



Driver Education

Curriculum Guidelines



Driver Education Curriculum Guidelines

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Acknowledgements

Driver education has expanded significantly in Saskatchewan schools since 1967 when the department assumed overall responsibility. To meet the ever-increasing demands on schools for quality programs, the *Driver Education "Enriched" Curriculum* was released in 1988. That document formed the basis for all high school programs. In 1995, a Reference Committee was established to assist Saskatchewan Education in revising the existing curriculum to create *Driver Education Curriculum Guidelines*.

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Introduction

The use of the automobile and other vehicles has a pervasive effect on society. Learning to drive safely is an important life and workplace skill.

Driver Education in Saskatchewan has evolved over many years with the assistance of many partners including: Saskatchewan Education, Saskatchewan Government Insurance (SGI), the Saskatchewan Driver Educators Association (SDEA), school divisions, division personnel, instructors, parents, students, and most recently, the Saskatchewan Institute of Applied Science and Technology (SIAST) Woodland Institute.

The *Driver Education Curriculum Guidelines* emphasize the core/basics of the program. The *Guidelines* are consistent with the Saskatchewan Core Curriculum philosophy of reform with an increased emphasis on the importance of instruction, assessment and evaluation, and the Adaptive Dimension. As the key resource, this document continues the tradition of specific lesson plan support for instructors/teachers. Many other resources support the program.

Philosophy of the Driver Education Course

The Driver Education course is intended to provide a foundation of knowledge, attitudes, habits, and basic skills necessary for growth and development of safe, efficient new drivers. Inherent in the school's responsibility to provide this background is the greater responsibility to instill safety habits and attitudes. The experiences from which young people will learn to make traffic decisions will come from the home, the school, and the community. More often than not young people learn more from what they observe and experience, than from what they are told. It is important, therefore, that the driver instructor utilize all available resources to ensure the program is as experiential for the students as possible. It is also important that parents be apprised of the major role which they must play in developing proper attitudes, behaviour, and skills in the students related to driver and traffic safety, in order to complement the endeavours of the instructor. Hopefully, through closer cooperation between school officials and parents, a reduction in the toll of accidents, injuries, and deaths involving young people on the highways of this province will be realized.

The philosophy of the Driver Education course implies a number of strategies:

- The classroom course is seen as a medium to support and extend the in-car portion of the program. Behaviour, knowledge, and attitudes (in the form of teaching points) are to be measured against their effect on actual driving. The course is to be viewed as highly practical, rather than as a strictly academic experience for new drivers.
- Driving is a task about which students have considerable knowledge, either based upon their experience as passengers or as drivers, both on and off the highway. In this course, every effort will be made to recognize and respect this existing knowledge.
- A suitable teaching style to meet the goals of the course is that used in adult education. That is, considerable input is solicited from the students and the process of instruction is one of guiding, filling in the gaps, and setting a climate for self-discovery.
- The instructor/teacher must specify precisely what the driver should do, rather than just giving feedback when something is wrong or indulging in vague generalizations. For example, instilling a proper attitude toward not driving too fast takes guidance and practice.
- The course should be fun and interesting with predominant use of the workshop/activity format rather than a lecture format.
- It is important to encourage parents to assist in the development and continuation of a new driver's education, particularly in the first six months to a year of driving.
- It is critical to teach the right habits in the right order. There is a possibility of "setting" or "imprinting" the habits of a lifetime, so that drivers feel guilty if they do not do what they know they should.
- Learning does not end at the granting of a licence. The point at which a new driver is capable of doing emergency driving is still undetermined.

Aim, Goals, and Foundational Objectives

Aim

To provide the necessary knowledge, skills, and attitudes needed to develop responsible drivers.

Goals

To develop drivers who:

- operate a motor vehicle with poise and confidence;
- respect the rules of the road;
- drive without creating hazardous situations for themselves or others; and,
- identify and deal effectively with real and potential hazards.

