching the Roundabout

When you are approaching the roundabout, decide as early as possible which exit you need to take to get into the correct lane. Reduce your speed and if possible, adjust it to meet a gap in the traffic in the roundabout.

Entering the Roundabout

Upon reaching the roundabout, yield to the traffic coming from the left. Watch out for traffic already in the roundabout, especially cyclists and motorcyclists. Do not enter a roundabout when an emergency vehicle is approaching on another leg. This will enable traffic already in the roundabout to clear in front of the emergency vehicle.

Traveling Within a Roundabout

Always keep to the right of the central island within the roundabout and travel in a counterclockwise direction around the center island. Do not stop except to avoid a collision; you have the right of way. Where the roundabout is wide enough to allow two or more vehicles to travel side-by-side, do not overtake other vehicles. Watch out for traffic crossing in front of you on the roundabout, especially those vehicles intending to leave at the next exit. When an emergency vehicle is approaching, provide a clear path to turn through the roundabout.

Exiting the Roundabout

Maintain a slow speed upon exiting a roundabout. Always indicate your exit by using your right turn signal. On roundabouts having a wide roadway, watch for vehicles to your right, including bicycles, whose paths you may cross while exiting. Make sure they intend to yield before you exit. Watch for and yield to pedestrians. Do not accelerate until you are beyond the pedestrian crossing point at the exit.

Motorcyclists and Bicyclists

Give motorcyclists and bicyclists plenty of room and show due consideration. Bicyclists may enter the approach roadway from a bicycle lane; they will often keep to the right on the roundabout; they may also indicate left to show they are continuing around the roundabout.

Large Vehicles

Do not overtake large vehicles. Large vehicles (for example, trucks and buses) may have to swing wide on the approach to or within the roundabout. Watch for their turn signals and give them plenty of room, especially since they may obscure other vehicles. Large vehicles may need to use the full width of the roadway, including mountable aprons provided to negotiate a roundabout. Their drivers should be careful of all other users of the roundabouts and, prior to entering the roundabout, satisfy themselves that other users are aware of them and will yield to them.

Pedestrians

Pedestrians have the right-of-way within crosswalks at the roundabout; however, pedestrians may not suddenly leave a curb or other safe waiting place and walk into the path of a vehicle if it is so close that it may not be able to stop.

Railroad Crossings

Highway-rail crossings are dangerous intersections and drivers must take great care when driving across railroad tracks.

Every highway-rail crossing has an “X” shaped sign (called a cross-buck) showing where the tracks cross the roadway. No other highway sign is this shape. These signs are white with black lettering with the words “Railroad Crossing”. This sign should be treated like a “Yield” sign-the train ALWAYS has the right-of-way.

An Advance Warning sign is almost always placed several hundred feet before a highway-rail crossing. This sign is round and yellow with a black “X”. No other highway sign is this shape. It tells a driver that he or she is approaching a dangerous intersection- a highway-rail crossing. **When you come to this sign, slow down and watch for a railroad crossing.**

Many highway-rail crossings have flashing light signals. These signals consist of a cross-buck sign over two red lights that flash alternately when a train is approaching the crossing. When the signals at the crossing are flashing, come to a complete stop.

Some crossings have crossing gates in addition to the flashing light signals. They have red and white diagonal stripes and the three red lights. When they are down, these gates extend across the roadway and two of the lights flash alternately while the one on the tip stays steady red. Never drive around lowered crossing gates under any circumstance (unless you are directed to do so by a uniformed police officer).

An advance warning sign and a cross-buck protect most highway-rail crossings. Some crossings do not have gates to stop traffic. If you frequently use such crossings and do not usually see a train, you may be lulled into a false sense of security. Most trains do not operate on a schedule. Even though you have never seen a train at a particular crossing does not mean that one won't be there the next time you cross the tracks.

Crossings with complicated or confusing traffic patterns nearby can also be dangerous. In these instances, drivers pay more attention to the traffic on the road than to an approaching train.

A fully loaded train may take as long as 1 ½ miles to stop in an emergency. Don't make the tragic mistake of thinking the train will stop for you because you were on the crossing first. Trains are very heavy and are unable to stop quickly, even if they are using their emergency brakes. The effect of a train hitting your car is about the same as your car hitting a soda can. In a collision between a train and a motor vehicle, the motor vehicle is always the loser.

Remember the Following Lifesaving Points Approaching a Highway-Rail Crossing:

- Expect a train every time you cross the tracks.
- Approach the crossing at a reduced speed.
- Always look left, right, and left again as you approach a highway-rail crossing. Look, even if the warning sign is not flashing.
- If necessary, or required by law, stop within 50 feet, but not less than 15 feet from the nearest rail in the crossing.
- If the signals at the crossing are flashing, come to a complete stop, look up the tracks in BOTH directions, and cross only when you are absolutely sure no trains are coming.
- **NEVER** drive between or around lowered crossing gates. Stop if the crossing gates are down. Proceed only when the gates are raised.
- All passenger buses, school buses, and trucks carrying explosives or hazardous materials must stop at a highway-rail crossing. The driver must listen and look in both directions for a train before proceeding through the crossing.
- If stopped at a crossing with more than one track, do not start as soon as the train passes. Wait until you have a clear view down all of the tracks.
- Never drive onto a railroad track until you are sure you can drive all the way across. Wait for the traffic to clear before you cross.
- **NEVER** stop on the tracks. If your vehicle stalls or you make the mistake of getting trapped on a railroad crossing and a train is approaching, exit the car immediately and move as far away from the track as possible. Call 911 or the railroad's emergency number.
- Remember, trains can't stop, YOU can.

Passing Procedures

The passing maneuver on a two-lane highway is one of the most hazardous. The decision to pass or not to pass is dependent upon the judgment of space, time, and acceleration capability of one's motor vehicle. It also depends on the evaluation of other user actions and roadway conditions.

Unfortunately, it is difficult for students to practice this maneuver, in realistic settings, as a part of many driver education programs. This is due primarily to the fact that most vehicles on highways today are traveling at about or above the speed limits. When there are two or more driver education cars and teachers available for a class period, teachers should plan to have the student drivers pass each other.

Before two teachers conduct the passing exercises, they should establish rules as to speed, following distance, passing procedures, emergency procedure, use of passing gear, responsibilities of the lead car, and concern for traffic flow. Each student should be coached through at least the first pass.

Fifteen Good Driving Habits Can Eliminate Millions of Crashes

1. Get Driver-Vehicle Readiness: Safety Belts on, Doors Locked, Headlights On.
2. Make smooth, gradual starts and stops.
3. Use reference points to know exactly where your car is positioned.
4. Before putting your foot on the gas pedal, see that the path is clear.
5. Visualize the Target Area; then evaluate the 12-15 second ranges en route to it.
6. Become alerted to changes to your Line-of-sight (LOS) , Path-of-travel (POT).
7. When your LOS-POT becomes restricted, reduce your speed.
8. Adjust speed and position to keep empty space to the side.
9. Before moving your vehicle to either side, check your blind spots.
10. When you see a red light, reduce your speed to time your arrival into a green light.
11. Before entering any intersection, check that the left, front and right zones are clear.
12. When your foot goes on the brake, check the rearview mirror.
13. Keep four seconds of following time from the front vehicle.
14. When stopped behind a vehicle, see its rear tires touching the road.
15. Reduce stress by being courteous, rather than competitive, while driving.

In a moving vehicle with lives at stake, we will need to have habits and skills that pay off. The test of an expert driver comes in that split second when a problem situation comes up. It is then that well established habits will see her or him through safely.

Good habits are hard to acquire but easy to live with. Bad habits are easy to acquire but hard to live with. When you choose a habit, you also choose its end result. The best way to change a habit is to replace it with a new one.

In a moving vehicle with lives at stake, we must have habits and skills that will pay off. The test of an expert driver comes in that split second when a problem situation comes up. It is then that well established mental habits will see him or her through.

Themes and Steps to Safe Driving

Five Themes:

1. Clear the way
2. Learn the limits
3. Share the Road
4. Think Ahead
5. Feel the Road

Ten Steps: (Simple to Complex)

1. Basic Moves
2. Back Roads, Quiet Streets
3. Busy but slow Encounters
4. Stop and Go
 - a. Dealing with traffic
 - b. Making a clear zone
 - c. Don't violate your own clear zone
5. Countryside
6. Getting up to highway speeds
7. Night Driving
8. City Streets
9. Into Heavy Traffic
10. Coping with Bad Weather

Some common errors new drivers make are:

- Hugs left or right side of lane.
- Veers left to avoid roadside objects.
- Sits on edge of seat to see over hood.
- Mirrors are dirty or out of adjustment.
- Is not aware of speed.

Avoiding Risks

Avoid Some Risks by Controlling Emotions

- Understand your own emotional makeup.
- Identify situations that can lead to upsets.
- Expect drivers to make mistakes and have upsets.
- Direct emotions to acts of people, not the people.
- Delay driving when you are upset

Avoid Some Risks by Controlling the Use of Alcohol

- Know why people choose to drink.
- Know what you and others are drinking.
- Recognize time as a key factor in the content of the BAC.
- Plan to set limits in advance
- Be a responsible host or hostess.

Eye Habits

There are six specific eye habits which help you use both central and fringe vision efficiently. The objective is for these eye habits to function automatically no matter what the distraction.

1. Picture the Intended Path of Travel
2. Look far ahead
3. Look down the middle of the pathway
4. Scan the scene ahead and to the sides
5. Scan the road surface
6. Scan the mirrors and dash

Communicating with Other Drivers

Your safety, the safety of your passengers, and the safety of other roadway users depend to a large extent on how well you communicate with other drivers and with pedestrians. Good roadway communication involves giving clear signals and warnings, paying attention to signals and warnings given by other drivers, and noticing where pedestrians are and what they are doing.

Drivers exchange four basic kinds of communication.

Intentions

Plan to turn left or right; slowing down; plan to pass (please move over); plan to back up

Warnings

Trouble ahead in my lane; need to stop suddenly; danger in your lane; headlights are blinding

Presence

Parked vehicle; disabled vehicle

Feedback

Recognizing another driver's signal; recognizing the presence of a pedestrian; thanks to a driver for allowing you to pass

Here is how to communicate:

Electronic Signals

Turn-signal lights, brake lights, backup lights, emergency hazard flashers; horn (short, sharp, or steady blasts); headlights (flash on and off, switch from high to low beams)

Body Gestures

Hand signals; nodding up and down; shaking head sideways; smiling; puzzled or confused look; raised eyebrows

Clues to Driver Actions

1. What is the age of drivers around you?
2. Do other drivers make eye contact?
3. Do other drivers appear to be distracted? Are they talking, smoking, eating, reading, tending to children, talking on the phone, adjusting a radio or gazing at scenery?
4. Does the driver fail to yield right-of-way, obey signals, adjust speed or use the proper lane?
5. Notice drivers with out-of-state license plates. These drivers may be unfamiliar with the area or unused to driving under local conditions.
6. Does the driver fail to signal or cancel a turn signal?
7. Does the driver tailgate or drive in blind spots?
8. Does the driver fail to use lights and horn appropriately?

Effective use of communication can eliminate surprises.

Communication Options:

- Signal Lights
- Headlights
- Brake Lights
- Lane Positioning
- Horn Usage
- Speed of Other Cars

The following four questions will help guide you in the search for evidence relating to other user actions:

What or Who is it? The type of vehicle or driver will help remind you of their various capabilities and limitations.

Where Is It? This question will remind you to look for the position of other users on the highway. It is important to know whether you are in a business district, a residential area, or a rural setting.

What Is It Doing? This question will help you focus your search on the kind of maneuver another user is attempting. Then you can look for probable errors.

What Is Its Condition? This question refers to how well a vehicle has been maintained. Dirty windows and bent fenders could be clues to the other driver's visual habits or operating skills. A driver hunched over may be tired or under the influence of a drug.

Identify Other User Errors

Very few collisions happen that don't involve human error. All drivers and pedestrians are bound to make mistakes from time to time. However, it is our responsibility to make as few errors as possible.

Following are examples of errors you can learn to expect and protect yourself against:

- Fails to Observe Traffic Laws
- Makes Improper Responses to Highway Conditions
- Misjudges Distances or Space Requirements
- Makes Improper Car Control Responses

Clues to Other Non-Vehicle Highway Users

Clues to Pedestrian Behavior:

1. Age: child/adult
2. Number of pedestrians
3. Actions: playing/walking/running/jogging
4. Attention: talking/wearing headphones/distracted
5. Visibility: day/night
6. Location: residential/city/highway/freeway
7. Is the walker or runner likely to move out the way of a sprinkler system or other obstacle?

Clues to Animal Behavior:

1. Type of animal: wild/domestic
2. Size of animal
3. Number of animals
4. Location: road/shoulder/sidewalk/yard/field/woods
5. Action: standing/grazing/running/chasing
6. Visibility: day/night

Clues to Bicyclist Behavior:

1. Age of cyclist
2. Type of bicycle: touring/racing/three-wheel
3. Attire (including helmet and safety equipment)
4. Number of riders
5. Passengers
6. Position: sidewalk/roadway
7. Condition of roadway ahead of bicycle
8. Visibility: day/night
9. Is the cyclist likely to move out of the way of a sprinkler system or other obstacle?

Clues to Vehicle Performance

1. Large trucks, buses and motor homes take up much more space within a lane and when turning corners. It also takes longer for these vehicles to accelerate and stop.
2. Buses and taxis may expect right-of-way when pulling away from the curb.
3. Notice vehicles with bent fenders, dents and underinflated tires. These signs might indicate the driver is not careful. Underinflated tires also indicate decreased maneuverability in an emergency.
4. Overloaded vehicles could have difficulty responding quickly in emergencies.
5. Drivers can miss important observations if windows or mirrors are dirty, covered in snow or if objects obstruct the driver's view.
6. Notice when you stop behind a vehicle: Are the vehicle's front tires pointed straight ahead or turned left or right?

ABC's For the Road

Accidents-avoid them

Bump and Mug-someone bumps into your car and then mugs you

Cigarettes-don't smoke and drive

Emotions-keep them under control

Fatigue

Gauges-know what they mean

Highway Workers-Watch out for them

Identification-driver's license, registration, proof of insurance

Jack-if you don't have it, you will need it

Keys-have an extra set

Locks and Lights-use them

Motorcycles-treat them with more caution

Necessities-emergency equipment such as: blanket, flashlight, food, water

Oil and water-keep a check on it

Potholes-can damage your car

Radios-distraction

Speedbumps-annoying but necessary

Tires-keep them properly inflated

Vision-have your eyes checked periodically

Wipers and washers-wear out

Driver Licensing Vehicle/Test Check List

Applicant Requirements

- Do you have your original driver education certificate with you?
- Do you have your completed & signed skills log?
- If you are required to wear eyeglasses while driving, are you wearing them?
- If you have an out of country driver's license-Do you have your 3 hour drug and alcohol certificate?

Your Accompanying Driver

- Does he/she have a valid operator's license (not expired) in their possession?
- If your licensed accompanying driver is under 21 years of age and has less than 3 years experience, is he/she driving the vehicle to the test start point?

Your Test Vehicle

- Is the vehicle properly registered? Does it display both front and rear license plates? Are the plates securely mounted to the vehicle and are current validation stickers displayed on the proper plate? (Note: Vehicles registered in Maryland require two (2) registration plates with current validation stickers displayed on the rear plate) Must have registration card.
- Is the windshield free of cracks?
- Do the windows roll up and down on the driver's and front passenger's side?
- Are there operable seat belts for both driver and front passenger?
- Do the tires have adequate tread (no cords showing) and are they free of bulges? (Note: no spare tire donuts) All lug nuts present?
- Are all headlights present and intact? And working?
- Are all taillight lenses present and intact? And working?
- Are the turn signals/hazard signals and lenses present and intact? And working?
- Are the brake lights and lenses present and intact? And working?
- Are there two (2) rearview mirrors present, intact, and not broken?
- Are the front seats present, securely mounted and free of debris and protruding springs? Adjusts properly?
- Is the glove box secured using latch or tape? (must be closed)
- Is the exhaust system present and free of harmful leaks in the passenger area?
- Are the vehicle's brakes adequate? (Example pedal does not sink to the floor, vehicle does not pull to one side or the other when the brakes are applied, etc) Emergency brake operable?
- Are the windshield wipers present and in working order in the event of inclement weather? Including washer fluid?
- Are there any dashboard warning indicator lights on?
- The heater/defroster are working properly.
- Is the gas cap present?
- Fuel level-MUST have at least ¼ tank or more of gas.
- Is the interior of the vehicle free of loose objects which may be a hazard?

- Is the vehicle's accelerator adjusted properly? (Idle adjustment not set too high where vehicle moves without use of accelerator)
- Rental vehicle applicant's name MUST appear on contract as a driver.

The required examinations include a test of the applicant's: (1) vision; (2) ability to read and understand all traffic signs; (3) knowledge of Maryland's traffic laws; (4) satisfactory operation of a motor vehicle; and (5) any physical and mental examinations the MVA may find necessary to determine the applicant's ability to operate a motor vehicle safely.

If one fails any portion of the test he/she may retake the test the next day. If one fails a second or subsequent test, he/she must wait seven calendar days before a new test can be taken.

Traffic Laws for Speed Control

Maximum and Minimum Speed Limits

The fixed, or absolute, speed limit laws establish the maximum speed drivers may travel on most urban and rural highways. These laws are closely related to the natural laws of physics. It is not how fast one can go, but how fast one can stop. It may seem as easy to slow down as to speed up, but it isn't. Our traffic engineers know how many feet it takes for a moving car to stop.

Speed Zoning Requirements

All states have legislation which gives the proper authorities the right to determine whether or not a certain stretch, or zone, of roadway should have a different speed limit from that which has been set state wide. These zone limits can be set only on a basis of an official engineering and traffic investigation. Then, appropriate signs are erected and the limits are enforced.

Drivers today must be more alert for work zones because there has been an increase in the number of deaths and injuries to maintenance and construction workers.

The Basic Speed Law

The most important and basic speed law forbids driving at a speed that endangers the safety of people and property. The key idea is that a person should always drive at a "reasonable and proper speed for the conditions". It is a rule of common sense and safety that applies regardless of the posted speed limits.

A reasonable and proper speed for any condition is one at which the driver can have an "assured clear distance ahead" at all times. If the speed is too fast for conditions, the driver cannot stay on the intended path of travel or stop in time to avoid a collision. Speed too fast for conditions by one driver also makes it difficult for other drivers or pedestrians to respond properly.

The Effects of Speed on Drivers and Vehicles

Humans and machines do have limitations. So, when it comes to speed control, you first should realize that high speed does affect the capabilities of both drivers and motor vehicles.

1. High speed affects driver capabilities. The faster you drive, the more your field of view and eye movement is reduced. The faster you drive, the slower your reaction time.
2. High speed affects vehicle capability. It is obvious that the faster the speed, the further the stopping distance.
3. High speed affects vehicle condition. Driving at sustained high speed will cause the engine to vibrate and work harder.

The real speed limit is an invisible one. The real speed trap is the failure to adjust speed for the conditions.

Tips for Students

- Look well ahead of your vehicle as you drive
- Do not look down at the road directly in front of you
- Make sure others see you
- Leave yourself a way out
- Know what you are doing
- Be alert and ready
- If you are driving a vehicle at 50 miles per hour, it will take you about 16 seconds to pass another vehicle traveling at 40 miles per hour. Longer vehicles, such as trucks and campers, take even more time to pass.
- Communicate with other drivers.
- When you are turning either right or left at an intersection, be very careful not to signal too early if there are other places to turn before the intersection. A driver on another roadway who believes you intend to turn somewhere else could pull out in front of you.
- By backing into a driveway rather than heading in, you can see in both directions to better assess risk when you prepare to reenter traffic.
- Dirty headlights limit visibility. Road grime on the headlights can reduce illumination as much as 90 percent.
- At highway speeds of 40 to 65 mph, you'll need at least 4 to 5 seconds to react to a threatening situation and brake your vehicle to a stop. Therefore, you must be able to see ahead at all times an absolute minimum of 4 to 5 seconds. Furthermore, if a vehicle is tailgating you or a large vehicle is behind you, you should identify an escape path for evasive steering. Too often such vehicles cannot stop in time to avoid rear-ending the smaller vehicle in front of them.
- Fifty percent of all teenage motor vehicle fatalities occur between 9 p.m. and 6 a.m..
- If you are approaching a large vehicle on a slush-covered roadway, turn on your windshield washers and wipers about 2 to 3 seconds before you meet. This gets the glass wet and will help clean the glass quickly after you pass.
- Most pedestrians who are hit at intersections are struck just as they step onto the street. Many walk into the side of a moving vehicle that they fail to see.
- A truck weighing 80,000 pounds traveling at 55 mph takes about 300 feet, or the length of a football field, to brake to a stop. This does not include the distance covered during the time the driver identifies a need to stop. A car typically requires less than half this distance.
- Wet brakes do not work as efficiently as dry brakes. After you have driven through heavy rain or deep puddles, always check for wet brakes. If you apply the brakes lightly and the vehicle pulls to one side or does not slow as quickly as normal, your brakes are probably wet. Dry the brakes by driving slowly and applying light pressure on the brake pedal with your left foot. The friction created will generate heat, which will dry the brakes.

- Telephone poles usually are 100 feet apart. Use this measure to help you estimate distance while you are driving.
- More than 39 percent of all vehicle occupant fatalities involve a single vehicle. The driver leaves the roadway, brakes hard, or over-steers. The driver loses control. The vehicle skids, rolls over, or strikes an object.
- When you are making a left turn across oncoming traffic, do not turn your steering wheel to the left until traffic clears. If you did turn the wheel and then were bumped from behind, you could be pushed into a head-on collision with traffic in the oncoming lane.
- If the “check engine” light comes on, make sure the gas cap or lid is fully tightened to the point of at least one click or notch. The emission control equipment is so sensitive that it can detect if the cap is not correctly tightened and will cause the warning light to come on. You may or may not need to computer reset it.
- You can check for sufficient tread depth by inserting a quarter in the tread. It should at least come to the top of Washington’s head. If there is less tread than this, the tire will not function safely in even a light rain.
- To find the recommended air pressures for your tires, check your vehicle owner’s manual or look for a sticker that may be affixed to a doorpost or to the inside of the fuel filler door. Never exceed the maximum tire pressure recommended for your vehicle.

Student Driving Critique

On initial audit:

1. Pre Start
 - a. Unable to start vehicle
 - b. Unable to find or use controls
 - c. Seat belt use for student and/or instructor
 - d. Lock doors
 - e. Seat Adjustments
 - f. Steering Wheel Adjustments (at least 12 inches from steering wheel)
 - g. Mirror Adjustments
 - h. Headrest (back of head)
 - i. Secure loose objects

2. Starting Engine (Demonstrate use of controls)
 - a. Foot on brake
 - b. Ensure vehicle is in park/neutral
 - c. Turn ignition switch on/check gauges
 - d. Start Car
 - e. Turn on headlights

3. Moving Forward
 - a. Foot on brake
 - b. Release parking brake
 - c. Hand Placement
 - d. Hands kept on steering wheel
 - e. Controls distractions
 - i. Radio
 - ii. Cell Phone
 - f. Correct gear
 - g. Blinker if necessary
 - h. Mirror checks
 - i. Blind spot checks
 - j. Pivots foot to accelerator
 - k. Enters proper lane
 - l. Stays in proper lane
 - m. Doesn't cross line or go on shoulder
 - n. Maintains safe and proper following distance

4. Stopping
 - a. Checks traffic
 - b. Signals intentions
 - c. Releases accelerator
 - d. Brakes to a smooth stop

5. Backing up

- a. Foot on brake
- b. Hand Placement
- c. Hands kept on steering wheel/or right arm over seat
- d. Controls distractions
- e. Correct gear
- f. Uses brake to control speed
- g. Blinker if necessary
- h. Mirror checks
- i. Blind spot checks
- j. Accelerates smoothly/keeps speed slow
- k. Quick checks to ensure safety
- l. Uses minor steering corrections
- m. Enters proper lane
- n. Stays in proper lane
- o. Doesn't cross line or go on shoulder
- p. Stays straight

6. Turnabout

- a. Lane position
- b. Signal
- c. Yield right of way
- d. Mirror checks
- e. Blind spot checks
- f. Maintains control of vehicle
- g. Stays on road

7. Right Turn

- a. Lane position
- b. Proper signal (for at least 100 feet if safe to do so)
- c. Head Check
- d. Mirror/blind spot check
- e. Yields right of way/selects gap (traffic including bicycle & pedestrians)
- f. Accelerates smoothly
- g. Turns steering wheel smoothly (doesn't cut corner)
- h. Enters proper lane
- i. Cancels signal if necessary
- j. Maintains lane position/stays in same lane through turn
- k. Maintains speed

8. Left Turn

- a. Lane Position
- b. Proper signal (at least 100 feet if safe to do so)
- c. Head check
- d. Mirror/blind spot check
- e. Yields right of way/selects gap (traffic including bicycles & pedestrians)
- f. Accelerates smoothly
- g. Enters proper lane (Don't cut the corner or turn so wide that you enter the right lane going your way)
- h. Cancels signal if necessary
- i. Maintains lane position/stays in same lane through turn
- j. Maintains speed

9. Parallel Parking

- a. Uses proper signal
- b. Observes traffic
- c. Uses proper gear
- d. Proper speed
- e. Moves marker
- f. Climbs curb
- g. **Strikes vehicle**
- h. **Unable to park in under 3 minutes**
- i. **Jumps curb**
- j. Smoothly stops vehicle
- k. Sets parking brake
- l. Places gear selector in park

10. Exiting Parking

- a. Press on brake
- b. Uses proper signal
- c. Observes traffic
- d. Uses proper gear/forward
- e. Proper speed
- f. Moves marker
- g. Climbs curb
- h. **Strikes vehicle**
- i. **Unable to exit in 2 minutes**
- j. **Jumps curb**
- k. Steers into traffic

11. Parking Lot

- a. Obeys signs-such as speed
- b. Obeys signals
- c. Obeys lane markings
- d. Angle parking
- e. Perpendicular parking
- f. Use of blinkers

12. Highway Driving

- a. Use of proper lane
- b. Uses signals properly
- c. Mirror checks
- d. Head checks
- e. Passes properly
- f. Obeys speed limit
- g. Proper use of acceleration/deceleration lanes
- h. Does not use shoulder
 - i. Driving
 - ii. Passing
 - iii. Entering
 - iv. Exiting
- i. Aware of no zones and blind spots
- j. Aware of and maintains space cushion around vehicle

13. Demonstrates an understanding of and uses commentary driving (Instructor may demonstrate and then ask student to demonstrate)

- a. Picks up signs, signals, markings
- b. Picks up hazards
- c. Illustrates proper reactions

14. Brakes

Understands differences in ABS and standard brakes

If student creates a hazard, it is an automatic failure.