Common Essential Learning Foundational Objectives for Driver Education

- to enable students to use language (listening, speaking, reading, writing) for differing audiences and purposes that are relevant to the students and driver education. (COM)
- to strengthen students' understanding within driver education through applying knowledge of numbers and their interrelationships. (NUM)
- to develop an understanding that the automobile both shapes and is shaped by society. (TL)
- to develop perceptual and decision making skills necessary for safe driving. (CCT)
- to explore thoughts underlying feelings and the feelings underlying decisions and beliefs related to driving. (PSVS)
- to enhance employability skills. (PSVS)
- to support students in treating themselves, others and the environment with respect. (PSVS)
- to motivate students to meet their own learning needs within the course and beyond. (IL)

The following symbols have been used to refer to the Common Essential Learnings:

COM Communication
CCT Critical and Creative Thinking
IL Independent Learning
NUM Numeracy
PSVS Personal and Social Values and Skills
TL Technological Literacy

Driver Education Course Considerations

The Classroom Course

A minimum of 30 hours must be provided. It is strongly recommended that the lessons be given in their entirety in the order specified. In addition, the instructor may wish to add lessons, set aside specific lessons for the licence examinations, or provide additional emphasis or extension to significant lessons, such as lessons 8 and 9.

The In-Car Course

It is strongly recommended that the lessons be taught in the order specified. As will be noted throughout the curriculum, sanction is granted to the instructor to make program modifications, including scope and sequence of lessons, in order to respond to local program needs.

While in-car class periods are shown as being 60 minutes in duration, it is recognized that, in many instances, regular school class periods are 50 minutes in duration. Irrespective of class length, the expectation is that all students should receive six (6) hours of in-car instruction in the program.

The curriculum encourages provision of observation time for all students, and particularly for those students who stand to benefit significantly from the additional time in the car that observation time provides. The instructor should be sensitive and responsive to student needs and circumstances.

Techniques for Teaching Driving Skills

- Break the task into parts.
- Apply principles of successive approximations; for example, is the student able to complete 3 of 5 attempts successfully?

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- Apply the principles of "transfer of responsibility".
 - Apply the Identify, Predict, Decide, Execute (IPDE) principles to establish internalization of driving concepts.
 - Prepare students for progressive changes in all aspects of the driving task.
 - Prepare students to expect instability during periods of change.
 - Keep observers active and have them contribute wherever possible throughout the lesson.

Student Evaluation and Record

There will be an overall record for each student based on the performance criteria reflected in the learning objectives set out for each lesson. **Final student evaluation must be recorded as a percentage and must be submitted to the department as part of the student's record.** See the suggested course evaluation scheme on page 11.

Policies and Procedures

Consult the Saskatchewan Education, Training and Employment document: *Driver Education for Saskatchewan Youth. Program Administration and Organization* (1993) (available at the Saskatchewan Learning Resource Distribution Centre [LRDC] Book Bureau #6741). This document will be revised in the future.

1. In addition, it is strongly recommended that instructors make every effort to provide up to six hours of observation time, and, at minimum, eight hours of guided at-home practice, for about 50 hours of guided learning. Recognize that for most students, eight hours of home practice will be insufficient. It becomes critical, therefore, that the instructor provide as much encouragement, guidance, and direction to parents/guardians as possible regarding at-home practice activities. Students should be encouraged to focus practice time on those locations and areas where they can expect to spend much of their time driving once they have obtained their licence, be it on grid roads or city streets.

2. A significant emphasis in the course is placed on the in-car experiences. It is strongly recommended that instructors teach all of the in-car core course in the sequence specified except for suggested variations. Professional judgment must be applied, as usual.

3. The optional topics beyond core may be covered at the discretion of the instructor. Choices should reflect a sensitivity to local issues.

4. Instructors must:

- be able to drive well and serve as a positive role model at all times;
- be able to use a "transfer of responsibility" teaching technique; and,
- understand and be able to carry out an analysis of completed performance objectives.