Accidents:

- **Applicant's vehicle struck another vehicle.**
- **Applicant's vehicle struck a pedestrian.**
- **Applicant's vehicle struck any fixed object.**

Dangerous Action:

- **Either physical or verbal intervention is required by the instructor/examiner to avoid accident or injury because of the applicant's violation.**
- **Defensive action was required by another motorist in order to avoid an accident because of the applicant's violation.**

- **Defensive action was required by a pedestrian to avoid an injury because of the applicant's violation.**
- **Applicant failed to obey any traffic control device on a public road.**
- **Applicant removed both hands from the steering wheel at the same time while the vehicle was in motion.**

Key for completion of the Behind the Wheel Student Record and Completion form

A sample of this form is on the next page.

1. Print in ink or type: first, middle and last name of the student
2. Student's home phone number
3. Full street address, city, county, state and zip code of student
4. Name of the driving school
5. Branch where instruction is taking place (if applicable)
6. Driver's School number as issued by MVA
7. Student's date of birth
8. Student's age at the start of classes
9. Learner's Permit Number
10. State of issuance of Learner' Permit
11. Signature of person verifying Learner's Permit
12. Date of each session: month, day and year
13. Time class started
14. Time class ended (including break time)
15. Number of hours of actual instruction (NOT including break time)
16. In car sessions by number which were covered in the session
17. Instructor's initials should be signed in ink after each session is completed
THIS SHOULD NOT BE COMPLETED BY THE STUDENTS
18. Instructor's license number should be written in ink in after each session is completed. **THIS SHOULD NOT BE COMPLETED BY THE STUDENTS**
19. Lesson grade for each session listed in #16 (S=Satisfactory U=Unsatisfactory)
20. The instructor is usually NOT authorized to sign on this line. The person's name must be listed on the school's license application or on file with the MVA as an "Official Signer"
21. The student must sign and date the form in ink when all instruction is complete

Maryland Driver Education Student In-Car Progress Record and Evaluation

Student _____

Date of Lesson and Instructor Name and License Number

1. _____ 2. _____
 3. _____ 4. _____
 5. _____ 6. _____

In evaluating a driver's performance, use the following rating scale:

- 4 = Performs without any coaching
- 3 = Performs adequately but needs occasional coaching
- 2 = Performs but only with significant coaching
- 1 = Does not perform adequately with teaching

	L-1	L-2	L-3	L-4	L-5	L-6
Pre-start and starting						
Moving forward						
Moving backward						
Slowing and stopping						
Parking and securing						
Entering traffic						
Right turns						
Left turns						
Negotiating intersections						
Changing lanes						
Parking on grades						
Angle parking						
Parallel parking						
Turnabouts						
Assessing highway conditions						
Response to traffic controls						
Lane control						
Speed control						
Response to other users						
Passing						
Adverse weather						
Night driving						
Courteous driving						

Comments _____

Basic Guidelines for In-Car Instruction

- Select areas appropriate to the lesson objectives. Pre-drive the route so that you know it well. Note any risks and hazards so that you can tell students ahead of time.
- If this is a student's 2nd or 3rd session, check for comments so that you have an idea of any concerns the previous instructor has about the student's driving.
- Be sure, before the student begins to drive, that they have their Learner's Permit with them and that they are wearing proper footwear (NO flip-flops)
- Before you begin the driving session, tell students the objectives of the lesson and review what they learned in past lessons.
- Remain calm at all times. If you react negatively to a situation, the student may lose concentration at a time when their attention is critical.
- Always be ready to assume control of the vehicle.
- Encourage Commentary Driving when practical.
- While observing the student, also observe conditions around the vehicle and far ahead.
- When giving directions, first say where you want the action to occur and then what the action will be. For example, at the stop sign, turn left. Be sure that directions are short and not too wordy.
- Always check for hazards before giving directions.
- Avoid the word "right" when you mean "correct" as this might confuse the student.
- Demonstrate and explain how to do a maneuver if the student has no experience.
- Allow the student to practice a new maneuver several times, with your instruction, and then allow her to practice without assistance or direction.
- If a student makes a mistake, discuss it and take the student through the maneuver step-by-step.
- If you need to have a lengthy discussion with the student, find a safe place, pull over and park the vehicle.
- Never allow the student to drive in a dangerous situation. Take control of the vehicle.
- Complete the In-Car Evaluation sheet and write comments so that the next instructor will know what the student's strengths and weaknesses are.
- Discuss the evaluation with the student. Emphasize both positive and negative points and give specific suggestions as to how the student can improve.
- If possible, discuss the student's progress with a parent or mentor. They need to know what they can do to help the student as they practice.

TIPS FOR EFFECTIVE TEACHING

- Know the material that you will be teaching. If there is something that you DON'T know, tell the students that you will try to find the answer and follow up. Research on your own to supplement content with current information, such as drunk driving and teen crash statistics.
- Be prepared for class. If possible, try to get to class a few minutes early so that you can set up. Have needed materials readily at hand. Have an activity for students to do as a warm up, so that any unexpected business can be taken care of. Over plan and always have an alternative plan. Post objectives for the lesson.
- Be aware of body movements and gestures that can be distracting. If possible, videotape yourself teaching. Many times we use gestures and are not aware that we are doing this.
- When you speak, be sure that your voice is loud enough, clear and not monotone. Try to put your enthusiasm for the subject matter in your voice. Beware of the "ums", "ers" and "okays" that are sometimes used when a speaker is either not sure of the material or trying to collect thoughts while teaching or just nervous. Often, speakers are not aware of these bad voice habits. Once again, it's a good idea to videotape yourself teaching.
- Speak to the students, not down to them. Don't try to impress them with long, technical words. Speak naturally. Minimize the use of slang or street words. Know the student's names and use them when you speak.
- Be sure that students know class rules by posting them on a chart or the board and reviewing them with the students. Be consistent when enforcing the rules. Do not play favorites.
- Direct the student's attention at the start of class. Greet students at the door and begin class on time. Begin class with a warm up activity such as a puzzle, question, picture or cartoon. Encourage students to write any questions they have on the board and answer some as class begins. Give students a syllabus at the beginning of the course and refer to it so that students know what to expect.

GOOD TEACHING: THE TOP TEN REQUIREMENTS

By Richard Leblanc, York University, Ontario

This article appeared in *The Teaching Professor* after Professor LeBlanc won a Seymous Schulich Award for Teaching Excellence.

One. Good teaching is as much about passion as it is about reason. It's about not only motivating students to learn, but teaching them how to learn, and doing so in a manner that is relevant, meaningful and memorable. It's about caring for your craft, having a passion for it, and conveying that passion to everyone, most importantly to your students.

Two. Good teaching is about substance and treating students as consumers of knowledge. It's about doing your best to keep on top of your field, reading sources, inside and outside of your areas of expertise, and being at the leading edge as often as possible. But knowledge is not confined to scholarly journals. Good teaching is also about bridging the gap between theory and practice. It's about leaving the ivory tower and immersing oneself in the field of talking to, consulting with, and assisting practitioners, and liaising with their communities.

Three. Good teaching is about listening, questioning, being responsive, and remembering that each student and class is different. It's about eliciting responses and developing the oral communication skills of the quiet students. It's about pushing students to excel; at the same time, it's about being human, respecting others, and being professional at all times.

Four. Good teaching is about not always having a fixed agenda and being rigid, but being flexible, fluid experimenting, and having the confidence to react and adjust to changing circumstances. It's about getting only 10 percent of what you wanted to do in a class done and still feeling good. It's about deviating from the course syllabus or lecture schedule easily when there is more and better learning elsewhere. Good teaching is about the creative balance between being an authoritarian dictator on the one hand and a pushover on the other.

Five. Good teaching is also about style. Should good teaching be entertaining? You bet! Does this mean that it lacks substance? Not a chance! Effective teaching is not about being locked with both hands glued to a podium or having your eyes fixated on a slide projector while you drone on. Good teachers work the room and every student in it. They realize that they are the conductors and the class is the orchestra. All students play different instruments and at varying proficiencies.

Six. This is very important-good teaching is about humor. It's about being self-deprecating and not taking yourself so seriously. It's often about making innocuous jokes, mostly at your own expense, so that the ice breaks and students learn in a more relaxed atmosphere, where you, like them, are human with your own share of faults and shortcomings.

Seven. Good teaching is about caring, nurturing, and developing minds and talents. It's about devoting time, often invisible, to every student. It's also about the thankless hours of grading, designing or redesigning courses, and preparing materials to still further enhance instruction.

Eight. Good teaching is supported by strong and visionary leadership, and very tangible institutional support-resources, personnel and funds. Good teaching is continually reinforced by an overarching vision that transcends the entire organization-from full professors to part-time instructors-and it is reflected in what is said, but more importantly by what is done.

Nine. Good teaching is about mentoring between senior and junior faculty, teamwork, and being recognized and promoted by one's peers. Effective teaching should also be rewarded, and poor teaching needs to be remediated through training and development programs.

Ten. At the end of the day, good teaching is about having fun, experiencing pleasure and intrinsic rewards like locking eyes with a student in the back row and seeing the synapses and neurons connecting, thoughts being formed, the person becoming better, and a smile cracking across a face as learning all of the sudden happens. Good teachers practice their craft not for the money or because they have to, but because they truly enjoy it and because they want to. Good teachers couldn't imagine doing anything else.

ESTABLISH AND MAINTAIN CLASS CONTROL

POTENTIALLY DISRUPTIVE STUDENTS

Potentially disruptive students are those who:

1. talk excessively
2. use offensive language
3. have behaviors that pose a risk to themselves or the rest of the class.
4. fall asleep or put their heads on their desks
5. arrive late or leave early
6. return late from breaks
7. are involved in any form of distraction such as, cell phones and mp3 players.
8. are argumentative.
9. challenge an instructor's credibility.
10. ask irrelevant questions.
11. do not participate.
12. give inappropriate answers to questions.

PREVENTIVE MEASURES FOR DISRUPTIVE BEHAVIOR

1. Tell students what to expect.
 - a. Create lesson standards
 - b. State rules in a positive manner
 - c. Be sure that parents and mentors are aware of class rules.
 - d. Be consistent
 - e. Follow up on infractions of rules
 - f. expect that student's behavior will be appropriate
 - g. Periodically review class standards if needed
2. Get students ready for learning.
 - a. Conduct a short review of the previous lesson
 - b. Provide some sort of warm-up activity
 - c. Post a brain teaser, quote to ponder or "fun" driver education activity
3. Quote clear learning objectives
 - a. State objectives to class
 - b. Post written objectives
 - c. Give students some idea of what should be accomplished during class
4. Have a plan for the lesson
 - a. Stay organized by using a lesson plan regardless of how much expertise you have
 - b. Make notes in the lesson plan of points to be emphasized
 - c. Know the material and practice it before class
 - d. Utilize the lesson plan to write step by step instructions for different tasks, such as, rules for games or what worksheet to use
 - e. Be prepared by arriving at class sufficiently early so that necessary materials can be gathered and content can be reviewed.
5. Have a back up plan
 - a. Expect that events may occur which will require a change of plans
 - b. Have a back up plan prepared and practice it

- c. Maintain composure if plans change
 - d. Provide some kind of relevant book work or handout for students to complete while you are implementing the back up plan. This helps to maintain class control and gives you a few minutes to “switch gears.”
6. Plan more than you will have time to teach
 - a. You won’t have to scramble to find activities to fill time.
 - b. Students will be engaged in meaningful activities and won’t have time to act out
 - c. Information that isn’t covered on that day can be covered the next
 7. Make lessons relevant
 - a. Relate lesson and activities to objectives
 - b. Show videos at appropriate times
 - c. Use handouts at appropriate times
 - d. Refrain from giving students unrelated busy work
 8. Move around the room with purpose as you teach
 - a. Notice inappropriate behavior and move toward students who are acting out
 - b. Encourage students to be more alert by following the sound of your voice
 9. Make lessons memorable
 - a. Get the student’s attention by using some kind of “hook”, such as a quote, picture or other visual aid
 - b. Entertain the students
 - c. Use different teaching strategies
 10. Maintain your sense of humor
 - a. See the humor in situations without ridiculing or humiliating the students
 - b. Tell a driving related joke or riddle
 - c. Share a driving related cartoon
 11. Remember that YOU are in control of the classroom
 - a. Remind students that you have the right to terminate participant for repeated inappropriate behavior
 - b. Remember that you “own” the class
 - c. Explain to students that driving is a task that requires maturity and concentration and that the way they behave in the classroom is often an indication of how they will perform behind the wheel of an automobile
 - d. If the student is under the age of 18, communicate with the parents or guardians if a student isn’t performing in an appropriate manner

DEALING WITH SPECIFIC DISRUPTIVE BEHAVIORS

1. Excessive talking
 - a. Try to involve students in the lesson
 - b. Be silent for a few seconds to see if letting students hear themselves talking quiets them
 - c. Stand next to talking students
 - d. Refer to something relevant that the talking student has already said
 - e. Rearrange seating or start an activity that requires teamwork and separate the talkers
 - f. If necessary, call a break and speak to the student separately
 - g. If the student is under the age of 18, involve parents or mentors to discuss student's behavior
2. Students who ask irrelevant questions
 - a. Answer the question if the answer is short
 - b. Ask the student to wait until after class for you to answer the questions
 - c. Attempt to tie the questions to the subject matter
 - d. Provide positive reinforcement when the student does ask a question that is relevant
3. Those who don't participate
 - a. Use the name of the person who isn't participating when asking a question or making a comment
 - b. Establish eye contact with the student
 - c. Use open ended questions
 - d. When speaking, move closer to the person who isn't participating
 - e. direct questions to the area of the room where the person who isn't participating is sitting
 - f. Talk to the student during break and ask if there is anything that you can do to make it more comfortable for the student to participate
4. Challenging the instructor
 - a. If the challenge is productive, continue the discussion
 - b. If the challenge is unproductive, determine the level of tension the challenge has created
 - c. If the tension level is high, call a break and speak privately with the challenger
 - d. Ask the student a related, open ended question
5. Arriving late and leaving early
 - a. Start class on time and reconvene on time after breaks
 - b. Let the students know that you will end class on time if they are willing to arrive on time after each break
 - c. If lateness becomes a problem, speak to the student in private to see if there is a specific reason for the lateness
 - d. Remind students of the consequences of lateness and leaving early

DISCIPLINE PROBLEMS

SOME PREVENTIVE MEASURES

It is important to remember that the majority of your students have been in school all day. They may be tired, hungry and thinking about homework that needs to be completed or other personal issues. These factors can lead to discipline problems. Here are a few tips to help eliminate problems before they begin.

- ***TELL THE STUDENTS WHAT BEHAVIOR YOU EXPECT***- Review behavior standards (class rules) on the first day of class. State these rules in a positive manner. For instance, tell students that cell phones will be placed on silent and put away rather than saying NO CELL PHONES. Be consistent and follow up on any infractions of the rules. Expect that the student's behavior will be good and in many cases it will. In all instances, treat your students with respect.
- ***GET THE STUDENTS IN A "MOOD FOR LEARNING"***- Always have some kind of warm up activity for the students as they enter the classroom. This helps to settle them and get their "brains in gear". The activity could be a short review of a previous lesson, a brain teaser, a quote to ponder and discuss when class begins or a fun driving related activity. (More on these later)
- ***STATE CLEAR OBJECTIVES***-Be sure that you state the objectives of the lesson. I suggest that they be briefly written on the board. Students will then have an idea of what to expect and the direction in which the lesson will be going. This also serves as a way to get the class thinking and on track.
- ***HAVE A PLAN***-Even if you are an expert in your field, you need to have a lesson plan to follow. This helps to keep YOU organized and eliminates "dead time" from the lesson if you have to pause to look for information or how to direct a task. It pays to know your material. Be sure that you understand what is being taught and can answer questions if asked. In other words, BE PREPARED
- ***HAVE A PLAN B***- Unexpected things happen in the classroom. A video player can break, a guest speaker might not appear or you might not feel well. Try not to let this get you upset. It makes sense to have a backup plan. This is easier if you know the material well and are well prepared with some backup activities.
- ***PLAN MORE THAN YOU HAVE TIME TO TEACH IN A DAY***- It's always a good idea to plan more than you will have time to accomplish during a teaching session. This will assure that the students are too busy to act out. If you don't finish all of the lesson, you will be that much more ahead in planning for the next day. It isn't always easy to "think on your feet" of an activity to fill extra time.

- ***MAKE IT RELEVANT***-The lesson and activities should be related and pertain to the lesson objectives. For example, don't show a video on the "NO ZONE" when you are teaching a lesson on the Graduated Licensing System. The students will see this as a "time filler" and act accordingly.
- ***WORK THE ROOM***- Move around the room as you teach. This will give you an opportunity to intervene if a problem arises. You also can see those who try to hide their cell phones under the desk and text message while you are teaching. It also helps to keep the students alert because they must follow the sound of your voice and your movements. You can walk next to those who are talking inappropriately. Sometimes, just your presence is enough to get them to stop talking.
- ***MAKE LESSONS MEMORABLE***- Let your personality shine. Be a showman. Use different teaching strategies. Get the students involved. In this age of media glut, the students almost expect to be entertained. Ask almost any student and they will tell you that they remember lessons that were interesting and got them engaged much better than ones where the instructor stood in front of the room, flipped transparencies and read to them.
- ***KEEP YOUR SENSE OF HUMOR***- It's easy to become frustrated with some student's behavior. Sometimes non-sarcastic humor can ease a situation. Be sure not to make fun of or embarrass the student. Try to see the humor in situations.

If all else fails, remind the students that YOU are the key to them getting the "Golden Ticket" (their completion certificate). Students should understand that driving is a task that requires maturity and attention and that the way they behave in the classroom can be an indicator of how they will perform as drivers. As an instructor, you have an obligation to inform parents and mentors if the student is not exhibiting behavior that is conducive to safe driving.

DEVELOPING A LESSON PLAN

Lesson plans are teaching tools. A driver education teacher should be able to teach solely from a lesson plan. The lesson plan can be as detailed as you like, but it should be in the form below. The plan should accurately reflect the objectives and content of the Maryland Curriculum. When developing a lesson plan, use this format:

TOPIC OF LESSON *This should be brief. List the main idea of the lesson, for example, The No Zone*

WARM UP ACTIVITY *This activity gets the students ready for learning. It can be a short discussion, worksheet or game that is related to what is going to be taught.*

PERFORMANCE OBJECTIVES *These are what the student should be able to demonstrate at the conclusion of the lesson. Objectives must be measurable. When stating objectives, verbs should be used. Refer to list of “Verbs Used in Creating Educational Objectives.”*

MATERIALS *List all materials that will be used. Be sure to look at this list before the lesson so that you have everything that you need. It not only wastes time if you aren’t prepared, but gives the students an opening to act out.*

MOTIVATION *This can be an open-ended question to get students thinking about what they will be learning. For instance, “Why is it important to have a Graduated Licensing System for new drivers?”*

LESSON DESCRIPTION *This is a general overview of the lesson. It should include a brief description of the purpose, topic and activities to be accomplished in the lesson and should reiterate the conclusion verbatim.*

PROCEDURE *This is the step by step description of how to implement the lesson. It should focus on what the teacher wants the student to do during the lesson.*

- a. Introduction** *This part of the lesson introduces the main ideas that you want students to learn. It should get the student’s attention. You should build on what students already know.*

- b. Main Activities** *This part of the lesson is designed to build on the introduction and give the students an opportunity to use what they have learned. It can be a good indication of whether the students are “getting” what is being taught, if the instructor pays attention to how students are completing the activity. A number of techniques should be used for this part of the lesson, for example, role playing, identifying risk scenarios or writing a report on driving risks.*

CONCLUSION *This is an opportunity to pull together the ideas that have been taught. The conclusion should reiterate, verbatim, the lesson description.*

FOLLOW UP *This is an activity that can be used for enrichment or extra practice. This is usually homework, but it could be incorporated into the warm up activity for the next lesson. NOTE: If a written activity is given, collect it and grade it so that students know that this is important.*

EVALUATION *This may be a Unit test or some other method of evaluation.*

**Verbs to Use in Creating Educational Objectives
Based on Bloom's Taxonomy**

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
acquire	arrange	apply	analyze	alter	appraise
attend	categorize	calculate	appraise	calculate	argue
choose	change	change	break down	categorize	assess
collect	chart	choose	categorize	change	compare
complete	cite	classify	classify	classify	conclude
copy	circle	compute	combine	combine	consider
define	classify	conduct	compare	compile	contrast
describe	compile	demonstrate	conclude	compose	critique
detect	conclude	develop	contrast	conduct	decide
differentiate	convert	discover	criticize	constitute	describe
distinguish	defend	employ	deduce	construct	explain
duplicate	demonstrate	generalize	defend	create	interpret
find	determine	manipulate	detect	deduce	judge
identify	diagram	modify	diagram	derive	justify
imitate	differentiate	operate	differentiate	design	relate
indicate	distinguish	organize	discriminate	devise	validate
isolate	document	predict	distinguish	develop	
label	draw	prepare	evaluate	discover	
list	edit	produce	formulate	discuss	
mark	estimate	relate	generate	document	
match	explain	restructure	identify	expand	
name	extrapolate	show	illustrate	explain	
order	fill in	solve	induce	formulate	
outline	follow	transfer	infer	generalize	
place	formulate	use	outline	generate	
recall	gather		paraphrase	modify	
recognize	generalize		plan	organize	
reproduce	give example		point out	originate	
select	illustrate		present	paraphrase	
state	infer		question	plan	
underline	interpret		recognize	predict	
	itemize		relate	produce	
	locate		save	propose	
	make		select	rearrange	
	organize		separate	reconstruct	
	paraphrase		shorten	relate	
	predict		structure	reorganize	
	prepare		subdivide	revise	
	quote			rewrite	
	read			signify	
	rearrange			simplify	
	record			specify	
	relate			summarize	
	reorder			synthesize	
	rephrase			systemize	
	represent			tell	
	restate			transmit	
	rewrite			write	
	summarize				
	translate				
	update				

LESSON PLAN TEMPLATE

TOPIC OF LESSON _____

WARM UP _____

PERFORMANCE OBJECTIVES _____

MATERIALS _____

MOTIVATION _____

LESSON DESCRIPTION _____

PROCEDURE

LEARNING STYLES

Each person has a dominant learning style and most of us use a mixture of learning styles. There is no right or wrong learning style, but, as instructors we need to recognize the need to vary our approaches to the subject matter so that we don't just teach to one learning style (usually our dominant style which is in our comfort zone). According to Learning-Styles-online.com, the following are commonly recognized learning styles:

VISUAL- You prefer using pictures, images and spatial understanding

AURAL- You prefer using sound and music

VERBAL- You prefer using words, both in speech and writing

PHYSICAL- You prefer using your body, hands or sense of touch

LOGICAL- You prefer using logic, reasoning and systems

SOCIAL- You prefer to learn in groups or with other people.

SOLITARY- You prefer to work alone and use self study

Some suggestions for teaching to each learning style are:

VISUAL- Show pictures, maps and charts, have students read from text, have students write answers to questions, draw diagrams. Use cartoons to illustrate points

AUDITORY- Use sounds, play music, read aloud, interview. Have students make oral reports

VERBAL- Read aloud, lecture. Use a combination of visual and auditory

PHYSICAL- Use manipulative devices, have students create models, have students draw, play board games

LOGICAL- Have students do research, present information in steps. Give clear goals and objectives

SOCIAL- Have students lead groups, write stories. Make topic interesting to student

SOLITARY- Have students work independently then report to group, provide materials so that student can study on their own and in their own time

SOME TEACHING METHODS

There are many different methods or strategies for teaching. A few that you may find helpful are described below. In order to make your classes more interesting and to engage the students as learners, try to vary the methods that you use.

LECTURE During lecture, the instructor gives students the information that they need. There is little teacher-student interaction. The students are passive, mainly taking notes and repeating the information back on quizzes and tests. Some lecture is necessary during teaching, but you will lose your audience if this is the only method used.

LECTURE AND DISCUSSION During lecture and discussion, the instructor gives the students the information they need and prepares a set of related questions to be asked at the lecture's conclusion. Students are generally passive during the lecture and may or may not respond to questions. Discussion is often limited due to time constraints, so the questions must be carefully planned.

BRAINSTORMING In brainstorming, the students work to create ideas from the instructor's chosen topic. All ideas should be recorded either on the board or a flip chart. There is more student participation, but not all students may contribute an idea. This method allows groups to learn to work together. A "natural leader" usually emerges during group activities. Safeguards must be taken so that this person does not dominate the conversation.

VIDEOTAPES Videos should be previewed before showing. The instructor should know how to use the television and video or DVD player. The instructor should start the video at the correct place. The instructor should remain in the classroom while the video is playing and NOT dim the lights unless there is a glare. The instructor should make the purpose for showing the video known by asking questions before showing. The video should be paused at intervals for clarification of relevant points. The instructor should lead discussion of the video after showing. Instructor should explain that, although some of the car, hair and clothing styles may be dated, the content of the videos is still relevant.

CLASS DISCUSSION The instructor asks pre-planned questions to guide the students to the content being taught. Discussion should be moderated by the instructor so that students do not get off task. Class discussion is a good tool for reviewing videotapes and for general informational review.

ROLE PLAYING During role playing, students are given topics or scenarios to act out. Clear instructions and guidelines for this activity should be given by the instructor. Props may be provided. Time should be given for students to play this activity.

WORK SHEETS Work sheets can be useful because they can target relevant information. If work sheets are given for class work or homework, they should be graded or at least reviewed in class. Work sheets can also be used with small groups. The instructor should review these for clarification

COOPERATIVE LEARNING During cooperative learning, the students work together to solve problems and reach a common goal. As students work together, they tend to focus on the task at hand rather than talk about unrelated topics. A “natural leader” may emerge during cooperative learning. As the students work together, the instructor should move about the groups to be sure that the students are on track and not confused about the task.

TRANSPARENCIES These should be used sparingly to facilitate instruction. The instructor should know how to use the projector and have transparencies in order. Transparencies should be used to emphasize points and should NOT be read to the students. Cover the points that are not being discussed and uncover them as he discusses them. If you write on a transparency, be sure that you are writing large enough that students in the back of the class can read. Turn off the projector when not in use to avoid a distracting white screen.