Driver Education in the Context of Core Curriculum and Other Initiatives*

Core Curriculum Foundation Documents

Core Curriculum: Plans for Implementation (Saskatchewan Education, 1987) defines the Core Curriculum as including seven Required Areas of Study and the Common Essential Learnings. Driver Education fits under the Practical and Applied Arts area of Core Curriculum at the Secondary Level.

Four Saskatchewan Education documents elaborate on the concept of Core Curriculum.

Understanding the Common Essential Learnings: A Handbook for Teachers (1988) defines, explains, and expands upon the Common Essential Learnings.

Instructional Approaches: A Framework for Professional Practice (1991) describes and expands upon an understanding of a variety of instructional approaches, strategies, and methods for use in the classroom.

Student Evaluation: A Teacher Handbook (1991) provides information and examples of assessment tools that may be used in the assessment and evaluation of student achievement.

The Adaptive Dimension in Core Curriculum (1992) describes the adaptations a instructor/teacher can make to accommodate the diverse needs of students.

To support Core Curriculum, Saskatchewan Education has other initiatives. These include Gender Equity, Indian and Métis perspectives, and Resource-Based Learning. These initiatives can be viewed as principles that guide the development of curricula, instructional practice, and evaluation in the classroom. The initiatives outlined in the following statements have been integrated into this Guideline.

The Adaptive Dimension of the Driver Education Curriculum

The Adaptive Dimension is an essential part of all educational programs. Like the Common Essential Learnings, the Adaptive Dimension permeates all curriculum and instruction. The Adaptive Dimension is defined as:

... the concept of making adjustments in approved educational programs to accommodate diversity in student learning needs. It includes those practices the instructor/teacher undertakes to make curriculum, instruction, and the learning environment meaningful and appropriate for each student. (*The Adaptive Dimension in Core Curriculum*, Saskatchewan Education, 1992, page 1.)

The Adaptive Dimension addresses the importance of providing students with alternative ways of accessing and expressing knowledge in order to promote optimum success for each student.

Learning environments can be made more accessible through a modification of setting, methods, or materials.

The Adaptive Dimension is used to:

- provide background knowledge or experience for a student when it is lacking;
- provide program enrichment and/or extension when it is needed;
- enhance student success and reduce the possibility of failure;
- address students' cultural needs;
- accommodate community needs;
- increase curriculum relevance for students;
- lessen discrepancies between student ability and achievement;
- provide variety in learning materials, including community resources; and,
- maximize the student's potential for learning.

*This section is adapted from: Saskatchewan Education, Training and Employment. (1994). *Business Education. A Curriculum Guide for the Secondary Level. Information Processing 16, 26, 36.* Regina, SK: Author. pp. 10-14; 22-23; 30-31; 34.

These purposes address a primary function of the school, that of helping students to maximize their potential as independent learners.

Some students may find learning to be difficult or not challenging. **With varying adaptations of teaching methods, curriculum organization, timetabling, or with the assistance of appropriate technologies, students can be active participants in the core content of the curriculum.**

- Alter the pace of the lesson to ensure that students understand the concept or follow the process being presented, or are being challenged by the presentation. One of the most basic adaptations that can be made to assist students is to give them sufficient time to explore, create, question, and experience as they learn.
- Monitor the use of vocabulary. It is possible to use advanced and simple vocabulary in the same lesson by incorporating both the words in a sentence. Monitoring vocabulary helps to expand the vocabulary of some students, satisfy the requirements of others, and make the lesson meaningful to all students.
- Vary the method of instruction to meet the needs of the individual. Some students prefer learning independently while others enjoy interactive learning activities.
- Alter the manner in which the students are required to respond to the instructor/teacher and/or to the instructional approach. Responses may be expected orally, visually, graphically, or in written format.
- Alter the setting so that the student may benefit more fully from the instruction. This may involve situations from moving the classroom furniture to providing student learning outside the classroom in such environments as a computer lab, resource centre, local business, or a car.
- Change the materials so that they enhance rather than impede student learning.
- Have advanced or challenging tasks available for students who have become proficient drivers.