USE OF THE TEACHER'S MANUAL

The teacher's manual for the approved textbook being used by your school can be a valuable tool. Here are a few tips for the use of the textbooks and teacher's manual:

- Textbooks are for supplemental use. They are NOT to be used for extended periods of reading.
- Do NOT read the text aloud to your students or have them read them in a “round robin” fashion. (One student reads a paragraph, then another and so on)
- Become familiar with the content of the text book before you assign an activity using it.
- Get to know all of the features of the teacher's manual. There are usually many supplemental activities to be used.
- Good warm ups and follow up activities can sometimes be adapted to your unit lessons.
- Tests at the end of the units are good for review.
- Often, supplemental facts that can be shared are in the teacher's manual.
- Illustrations in textbooks are often much better than transparencies for clarification of material.

QUESTIONING TECHNIQUES

- Echo the student's responses because, often, those in the back of the room don't hear the answer that is given.
- After you have asked a question, pause for at least 5 seconds before calling on a student for a response. This gives those who need it, more time to think.
- Try to draw as many students into a discussion as possible. Paraphrase student's answers and ask other students for their opinions. Don't always call on the first person to raise their hand.
- If you know the content that you are teaching, questions should be easy to compose.
- Ask questions that test what the students know, cause the students to see new relationships, develop attitudes and ideals, summarize what was taught and stimulate critical thinking.
- Ensure that questions are clear to students, stated as briefly as possible, thought stimulating, adapted to the students in the class, planned ahead of time and stated in conversational English.
- Paraphrase student'
- Rephrase the question if students can't seem to find the answer.
- Ask open ended and divergent questions.
- Relate previous student answers to current questioning so that students see how they are related and can draw a conclusion.

TYPES OF QUESTIONS BASED ON BLOOM'S TAXONOMY

1. **KNOWLEDGE**- These questions test memorization of facts and terms. The concepts behind the facts are not necessarily understood. **Key words**-name, tell, list, recall, match, who, what, where, when, identify
2. **COMPREHENSION**-Students generalize the information given. They may not relate this information to any specific concept. **Key words**-describe, explain, summarize, illustrate, give an example
3. **APPLICATION**-Material is applied to new situations. **Key words**-compare and contrast, predict, solve, apply, relate, demonstrate
4. **ANALYSIS**-Students identify component parts of a whole and the relationships among the parts. **Key words**-explain, relate, infer, contrast, analyze
5. **SYNTHESIS**-Create something from two or more ideas to form a new set of relationships. **Key words**-combine, create, devise, put together, develop
6. **EVALUATION**-Students make judgments about issues based on specific criteria. **Key words**-evaluate, assess, justify, judge, grade, criticize, rank, rate

EFFECTIVE USE OF VIDEOS

Videos that are approved by the state for use with the Maryland Curriculum are very good supplemental teaching tools. Keep these tips in mind when using videos:

- ONLY those videos that are approved for use in driver education may be shown. If you find a video that you think might be appropriate, ask your employer to contact a Quality Assurance Supervisor and share the tape with them. The state will notify you as to whether the tape will be approved.
- Preview videos before showing them.
- Know how to operate the VCR or DVD player. Know where the Pause and Eject buttons are. Be sure that all students can see the TV.
- Start the video at the correct place. Some videos are shown in segments and it's distracting to have an instructor fumble around trying to cue the video.
- Always have a purpose for the students viewing a video. Be sure that you make that purpose known to the students. PLEASE don't put the video in and say "Here's a video".
- Introduce each video with an interesting fact and ask questions to be answered as students view the video.
- Pause or stop the video at appropriate times for further discussion or clarification of points.
- Remain in the room as the video is being shown and be interested in the information being presented. If you are sitting at your desk doing paperwork or preparing for the next part of the lesson, the students will perceive that you don't think the video is important.
- There is NO need to dim the lights in the classroom during videos unless there is a bad glare on the screen. After all, most of us watch TV with the lights on in our homes. Dim lights often mean "naptime" to students who may have been in school all day and are tired.
- When you are finished showing the video, ask questions for discussion or follow up.
- Show videos that pertain to a particular unit sometime during that unit and definitely before the unit test.
- Some of the videos are a bit dated. It's okay to explain this to the students so that they don't disrupt the class laughing at the older styles of vehicles and clothes. Tell them that for the most part, the rules of safe and courteous driving do NOT change even though fashions do.

Video Clips

Street Smarts

Orientation

Time: 30 minutes

Introduction: Since parents will be there, mention that some of them are probably old hands at teaching their kids to drive and some of them are dealing with this for the first time. This video will show some problems and how to avoid them, which is valuable information for everyone.

Signs, Signals and Markings

Time: 17:40 minutes

Reducing Your Risk in the Crash

Risks, distractions

Time: 9:00 minutes

Introduction: This video is going to show what happens in a low speed crash and several ways to reduce the possibility of injury should you be involved in a crash. Pay attention- this could save your life.

Using Your Eyes Effectively

Space Management, risks

Time: 9:34 minutes

Introduction: When driving, our primary source of information is through our eyes. Although there is an incredible amount of information available, only some of that information is important. To be safe drivers, we must use our eyes and our minds efficiently by learning to discriminate between important and unimportant information.

Managing Space and Time

Space management, risks, and distractions

Time: 9:04 minutes

Introduction: Driving is an ongoing process of either actively managing the space around your vehicle or letting others manage it for you. The safest drivers are those who use their heads to think “ahead” of the car and actively manage their driving. This video discusses some things to be aware of and identifies some techniques for you to use.

Freeway Driving

Freeways, highways, expressways

Time: 7:55 minutes

Introduction: Freeways or expressways are convenient and are much safer than other highways. However, a mistake on an expressway can result in significant damage to people and vehicles. This video will address the special skills and techniques required for safe driving on a modern expressway.

Breaking the Accident Chain of Events

Risks, distraction, signs, signals and markings, and space management

Time: 7:02 minutes

Introduction: Crashes have a cause. If a driver can change one of the elements that is necessary for a crash to occur, the crash will be avoided. This tape will explain how different, seemingly unrelated events can cause a crash.

Rear View (Steer Clear) for Maryland

Risks, distractions

Time: 11:45 minutes

Introduction: There are many things that cause people to be distracted while driving. This video identifies some of those distractions and critical effect they can potentially have on a driving situation.

Driving Drunk: Your Choice

Alcohol, risks

Time: 30:00 minutes

Introduction: Drivers are faced with thousand of decisions. Some are very important. This video will discuss a few of those decisions and show some people whose lives have changed dramatically because of a hasty, unwise decision.

Branded D.U.I

Alcohol, risks

Time: 32:00 minutes

Introduction: Underage. Under the influence. 11 young drivers share their stories, and the consequences a bad decision had on their own lives and the lives of others.

Preventing Road Rage: Anger Management For Drivers

Road Rage, Aggressive Driving

Time: 20:05 minutes

Introduction: This section deals with personal factors. The attitude that you have when you drive affects how you drive the car and especially how you react to other drivers. This video is about controlling that attitude and making driving more pleasant for everyone.

America Brakes for Safety

Vehicle, brakes, space management

Time: short

Introduction: Loss of steering ability is certainly a problem when driving, especially when attempting to avoid hitting something. Automakers have installed antilock braking systems to enable drivers to use maximum braking and still be able to steer. This tape will explain how ABS works and how to use it.

Stomp, Stay, Steer

Vehicle, brakes, risks, space management

Time: 4:17 minutes

Introduction: This video shows close-ups of the car wheel(s) locking and unlocking. Describes how ABS works.

Night Driving

Time: 8:53 minutes

Introduction: Night offers a variety of challenges to the driver, whether new or experienced. This video will discuss some of the problems associated with night driving and offer solutions to help you stay safe.

Driving in Bad Weather

Night driving, adverse weather conditions

Time: 9:28 minutes

Introduction: Eventually all drivers must drive at night or in bad weather. This tape will discuss some of the problems associated with driving in such conditions and ways to reduce the associated risk.

Sharing the Road

Roadway users, road conditions, space management

Time: 8:11 minutes

Introduction: This video is going to explain how to avoid conflicts with non-automobile roadway users.

Teaching Your Teens to Drive

Vehicle control, moving forward, light traffic, moderate traffic, backing, turning, highway conditions, traffic control devices, clues from non-motorized users, intersections, following, meeting other vehicles, freeway driving, and passing

Time: Varied

Introduction: This video contains different lessons. Treat lessons as different videotapes.

LOV2XLR8

Aggressive Driving, speed

Time: 11:41 minutes

Introduction: Reality about the consequences of racing and speed contests.

One Second in Time

Aggressive Driving, speed

Time: 13:48 minutes

Introduction: Reality about the consequences of racing and speed contests.

VIDEO EVALUATION FORM

Use this form when reviewing the videos to help you prepare for your presentation.

Name of video and where used in curriculum _____

Key points of the video _____

Three pre-viewing questions _____

Three follow up questions _____

Where to pause or stop the video for discussion and what discussion will be _____

CLASSROOM ASSESSMENT TECHNIQUES

Each unit of the Maryland Curriculum is followed by a Unit Test. Instructors might want to use other assessment techniques during the units in order to evaluate student's comprehension of the concepts being taught.

- Homework -If you give homework assignments, they should be collected and graded or at least gone over in class. Questions that are missed by a majority of students should be discussed for clarification.
- Open Book Quizzes - Driver Education texts often have quizzes at the end of each unit. It is less intimidating if the students are allowed to use their books as a reference.
- Muddiest Point -Ask the students what was the “muddiest” point of the lesson. Discuss this point with the students for better understanding.
- Pause for Understanding -After presenting an important concept, pause for a few seconds so that students can think, then ask if any of them need clarification.
- Fish Bowl -Have each student write one question about the lesson on an index card. Put all of the questions in a fish bowl or box. The instructor draws a few cards and answers those questions.
- Games -During games, the instructor can note those students who are having difficulty with concepts. Games require some effort to construct, but once completed can be used numerous times. Most students like games that follow a format that is adapted from current TV game shows or board games.
- Interviews -These can be student to student, with the interviewer composing the questions. Interviews can also be useful if the students interview seasoned drivers for their take on risk and behavior.
- Performance Tests -These are generally best suited to Behind the Wheel lessons because the student must demonstrate proficiency completing specific skills. They could be used in the classroom to demonstrate hand position on the steering wheel or how to set side mirrors.
- Projects -Students can be assigned projects such as drawing diagrams and labeling the dashboard of the vehicle that they will likely be driving. Students will use what they have learned in class to complete the project.
- KWL Basically, this is a simple chart divided into three sections- What I know, What I want to know and What I learned. The chart is started at the beginning of the unit and parts one and two are filled in. At the end of the unit, part three is completed. If some of the items from part two are not answered, they can then be addressed by the instructor.
- Investigations -Students work alone or in groups to investigate and report on a subject pertinent to Drivers Education. Some instructors have students use newspaper, magazine or on-line articles as references for the reports.
- Signal the Answer -Give each student flash cards with answer choices, for example, A, B, C for multiple choice or True False. When the instructor asks a question, the students will hold the appropriate response card up close to their chest. The instructor will be able to see the cards but other students will not. This encourages students to think on their own rather than copy from their neighbor.

- Jigsaw Group Projects -Each group member is given a specific part of an assignment to complete. When everyone in the group is finished, the pieces are put together to form a completed project.

DRIVERS EDUCATION CLASSROOM ACTIVITIES

These activities are suggestions for making your classroom sessions more interesting. Remember that a majority of your students have already spent a full day in the classroom. Most of them are tired and it is easy for them to lose focus.

In this age of media glut, students might need to be entertained in order for the information to be retained. Let your personality shine. A bit of flamboyance doesn't hurt and appropriate humor is always welcome. Post lesson objectives on the board so that students know what to expect. Have some activity for students to do when they enter the classroom. This could be a short reading or "for fun" activity. This will help them settle down and get ready for learning.

These activities are presented in no particular order because many can be adapted for different lessons in the curriculum. Some of these activities can be done while waiting for class to begin or perhaps after a test as others are finishing. Those who don't have time to finish can complete the assignments for homework. Just be sure that the completion of all activities is acknowledged in some way so that the activities are not seen as busy work.

These activities come from a variety of sources. There are many internet sites available with lesson plans and activities for teaching.

I keep a box of prizes for the students on hand. These are trinkets that I have accumulated from a variety of sources. Some are driving related and some are just "fun" junk. Students also enjoy prizes of snacks or drinks. I always give a prize to game winners but don't always give a prize to reward good behaviors or answers. That way, the students don't know when a prize is being given and will possibly be motivated to try to win a prize. Try to give every student a prize at least once during the 30 hour class.

SOME THOUGHTS ON GROUPING

Try some different ways to break students into groups. There is always the old number off method but that's been done before. Here are some alternatives:

Give students one of 4 different stickers as they enter the room. When the time comes to divide into groups, have students with like stickers get together. A variation of this is to hide the stickers under the student's chairs. They look under the chair for the sticker that corresponds to that of a particular group.

Give each student one of 4 or 5 (depending on the number of groups needed) different flavored suckers or candy. People with like colors or flavors are in a group. Once the students are grouped, they can eat the candy.

Write simple actions such as pat your head, rub your stomach, act like an ape etc. on pieces of paper. Give each student a piece of paper and have them perform the activity. Have them find people who are doing the same action and join that group.

Write the names of popular car models on the board. Limit the number of models to the number of groups needed. Have students write their names under the one they like the best. Limit the number of names under each model to how many students you want to have in a group. This is a good grouping method for an activity after the break or at the beginning of the lesson, as students can write their names on the list as they enter the classroom.

Arrange students from youngest to oldest or by birth month.

THOUGHT FOR THE DAY

Directions: Write one of these on the board before class. Discuss with the class as a warm up.

The faster you go, the faster you go.

“Freaking” kills.

Two wrongs don’t make a right, but three rights make a left.

It is better to be the late Mr. Jones than the late Mr. Jones.

Drive Gently

In life, as in baseball, it’s the number of times that you reach home safely that counts.

Drive the car.

Think ahead of the car.

Focus.

Crashes are not accidents.

Drive smart.

Space is the final frontier.

Decisions, decisions, decisions; always decisions.

Zoom, Zoom

Eternal vigilance is the price of safety.

No see, no go.

BUMPERSTICKERS

Materials: 1 piece of heavy weight card stock 3” x 11” and one marker per person

Directions: Have the students create a bumper sticker that reflects their personality. The bumper sticker must be in good taste. Either have the students share bumper stickers and vote on the best one or share bumper stickers at various times during class and have students see if they can identify whose it is. The instructor can participate in this activity too.

VANITY PLATES

Materials: 1 piece of heavy weight card stock 4” x 12” and one marker per student.

Directions: Have students create their own vanity license plates using only 7 letters, numbers and spaces. EXAMPLE: GR8DANE or O2BINOC. Students share vanity plates with the class or have students see if they can identify whose vanity plate it is. The instructor can also participate in this lesson.

WHAT’S MY CAR

Materials: One 3” x5” index card per student and pen or pencil

Directions: Give each student an index card and pen or pencil. Have them design their “dream car”. They should be as detailed as possible (Make, model, year, color, sound system etc.) At random times during class, draw a card, read the description and see if the students can guess whose car it is.

Note: This is a good activity if you feel that you are losing the attention of the class. It only takes a minute to read a card and guess and it refocuses their attention. You can keep the cards and use them at different times during the 30 hours of class.

THE WRIGHT FAMILY

Materials: One small object per person that can easily be passed from one to another. I use golf balls because they bounce. One copy of the story for the leader.

Directions: Have the group stand shoulder to shoulder in a circle. Give each student one object to hold. Tell the students that you are going to read them a story. Whenever they hear the word “right” they pass their object to the right and whenever they hear the word “left”, they pass their object to the left.

Note: This game can get a bit rowdy as some students will become confused and pass their object the wrong way. If it gets too out of hand, stop the story and discuss the importance of knowing left from right when driving. This is a good activity to use on the first night of class when parents are there. Have them participate, as some students like to see their parents being less than perfect.

THE WRIGHT FAMILY

There was once a family named the **Wright's** ... Father **Wright**, Mother **Wright**, Johnny **Wright**, and Mary **Wright**.

One day during the summer, Father **Wright** said to Mother **Wright**, "The other day I realized there is only one week **left** of summer vacation and we haven't gone away yet." Mother **Wright** agreed, "I will gather up the kids **right** away so we can leave first thing tomorrow morning, **right** after breakfast."

The next morning, Father **Wright** wanted to be sure they **left** on time, **right** after breakfast. Everyone was anxious to leave on the family vacation. Mother **Wright** was hurrying about making sure everything was packed **right** and ready to go. Father **Wright** asked Mother **Wright**, "Did you pack some **leftovers** for today's lunch?" Mother **Wright** replied, "We ate everything last night for dinner. There isn't anything **left**. We will have to stop and get lunch on the way, **right** about noon." As Father **Wright** loaded the car, he hollered upstairs to Johnny **Wright** and Mary **Wright**, "Hurry kids or you will be **left** behind at home." Father **Wright**, Mother **Wright** and Mary **Wright** were all in the car while Johnny **Wright** was rushing out of the house, slamming the door **right** behind him. Father **Wright** backed the car out of the driveway, turned **left**, headed down the street to the corner, made a **left** turn, then a **right** to the gas station. He got out of the **left** side of the car and walked over to the **right** gas pump to pump his gas. He reached into his back **left** pocket and realized that he had **left** his wallet at home. He got **right** back into the car, **left** the gas station, turned **left**, **right** at the corner and then **left** into the driveway. Father **Wright** instructed Johnny **Wright**, "Son, please go into the house and fetch my wallet. I **left** it on the table in the hallway, **right** next to the phone." Johnny **Wright** ran up to the front door, used his spare key which he always **left** under the doormat and entered the house. His father's wallet was exactly where he said he **left** it, in the hallway, **right** next to the phone. Johnny **Wright** picked up the wallet and returned to the car. Father **Wright** backed the car out of the driveway, turned **left**, headed down the street to the corner, made a **left** turn, then a **right** to the gas station.

As Father **Wright** was pumping gas from the **left** pump, Mary **Wright** said to Mother **Wright**, "I don't feel well. I am dizzy. I think that I'm going to faint **right** here." Mother **Wright** replied, "Oh Mary, not in the car, please. Quick! Stick your head out the **left** window and get some fresh air." Mary complied. Father **Wright** returned to the car. Mother **Wright** said, "We need to go **right** back home. In our haste this morning, I believe I **left** the stove on after breakfast." Father **Wright** **left** the gas station, turned **left**, **right** at the corner, then **left**, into the driveway. Mother **Wright** dashed into the house to check the stove, which she believed she had **left** on that morning.

When Mother **Wright** returned to the car, Father **Wright**, Johnny **Wright**, and Mary **Wright** were standing in the driveway. Father **Wright** said, "I think that this is not the **right** time for the **Wright** family to go on a vacation. There will be some time **left** later this year."

BILLBOARD

Materials: 1 large piece of poster paper for each group, markers for each group

Directions: Divide the class into groups of no more than 4 people each. Have each group create a “billboard” that incorporates at least 7 key points of the lesson. Students must use both words and pictures in the billboard. When finished display billboards and have groups share with the rest of the class.

TV COMMERCIAL

Materials: None other than props provided by the students

Directions: Have students work in small groups to create a TV commercial to advertise any aspect of driving risk. Students will perform the commercial for the rest of the class. You may want to videotape the commercials (with parent’s permission) to show to other classes.

FISHBOWL

Materials: 3” x5” inch index cards, pen or pencil, fishbowl or other container

Directions: Distribute index cards to the students at the end of a lesson or unit. Have the students write a question that is relevant to the topic covered on the index card. Collect the cards and put them into the fishbowl or other container. Draw the cards one at a time and discuss.

CROSSWORDS

Materials: Access to web site <http://www.crosswordpuzzlegames.com> and a list of vocabulary words to be reviewed and their definitions, pen or pencil.

Directions: Use the web site to create your own crossword puzzles. You have to supply the words and definitions. Print the crossword puzzle directly from the web site.

WORDSEARCH PUZZLES

Materials: Access to the web site <http://www.armoredpenguin.com> and a list of vocabulary words to be reviewed and pen or pencil

Directions: Use the web site to create your own word search puzzles. You have to supply the words from the vocabulary list. Print the puzzle directly from the web site.

TRAFFIC SIGN “SIGNO”

Materials: Self-made Signo cards, beans or bingo chips, small strips of card stock containing identifying words, scissors, glue stick and clear contact paper to cover the cards.

Directions: This game is similar to “Bingo” but cards are made with pictures of road signs. A good source of pictures is <http://charm.cs.uiuc.edu/users/olawlor/projects/2003/roadsigns/list/html>. Just be sure to vary the cards when you make them and that identifying words match the symbols. Making the cards is time consuming but once finished, if they are covered with clear contact paper, they will last for quite a while.

INSTRUMENT PANEL “CARGO”

Materials: Self made Cargo cards, beans or bingo chips, small strips of card stock containing identifying words, scissors, glue stick and clear contact paper to cover the cards.

Directions: This game is similar to “Bingo” but cards are made with pictures of instrument panel symbols. These can be copied from the curriculum worksheets. Be sure to vary the cards as you make them and that the identifying words match the symbols.

TRAFFIC SIGN CONCENTRATION

Materials: 3” x 5” index cards cut in half, pen or pencil, pictures of highway signs, scissors, glue stick and clear contact paper to cover cards. A good resource of traffic sign pictures is <http://charm.cs.uiuc.edu/users/olawlor/projects/2003/roadsigns/list/html>

Directions: Make 2 sets of cards, one with traffic signs and one with corresponding identifying words or phrases. Have students work in groups of no more than three. Shuffle cards and place face down. Students take turns flipping over 2 cards at a time. If they match a symbol with the correct identifying phrase, they get to keep that pair. If not, they turn cards face down and the next person takes a turn. The game is over when all pairs have been matched. The student with the most pairs wins. This is a good activity for before class or when students have completed a unit quiz.

INSTRUMENT PANEL POSTER

Materials: Poster board, pencil or pen, markers

Directions: This would be a project for homework. Have students make a poster of the instrument panel of the car they will be driving or a car owned by their parents or mentors. Have a minimum number of symbols that must be drawn and labeled.

INSTRUMENT PANEL CONCENTRATION

Materials: 3”x 5” index cards cut in half, pen or pencil, pictures of instrument panel symbols, (these can be duplicated from the curriculum, scissors, glue stick and clear contact paper to cover cards

Directions: Make 2 sets of cards, one with instrument panel symbols and the other with identifying words or phrases. Have students work in groups of no more than three. Shuffle cards and place them face down. Students take turns flipping over 2 cards at a time. If they match a symbol and the correct identifying phrase, they get to keep that pair. If not, they turn the cards face down and the next person gets a turn. The game is over when all cards have been matched. The student with the most pairs wins.

PRE DRIVE PANTOMIME

Materials: Two sets of chairs side by side

Directions: Place 2 chairs side by side in the front of the classroom. Have 2 students occupy chairs, one as the driver and the other as the passenger, and pantomime pre driving procedures. Have the rest of the class critique procedures.

NOTE: This activity can be adapted to entering the vehicle, starting procedures and backing procedures.

OPTICAL ILLUSIONS

Materials: Pictures of different optical illusions mounted on paper and covered with clear contact paper. A good web site for optical illusions is www.eyetricks.com.

Directions: Distribute pictures of optical illusions. Have students identify and discuss what illusions they see. This is a good warm up activity. Some instructors have made transparencies of some of the illusions and done this as a group activity.

IDENTIFYING RISK

Materials: Pictures of driving risk from either textbook or from the web site www.FreeFoto.com. I drove around town and took some pictures of risk with a digital camera.

Directions: Have students get into groups of 4. Give each a few pictures of risk and have the students discuss and list all risks present. Have groups share with the rest of the class.

RISK POSTER

Materials: Poster board, markers and pens

Directions: Have students create a poster showing situations that involve risk in driving. Have them show and discuss the posters with the rest of the class.

WORD WHOMP

Materials: Pencil, paper, construction paper with definitions from vocabulary, markers, magnets and small prizes

Directions: Before playing, place construction paper with definitions face down on the board and secure with magnets. Do the same with the words that are being defined. Have 2 teams come to the board. The teams have 30 seconds to turn the definitions and defined words over and match them. The team that correctly matches the words and definitions wins a prize.

DRIVERS EDUCATION PYRAMID

Materials: Index cards with one vocabulary word on each.

Directions: Provide each student with an index card containing a vocabulary word. Ask each student, in turn, to use words to describe the word on the card without using the vocabulary word in the description. Have the student try to guess the word.

HOW DO I GET THERE FROM HERE?

Materials: a map of Maryland for each student or group, brochures from places of interest in Maryland, pencil and paper. NOTE: This activity can be done either individually or as a group. Just be sure that you have enough maps and brochures to go around. Brochures can be obtained from hotel lobbies, state rest areas and sometimes in racks in restaurants.

Directions: Distribute Maryland maps and brochures. Tell students that you are from a foreign country and have never been to Maryland before and need to get to the place listed in their brochure. They are to plan a route from their home or the driving school to the place in the brochure. Have students write driving directions and to be specific. They must also calculate mileage for this route.

BRAINSTORMING

Materials: flip chart or poster paper taped to wall or white board for each group, markers

Directions: This activity can be used at the beginning of a unit to assess what the students think they know and want to know or at the conclusion of a unit to assess what the students have learned. Divide students into groups. Have them choose a person to be the recorder. The recorder divides the paper in half and labels each side DO KNOW and DON'T KNOW. Ask students to brainstorm items for each list. The recorder lists student responses. Class discusses the list.

SAFETY RESEARCH

Materials: Internet access, paper and pen or pencil

Directions: Give each student a topic such as seat belt use, cell phone use, DUI, distracted driving etc. Have them research their topic and give a short presentation to the class.

NEWSPAPER ARTICLES

Materials: Newspaper articles about different aspects of driving safety.

Directions: Distribute a newspaper article to each student or group of students. Have students read the articles and share with the class. Discuss how risk could have been avoided.

WIN LOSE OR DRAW

Materials: List of vocabulary words, white board, markers

Directions: Divide the students into groups. One person is the drawer. Give him a vocabulary word and have him draw clues on the board. The rest of the group tries to guess what the word is. If they can't guess in a certain amount of time, the other group may "steal" the word by guessing what it is. Groups get one point for each correct word. The group with the most points at the end of the game wins.