- Modify evaluative procedures to maximize the amount of relevant information received from each student.

The Adaptive Dimension includes all practices the instructor/teacher employs to make learning meaningful and appropriate for each student. Because the Adaptive Dimension permeates all teaching practice, sound professional judgment becomes the critical factor in decision making. This curriculum guideline provides the Driver Education instructor with such flexibility and encourages decision making when delivering all the objectives of the program.

Adaptive Practices

Adapting instruction is not a new practice for instructors/teachers in Saskatchewan. *The Saskatchewan Teachers' Federation Study of Teaching* (Gallén & Bold, 1989) indicates that instructors/teachers have been responding to student learning needs through adaptation. Staff meeting discussions and staff room conversations attest that professionals are attempting to meet the challenges of dealing with individual differences.

The cues that some students' needs may not be adequately met come from a variety of sources. They may come to the perceptive teacher/instructor as a result of monitoring for comprehension during a lesson. The cue may come from a unit test, or from a student need or background deficiency that has been recognized for several years. A student's demonstrated knowledge of, or interest in, a particular topic may indicate that enrichment is appropriate. The adaptation required may vary from presenting the same content through a slightly different instructional method, to modifying the content because of a known information background deficit, to establishing an individual or small group enrichment activity. The duration of the adaptation may range from five minutes of individual assistance, to placement of the student in an alternative or enrichment program. The diagnosis of the need may be adequately handled by the classroom instructor/teacher, or may require the expertise of other support specialists such as the school's resource teacher.

The recognition of the need for adaptive instruction is dependent upon the professional judgment of the instructor/teacher, as the decision to initiate adaptive practices must be an informed

one. While the practice of adapting instruction may occur through the placement of students in programs other than those defined as regular, **the most frequent application of the Adaptive Dimension will occur as teachers/instructors in regular classroom settings adjust their use of both content and method of instruction.**

Adaptations for Students with Severe Disabilities

Students with severe disabilities will require adaptations beyond those described in the Adaptive Dimension. These students may require modification of both goals and content of materials presented. Those with certain physical disabilities will also require specialized vehicle equipment. Personal program plans should be in place for students with severe disabilities. Instructors should work together with special education staff locally and, as required, regionally or provincially to develop inclusionary plans for students with disabilities. Agencies which provide equipment and programs for persons with physical disabilities should be involved where specialized equipment is required. Agency representatives, special education personnel, parents or caregivers and the students themselves can assist instructors to develop and to deliver appropriate programs.

Common Essential Learnings

Driver Education offers many opportunities for incorporating the Common Essential Learnings (C.E.L.s) into instruction. The purpose is to help students understand the subject matter content under study and to prepare students for their future learning both within and outside the K-12 educational system. The decision to focus on one or more C.E.L.s within a lesson is guided by the needs and abilities of individual students and by the particular demands of the subject area. Throughout a unit, it is intended that each Common Essential Learning will have been developed to some extent.

It is important to incorporate the Foundational Objectives for the Common Essential Learnings in an effective manner. For example, some topics may offer many opportunities to develop the understandings, values, skills, and processes related to a number of the Common Essential Learnings. The development of a particular

C.E.L., however, may be limited by the nature of the subject matter under study.

It is intended that the Common Essential Learnings be developed and evaluated within curriculum areas. Therefore, Foundational Objectives for the Common Essential Learnings are included. These are shown on page two. It should be noted that many of the suggestions for developing a particular C.E.L. may also help develop other C.E.L.s. This is to be expected as the Common Essential Learnings are six interrelated sets of knowledge, values, skills, and abilities. For example, many of the processes, skills, understandings, and abilities required for the Common Essential Learnings of Communication, Numeracy, and Critical and Creative Thinking are also needed for the development of Technological Literacy.