ROLE PLAYING-WHAT'S YOUR CHOICE?

Materials: Cards with various scenarios (see next Page)

Directions: Divide the students into groups of 3 or 4. Give each group a card with a scenario that depicts a choice to be made. Have each group take turns acting out a scenario for the rest of the class. When finished, have the class discuss the scenarios and alternative actions. An alternative would be for the students to first role play and incorrect response and then role play a correct response.

MAKE THEM LAUGH

Materials: Driving related cartoons made into transparency or a picture put on the board

Directions: This is just for fun. Display a driving or driving related cartoon before the students enter the room. Have them enjoy the cartoon.

RISK SCENARIO WARM-UP

Materials: Scenarios taken from newspaper or internet articles of scenarios created by you, white board and markers, paper and pencils

Directions: Write a risk scenario on the board. Have the students read the scenario and record all of the risks that they can on paper. Do a short review of the scenario at the beginning of class.

HANGMAN

Materials: Vocabulary words, paper and pen or pencil

Directions: One student chooses a vocabulary word and makes spaces for each letter. Draw a hangman figure and have another student guess letters until either the blanks are filled or the hangman is hung. When finished, the guesser must define the word.

WHAT'S MY RISK?

Materials: List of driving risks (pages 52-54 of "Your Car is a Monster" by Fred Mottola is a good reference)

Directions: Choose 7-10 risk factors from list. Create your own mini-play showing these risks. Have the students identify all risks and why the behaviors were not good choices.

SCENARIOS

1. You just got your provisional license and four of your friends want you to drive them to the movies. What would you do?
2. Your best friend has had a few beers at a party and wants to drive home. What would you do?
3. Your best friend just had a huge fight with his girlfriend. He is really upset but needs to get home. What would you do?
4. Your friend got a new sports car from his parents for graduation. You are out for a spin and notice that she is driving 20 miles over the speed limit. What would you do?
5. You are at a stoplight and the car next to you challenges you to a race. What would you do?
6. You are driving down the highway and realize that you are 30 minutes late for your date. Your date will be really mad that you are late again. What would you do?
7. You are late for work and a school bus is picking up students in the lane next to you. What would you do?
8. Your mother is wearing a new dress for a wedding. You are driving her to the wedding and she doesn't want to put her seat belt on because it will wrinkle her dress. What do you do?
9. You are driving home from school. Your cell phone rings and you realize it's the student from chemistry class that you've been trying to get to notice you. What do you do?
10. You are driving with your parents. An elderly gentleman cuts you off. Your parents tell you to "Show the old geezer a lesson and ride his tail." What do you say and do?
11. You are stopped by a police officer for exceeding the speed limit. What do you say and do?

ROAD RAGE-WHAT'S THE PROPER RESPONSE?

Materials: Pen and paper for each group, white board and markers

Directions: Divide the class into groups of 5 students each. Give each group a sheet of paper and have them divide the paper into thirds. At the top of the columns, list Actions, Inappropriate and appropriate. Have the students make a list of driver actions that may prompt road rage and an inappropriate response and appropriate response. During discussion, ask students if they have encountered drivers that reacted in either way.

WHAT DID I SAY?

Materials: A simple diagram consisting of a circle, 2 triangles and 2 rectangles in different positions drawn on the board and covered, pencil and blank paper.

Directions: One student is the “drawer”. He gets pencil and paper and sits facing the back of the room. The instructor then uncovers the diagram. The other person is the “describer”. He gives directions to the drawer so that he can copy the diagram. NO hints can be given and no questions are allowed. When finished, have the drawer compare his drawing with the diagram on the board and discuss the importance of communication. A variation of this activity would be to have 2 different diagrams and after the first is complete, have the drawer make the second diagram being able to ask questions and get guidance from the describer.

COLLAGE

Materials: Old magazines, paper, scissors and glue

Directions: Have students find pictures and words in old magazines that refer to the subject being taught. Students cut items from magazines and paste them on paper to form a collage. Try not to make the paper bigger than 8 ½” x 11”.

PUT THESE IN ORDER

Materials: Steps for a process such as a pre-drive check, written and cut into strips, one for each team

Directions: Divide class into groups and distribute one group of strips to each group. Have students arrange the strips in sequential order.

BASEBALL REVIEW

Materials: Tape, construction paper, list of review questions, large die with one of the following on each side: First base, Second base, Third base, Home run, Foul ball, Out

Directions: Lay out a baseball diamond on the floor with construction paper for bases and tape for the baseline. Divide the class into 2 groups. Decide which team goes first. The first “batter” is asked a question. If he answers correctly, the die is thrown. Follow the instructions on the die. (A foul ball will give the student a chance to answer another question). If the question is answered incorrectly, the batter is OUT. Each side has three outs per inning. The instructor determines how many innings are played.

THE BALL’S IN YOUR COURT

Materials: Review questions, a Koosh ball

Directions: Students stand in a circle. One student is given the ball and asked a review question. The person answers the question and then tosses the Koosh ball UNDERHANDED to another student. That person then answers the next question. Continue until all have had a turn.

WHAT’S ON MY BACK?

Materials: Post-it notes or blank address labels, pen, vocabulary words

Directions: Write a different vocabulary word from the lesson on each note or label and put one on each student’s back as they enter the room. Be sure that they do NOT see the word. Have the students walk around the room asking yes-no questions to see if they can find out what their word is. The first person to find out what the word is and can define it gets a small reward. NOTE: This is a good activity for warm up, after break or just before a unit quiz.

UNSCRAMBLE THE WORDS

Materials: Handout with scrambled words sentences for the appropriate unit (see following pages) and pen

Directions: Distribute handout to students and have them follow the directions. Review when completed.

PUT YOUR TWO CENTS IN

Materials: 2 pennies for each student

Directions: Give each student 2 pennies as they enter the classroom. Tell the class that if they want to answer or ask a question, they must give you one of the pennies. When they are out of pennies, they must wait until all have used their pennies to speak again. They may, however, earn extra pennies by not disturbing the rest of the class in other ways. This is a good strategy for small group work where one person tends to dominate the discussion. It encourages all to participate.

VOCABULARY SNOWBALL BATTLE

Materials: Pieces of white paper with one vocabulary word written on each

Directions: Have students crumple their paper into a ball. When you say “Start”, the students have a snowball battle with their paper. Every student should end up with a different piece of paper. Have students open their “snowball” read the word aloud and give its’ definition. NOTE: This activity should only be done by a group that is mature enough to not get out of hand. This is where it’s important to know your students.

ROAD SIGN QUIZ

Materials: Enlarged pictures of road signs, paper and pen

Directions: Give each student a piece of paper. Tell them that you are going to flash pictures of road signs and that they will have 10 seconds to write what the sign means. You might want to increase speed in order to make this more challenging.

CONTROL YOUR ROAD RAGE

Materials: Poster board and markers

Directions: Have the students make a poster showing at least 6 ways to remain calm if they feel that they are about to lose their cool when driving. Have students show and discuss their posters. Display them in the classroom.

I REALLY WANT THAT CAR

Materials: Access to the internet, newspaper car advertisements, pen, paper

Directions: Have students choose their “dream” car. Have them research all aspects of the car buying experience: price comparison, crash test results, insurance costs and maintenance costs. Have them share the information with the class.

ALPHABET SOUP

Materials: Paper and pen

Directions: Students write the alphabet down one side of the paper. Starting with the letter “A” have the students write something they know about the subject that starts with that letter. They proceed through the alphabet until they get to “Z”. If the student can’t think of a word, they leave that letter blank. Divide the students into small groups. The people in each group exchange lists and add words beside letters that were left blank.

DROP A WORD

Materials: Whiteboard, marker, pen and paper

Directions: Before class, write a driver education vocabulary word on the board. Instruct the students to write a word under each letter of the vocabulary word that has to do with driving. Have students take turns writing words on the board and defining them.

INTERVIEW

Materials: Handout (see next page) pen

Directions: Distribute handout. Instruct students to interview at least three other drivers and complete the handout. Share results with the group.

INTERVIEW QUESTIONS

Directions: Interview at least three drivers that you know. For each, complete the worksheet.

1. How do you handle drivers who exhibit signs of road rage?

2. What are your negative behaviors as a driver?

3. How have your driving behaviors changed as you have gotten older?

4. How do you think other drivers view you in terms of aggressive driving?

DRUNK DRIVER/NEW DRIVER

Materials: Poster board listing mistakes that teen drivers make, white board and markers

Directions: Using student's input, make a list on the white board of behaviors of drunk driver behind the wheel. Then show the poster board of teen driving errors, compare the two and discuss.

CONCEPT IN A BOX

Materials: White board and marker

Directions: Draw a rectangle on the board and put a key concept word in the middle. Then draw lines coming from the outside of the box. Have students suggest associations that come to mind for the key word in the rectangle. These are written on the lines outside of the rectangle. The instructor asks for definitions of the words and leads a discussion of how they relate to the key word.

YOU OUGHTA BE IN PICTURES

Materials: Video camera, list of driving tasks

Directions: Divide the students into groups. Tell them that they will have a task to complete. As they complete the tasks, videotape their actions. (You should get parent's permission first). Review the videotapes and discuss what was done correctly and what needs to be corrected.

FOLLOWING DIRECTIONS

Materials: Following directions handout (see next page) and pen

Directions: Distribute the handout to students. Have them complete them and discuss.

DRIVERS ED CHALLENGE

Materials: Questions, flip chart, markers

Directions: Divide the class into three groups. Designate one student in each group as the recorder. Read questions one at a time and have the students in groups discuss the possible answers. Have the recorder write the answer to the question on the flip chart. The first group to correctly write the word gets a point. The team with the most points wins.

DRIVERS ED CHALLENGE QUESTIONS

1. Before moving your car into traffic from a parked position, you should:
Signal and proceed when safe.
2. Before changing lanes in traffic, you should:
Give the correct signal and look to be sure that the change can be made safely.
3. Never change lanes without first:
Doing a headcheck
4. When driving a motor vehicle at night, you should dim your headlights when:
Meeting or following another vehicle
5. Under what conditions is it unlawful to drive at an unreasonably slow rate of speed?
When impeding or blocking the normal and reasonable flow of traffic
6. When you see or hear an emergency vehicle with a flashing light, siren blowing or bell ringing, you should:
Pull over to the right and stop until the emergency vehicle has passed.
7. What must a driver do before entering a street or highway from an alley, private road or driveway?
Stop and yield the right of way to pedestrians and vehicles.
8. What does the law require you to do upon meeting a stopped school bus?
Stop when approaching the front and rear at least 20 feet away.
9. In what position of the roadway must you be before making a left turn from a one way street?
Close to the left side of the roadway.
10. On a street or highway where traffic is moving in both directions, in what position must your vehicle be when making a left hand turn?
To the right of and as close to the center line as possible
11. You are at an intersection where there is no signal light. A pedestrian is crossing your part of the street. What should you do?
Stop and give him the right of way
12. You are driving up to an intersection where the signal light is red. A police officer motions for you to go through. You should:
Go through at once

13. If a pedestrian is crossing the street in an unmarked crosswalk, you should:
Yield the right of way
14. In what lane of traffic should you drive when you are going to make a right hand turn?
Close to the right side of the roadway
15. How soon before making a turn should you signal?
At least 100 feet before the turn
16. The law requires that you do not follow any emergency vehicles traveling with lights and sirens closer than:
500 feet
17. When overtaking and passing another vehicle, you should:
Signal and pass when safe to do so
18. A person whose drivers license is refused, suspended, revoked or canceled should
Not drive under any circumstances
19. What cards must you have with you when operating a motor vehicle?
Registration card, drivers license, proof of insurance
20. When may you lend your driver's license to another person?
Never
21. If you are involved in a crash, you must show your driver's license to:
Police and persons involved in the crash
22. If a traffic signal light is green and a police officer signals you to stop, you should:
Obey the officer's signal
23. What is the meaning of a flashing yellow traffic signal light at an intersection?
Proceed through the intersection or pass such light only with caution
24. When a red signal light with a green arrow is shown at an intersection, it means:
Proceed with caution in the direction of the arrow, yielding the right of way to pedestrians and other vehicles in the intersection
25. What would you do when you come to a stop sign at an intersection?
Make a full stop and proceed when safe
26. If the traffic signal changes from green to yellow as you approach an intersection, what should you do?
Stop before entering the intersection

27. Upon approaching a yield sign, what does the law require you to do?
Slow down, stop if necessary and yield the right of way to traffic approaching from the right or left
28. Unless a crash is investigated by the police, the operator of every motor vehicle involved in the crash resulting in death or personal injury must file a report with:
The Motor Vehicle Administration
29. If involved in a crash, you are required by law to show your driver's license and registration card to:
Anyone having property damage or injury, and any police officer present
30. If you strike an unattended vehicle, you are required to:
Stop immediately and attempt to locate the owner. If you cannot locate the owner, leave your name and address on or in the vehicle
31. Most traffic crashes are the result of:
Errors in driver's judgment
32. Under which condition would the road be more likely to be slippery?
It has just started to rain or drizzle
33. When driving where children are playing or walking, you must:
Slow down, proceed with caution and be prepared to make a quick stop
34. The distance you should follow another vehicle should be determined by:
Speed, weather, road and vehicle mechanical conditions
35. When passing, you should return to the right side of the road:
When you can see the passed vehicle in your inside rear view mirror
36. If you become tired or sleepy while driving, you should:
Stop and rest
37. When you are driving and a tire blows out, you should:
Slow down gradually and pull off of the roadway
38. Drivers traveling in fog should always use:
Low beam headlights
39. When may you drive at the maximum speed limit?
If the vehicle, highway and weather conditions are ideal
40. When meeting a car with blinding headlights, you should:
Look slightly away and to the right of the bright lights