Coding for incorporating the Common Essential Learnings into instruction are used in this guideline. These suggestions are not intended to be prescriptive but rather to serve as ideas for initiating further reflection and refinement.

Incorporating the Common Essential Learnings into instruction has implications for the assessment of student learning. For example, a lesson that has focused on developing the C.E.L. of Critical and Creative Thinking should also reflect this focus when assessing student learning. If students are encouraged to think critically and creatively throughout a lesson, then instructors/teachers need to develop assessment strategies for the module that would require students to demonstrate their critical and creative thinking abilities. **The Common Essential Learnings are to be integrated, accommodated, and incorporated within the evaluation of each curriculum area.**

The incorporation of the Common Essential Learnings into instruction can best be accomplished through instructors/teachers reflecting upon the subject matter under study, their teaching practices, and their students. By listening carefully to students and attempting to understand their perspectives and viewpoints, instructors/teachers can better reflect students' interests and concerns in the classroom experiences they provide. Giving students opportunities to learn from each others' interpretations and understandings also validates each student's personal experience. Instructors/teachers are encouraged to use the ideas suggested for the students' development in

one Common Essential Learning to strengthen students' development in other C.E.L.s. It is anticipated that instructors/teachers will build from the suggestions in this guideline and from their personal reflections in order to incorporate the Common Essential Learnings more fully into the teaching of Driver Education.

Throughout this Curriculum Guideline, the following symbols will be used to refer to the Common Essential Learnings:

COMCommunication
CCTCritical and Creative Thinking
ILIndependent Learning
NUMNumeracy
PSVSPersonal and Social Values and Skills
TLTechnological Literacy

Gender Equity

Saskatchewan Education is committed to providing quality education for all students in the K-12 system. It is recognized that expectations based primarily on gender limit students' ability to develop to their fullest potential. It is the responsibility of schools to decrease sex-role expectations and attitudes in an effort to create an educational environment free of gender bias. Increased understanding can be facilitated through the use of gender-balanced materials and strategies.

In order to meet the goal of Gender Equity in the K-12 system, Saskatchewan Education is committed to help bring about the reduction of gender bias that restricts the participation and choices of all our students. **Instructors/teachers should create an environment free of bias and enable both females and males to share in all experiences and opportunities.**

Indian and Métis Curriculum Perspectives

The integration of Indian and Métis content into the Kindergarten to Grade 12 curriculum fulfils a central recommendation of *Directions* (1984). The commitment is further articulated in *The Five Year Action Plan for Native Curriculum Development* (1984, 1989, 1995). In addition, the *1989 Indian and Métis Education Policy from Kindergarten to Grade 12* makes the statement:

Saskatchewan Education recognizes that the Indian and Métis peoples of the province are historically unique peoples and occupy a unique and rightful place in society today.

Saskatchewan Education recognizes that education programs must meet the needs of Indian and Métis peoples, and that changes to existing programs are also necessary to benefit all students. (p. 6)

It is recognized that, in a pluralistic society, affirmation of culture benefits everyone. Its representation in all aspects of the school environment enables children to acquire a positive group identity. Instructional resources that reflect Indian and Métis cultures similarly provide meaningful and relevant experiences for children of Indian and Métis ancestry and promote the growth of positive attitudes in all students towards Indian and Métis peoples. Awareness of one's own culture, and the cultures of others, forms the basis for a positive self-concept.

Understanding other cultures enhances learning and enriches society. It also promotes an appreciation of the pluralistic nature of Canadian society.

Indian and Métis students in Saskatchewan have varied cultural backgrounds and come from geographic areas encompassing northern, rural and urban environments. Instructors/teachers must be given support that enables them to create instructional plans relevant to meeting diverse needs. Varied social, cultural and linguistic backgrounds of Indian and Métis students imply a range of strengths and learning opportunities for instructors/teachers to tap. Explicit guidance, however, is needed to assist instructors/teachers in meeting the challenge by enabling them to make appropriate choices in broad areas of curriculum support. Theoretical concepts in anti-bias curricula, cross-cultural education, applied socio-linguistics, first and second language acquisition, and standard and non-standard usage of language are becoming increasingly important to classroom instruction. Care must be taken to ensure that instructors/teachers utilize a variety of teaching methods that build upon the knowledge, cultures, and learning styles students possess. All curricula need specific kinds of adaptations to classroom strategies for effective use.