41. The best way to bring your car out of a skid is to:
Turn the steering wheel in the direction you want the vehicle to go
42. You are required to keep a safe distance from the vehicle ahead of you. What is a good rule to follow?
Stay three to four seconds behind the car in front of you
43. Why is it more dangerous to drive at night than during the day?
You cannot see as far ahead in the dark
44. You should under all conditions drive at a speed which will allow you to stop:
Within a safe distance
45. Whenever the windows of a vehicle become cloudy, obstructing your vision, you should:
Stop and clear your windows
46. Before leaving your car parked on a down grade, you should:
Turn the wheels toward curb or curbside of highway and set your parking brake
47. If there is any doubt about which driver has the right away, what should you do?
Yield the right away to the other driver
48. Prior to entering a curve, a good practice is to:
Slow down, then increase speed after getting the feel of the curve
49. When another vehicle is about to overtake and pass you, you must:
Give way to the right, maintain speed or slow down until the vehicle has passed
50. If a traffic signal changes from red to green while a pedestrian is still in the street, who has right of way?
The pedestrian
51. The driver ready to make a left turn when the signal light turns green should:
Signal and turn when safe to do so
52. You have reached an intersection in a lane marked "left turn only" What should you do?
Make a left turn
53. When 2 cars come into an uncontrolled intersection at the same time, the right of way goes to:
The vehicle coming from the right

PLANNING A TRIP

Materials: Pen and paper, list of questions written on a transparency

Directions: Have the students get a piece of paper and a pen. Tell them that they are going to take a 7-10 day trip to a destination of your choice. (You can vary the destination depending on what you want to emphasize. For example, Disneyworld in the summer or Maine in the winter) Put transparency with the following questions on the board and have students write the answers on paper.

Questions

1. How many people are in your group? What are their ages? Do any of them have special needs?
2. Where are you going? What will the weather be?
3. What type of vehicle are you taking?
4. What do you need to do before you leave?
5. What special items for your vehicle are you going to pack?
6. Make a list of all items that you are going to take.

GUESS THE VANITY PLATE

Materials: Pen, paper, Guess the Vanity Plate handout (see next page)

Directions: Give the students the handout and have them fill in the blanks.

HIGHWAY SAFETY GAME SHOW

Materials: Two buzzers or bells with different tones. Score card, prizes and questions for review

Directions: Select 4 players for each team. Instruct players to hit the buzzer or bell if they know the answer to a question that is asked. The first team to “ring in” with a correct answer gets 2 points. If the answer is incorrect, the Other team gets a chance to answer. If they are correct, the team gets 1 point. The team with the most points wins a prize. NOTE: Since this game only has 8 players at a time, I would divide the class into two groups and have members of each group take turns being on the 4 man team.

QUESTIONS

1. Why is the area around a school bus called the Danger Zone?
Because the driver cannot see children in this area
2. How many flashing lights are on every school bus?
Eight 4 amber and 4 red
3. Why do school busses have stop arms?
To catch the driver's attention
4. When the red lights on a school bus are flashing, how far away must a vehicle stop?
A vehicle must stop 20 feet from the bus.
5. When can you resume driving after children leave a school bus?
You must wait until all of the children reach a place of safety.
6. When can you pass a school bus with flashing red lights?
When you approach the school bus on a divided highway, traveling on a separate roadway.
7. A bicycle is a vehicle, therefore it must follow all traffic signs and signals. True or false?
True
8. What is the first thing you should say to all passengers in your vehicle?
Buckle up
9. What is the proper placement of a safety belt?
Across the shoulder and low and snug on the hips

10. When will the front airbag deploy?
In frontal and near frontal crashes
11. What is the best defense against a drunk driver?
Wearing your seatbelt
12. Where is the safest place to cross a street?
At the crosswalk
13. Drivers don't have to yield to pedestrians in a crosswalk if their light is green. True or False?
False
14. Define jaywalking
Crossing the street at any point other than a crosswalk or corner

Web Sites for Driver and Traffic Safety

AAA Mid-Atlantic-AAA Safety—<http://www.aaamidatlantic.com/safety/>
Information on driver education services and automotive and driving safety

AARP Driver Safety Program—<http://www.aarp.org.drive//>
Information on driver improvement course for drivers over 50

ABS Education Alliance—<http://www.abs-education.org/>
Coalition of companies representing the anti-lock brake manufacturers in the U.S.
Information on educational resources

Advocates for Highway and Auto Safety—<http://www.saferoads.org/>
Alliance of consumer, health and safety groups and insurance companies promoting
automotive and highway safety. Information on traffic and drive safety issues

American Driver and Traffic Safety Education Association—
<http://adtsea.iup.edu.adtsea/>
Professional association which represents traffic safety advocates and educators
throughout the U.S. and abroad

American Traffic Safety Services Association—<http://www.atssa.com/>
Information on traffic safety issues

Crashtest.Com—<http://www.crashtest.com/>
International crash test results, insurance ratings and safety information

Department of Transportation-Wireless Study—
<http://www.nhtsa.dot.gov/people/injury/research/wireless/>
Information on cellular telephone demographics, phone-related crash statistics and police
reports of crashes

Drivers.com—<http://www.drivers.com/>
Information on drivers and driver behavior

Insurance Institute for Highway Safety—<http://www.hwysafety.org/>
Information on vehicle research and ratings and traffic safety/occupant issues

MADD—<http://www.madd.org/>
Website for Mothers Against Drunk Driving. Information on underage drinking
problems and educational and prevention resources

Maryland MVA—<http://Maryland mva.com/>
Information on Maryland's graduated licensing system law. Driver licensing and Rookie
Driver materials

Maryland Web Site for Parents of Young Drivers—

<http://www.parentsofyoungdrivers.com>

A web site for parents of young drivers sponsored by the Maryland Department of Transportation

The National Clearinghouse for Alcohol and Drug Information—

<http://www.health.org/>

Information on alcohol and drug abuse

National Commission Against Drunk Driving—*<http://ncadd.com/>*

Information on impaired driving and educational and prevention resources

National Highway Traffic Safety Administration—*<http://www.nhtsa.dot.gov/>*

See also *<http://www.safercar.gov/>* / or *<http://stopimpaireddriving.org/>*

Information on vehicles and equipment and traffic safety/occupant issues

National Road Safety Foundation, Inc.—*<http://www.nationalroadsafety.org/>*

Web site of the National Road Safety Foundation. Good source of information and MVA approved videos and PSA's, including LOV2XLR8

Network of Employers for Traffic Safety—*<http://www.trafficsafety.org/>*

Information on traffic and driver safety

Road Ready Teens—*<http://www.roadreadyteens.org/>*

A website for young drivers and parents of young drivers

Smart Safe Women—*<http://www.s2w.org/>*

A web site on safety tips and other information for young drivers

UC Berkeley Traffic Safety Center—*<http://www.tsc.berkeley.edu>*

Information on traffic safety research and traffic fatality statistics

Woman Motorist—*<http://www.womnmotorist.com/>*

Information on vehicles and equipment and driver and traffic safety

Quality Assurance Supervisor Observations and Office Visits

Quality Assurance Supervisor's Role

The Quality Assurance Supervisor (QAS) is employed by the Motor Vehicle Administration's Driver Education Program to monitor driver's schools/driver education schools and instructors by performing initial facility inspections, investigating complaints and performing routine and unannounced compliance visits to school offices, driver education classes and behind the wheel sessions. In addition to the above, the Quality Assurance Supervisor often attends instructor training sessions and conducts workshops and seminars to assist instructors and owners in providing quality driver education. The QAS attempts to visit each school, branch and instructor at least, but not limited to, once every 12 months. These visits may be either announced or unannounced. Generally, because of scheduling issues, Behind the Wheel observations are scheduled ahead of time.

Classroom and Behind the Wheel Observations

When a Quality Assurance Supervisor comes to your classroom to observe, try to remain calm. You may briefly acknowledge the QAS, then, continue your lesson as usual. The Quality Assurance Supervisor will attempt to find a seat in an unobtrusive area of the classroom as to minimize distraction and begin the observation. Remember to direct your teaching to the class and NOT to the QAS. Try not to be distracted as the QAS takes notes. Some write a little and others write continuously.

The QAS will check the instructor's license to identify the number and whether or not the individual is qualified to provide classroom or Behind the Wheel instruction and the expiration date. The QAS will also check the classroom for compliance with COMAR.

While riding with the Behind the Wheel instructor and student driver, the QAS will also take notes. Please limit your discussion with the QAS, as your attention needs to be on the student driver.

Except in extreme conditions, the QAS will not correct the instructor in front of the students or otherwise cause the instructor to lose credibility with the students. In the event that the instructor is not maintaining adequate control of the class or vehicle, the QAS may choose to notify the school owner.

When the class or driving session is over, the QAS may make some comments to the instructor and ask questions for clarification of points instructed, but this is NOT the time for the instructor to get into a long discussion concerning the session. When the QAS returns to the MVA, a detailed observation letter will be drafted and a copy mailed to the school owner. Please ask the school owner to share this observation letter with you. The letter will address any concerns about the lesson as well as positive feedback and any discrepancies in classroom or vehicle compliance. The letter will also contain recommendations for improving the instructor's performance, if needed.

A copy of the letter will be kept on file at the MVA office. The QAS may schedule an announced or unannounced follow-up visit to the class or another behind the wheel session to determine if the instructor's performance has improved or if classroom or vehicle discrepancies have been corrected.

Office Inspections

When planning to visit a driver's school office, the QAS **may** notify the school in advance and provide a list of documents to be available for review during the inspection. The QAS then inspects the office for compliance with COMAR's physical requirements. The QAS will also review a sample of records to ensure they are legible, consistent complete and in compliance with COMAR. All discrepancies will be noted and discussed with the school's representative. On return to the MVA, the QAS will prepare and send a report to the school's owner, noting any violations. An announced or unannounced follow up visit to the site may be scheduled to determine if the discrepancies have been corrected.

Required Forms to be Retained in Student's Files for Three Years

1. The **Classroom Student Record and Completion** form.
This must be completed and signed and dated by both the student and a Driving School official. The instructor may not sign this form unless their name is on file as an "Official Signer". The students are NOT to complete the instructor number or initials space on this form.
2. The **Behind the Wheel Student Record and Completion** form.
This must be completed and signed and dated by both the student and a Driving School official. The instructor may not sign this form unless their name is on file as an "Official Signer". The students are NOT to complete the instructor number or initials space on this form.
3. The **Bill of Rights/Code of Conduct for Driver Education Students**
This must be signed by the student and a parent if the student is under 18 years of age.
4. **Answer sheets for all unit tests and the final exam.**
5. A copy of the student's **Maryland Driver Education Student In-Car Evaluation Progress Record**
This must be completed including dates and times of driving sessions, name of the and license number of the instructor for each session. The final evaluation must be signed off by the instructor who conducted the evaluation, (including instructor license number) and the student.

Key for completion of the Classroom Student Record and Completion form

A sample of this form is on the next page.

1. Print in ink or type: first, middle and last name of the student
2. Student's home phone number
3. Full street address, city, county, state and zip code of student
4. Name of the driving school
5. Branch where instruction is taking place (if applicable)
6. Driver's School number as issued by MVA
7. Student's date of birth
8. Student's age at the start of classes
9. Learner's Permit Number
10. State of issuance of Learner' Permit
11. Signature of person verifying Learner's Permit
12. Date of each session: month, day and year
13. Time class started
14. Time class ended (including break time)
15. Number of hours of actual instruction (NOT including break time)
16. Units by number which were covered in the session
17. Instructor's initials should be signed in ink after each session is completed
THIS SHOULD NOT BE COMPLETED BY THE STUDENTS
18. Instructor's license number should be written in ink in after each session is completed. **THIS SHOULD NOT BE COMPLETED BY THE STUDENTS**
19. Test scores for units completed during this session
20. The instructor is usually NOT authorized to sign on this line. The person's name must be listed on the school's license application or on file with the MVA as an "Official Signer"
21. The student must sign and date the form in ink when all instruction is complete

TESTING PROCEDURES

1. Conduct a review before administering test and exams, while refraining from reading the test questions and answer choices from the actual tests and exams.
2. Arrange student seats so that there is enough space between students to discourage cheating.
3. Provide a copy of the test or exam for each student.
4. Present the test in its original form with no alterations of wording or deleting of test questions.
5. Enforce testing policies of no talking during the test, no use of reference materials and no removal of the test from the classroom during the exam.
6. Monitor students throughout the entire test.
7. If time permits, immediately after completion and collection of unit test or final exam, go over the test questions so students can learn the correct answers.
8. The instructor or school representative, will score the answer sheets.
9. Eighty percent of the questions must be answered correctly in order for a student to pass.
10. ALL students are required to take the final exam regardless of scores on Unit tests. They may retake the final exam until they achieve a score of at least 80%.
11. A student may re-take the final exam only once a day.
12. Test answer sheets must be attached to student records and retained for 3 years.