The final responsibility for accurate and appropriate inclusion of Indian and Métis content in instruction rests on instructors/teachers. They have the added responsibility of evaluating

resources for bias, and teaching students to recognize bias. Instructors/teachers must seek opportunities to begin the integration and evaluation process.

The following points summarize expectations for Indian and Métis content and perspectives in curricula, materials, and instruction:

- concentrate on positive and accurate images;
- reinforce and complement beliefs and values;
- include historical and contemporary insights;
- reflect the legal, political, social, economic, and regional diversity of Indian and Métis peoples; and,
- affirm life experiences and provide opportunity for expression of feelings.

Resource-based Learning

Resource-based teaching and learning is a means by which instructors/teachers can assist the development of attitudes and abilities for independent, lifelong learning. In resource-based learning, classroom instructors/teachers and teacher-librarians, if available, cooperate to integrate resources with classroom assignments. They plan together to teach students the processes needed to find, analyze, and present information. In schools without access to a teacher-librarian, the acquisition of resources and the integration of skills and abilities for processing information is the responsibility of the instructor/teacher. If available, school library consultants or other subject specific consultants at the division office level may be useful.

Resource-based learning is student-centred. It offers students opportunities to direct their own learning and to explore information in both depth and breadth. **When students are encouraged to make choices in an environment rich in resources, they are well on their way to becoming autonomous learners.**

The library resource centre staff may assist the instructor/teacher of Driver Education by:

- being open and staffed throughout the day to allow students continuous access to resources and assistance;
- maintaining a positive, welcoming atmosphere that encourages dialogue and cooperation and that supports curiosity and problem solving;

- providing access to a collection of resource materials for use in Driver Education projects and classroom lessons, including current magazines and newspapers, pamphlet and clipping files, online access to database information, videos, computer software and books, and annual reports from a variety of sources, all of which are up-to-date and appealing to students;
- helping the classroom instructor/teacher to teach and reinforce skills and abilities in handling information from a variety of sources. Lessons might include understanding and utilizing a variety of indexing systems found in books, magazines, and reference materials; using databases; working with software; summarizing and organizing; preparing reports and bibliographies; analyzing case studies; and, preparing presentations in various media;
- providing resources and individual guidance for students at all levels of ability, including exceptional children;
- cooperating with the instructor/teacher to maintain a resource file of individuals, agencies and businesses who may serve as experts and resources to the Driver Education class;
- providing interdisciplinary learning, to help students comprehend and anticipate the links between Driver Education and other disciplines and areas of study; and the importance of driver education to future careers and life skill requirements; and,
- providing a link to information and materials from other libraries, the business community, the central board office, universities, museums, governments, and industry.

It is important also to recognize the vital role that parents, as a resource, can play in contributing insights and perspectives to the learning experiences of their student. To assist in this regard, the instructor should arm parents with resources such as the Co-Pilot's guide and the Driver's Handbook, in order to refresh their knowledge regarding current driving practices. It is important also that parents be kept informed regularly about their child's progress. Individualized learning guides, student progress sheets, and a phone call to parents when necessary can extend and enrich the efforts of the instructor.

Approaches To Instruction

(Adapted from SETE. (1994). *Business Education. A Curriculum Guide for the Secondary Level. Information Processing 16, 26, 36.* Regina, SK: Author. pp 15-21.)

This portion of the curriculum guideline is intended to be used in conjunction with other resources that explain and model instructional approaches and strategies. Some of the traditional and non-traditional instructional methods that may be used are described below and may be referred to in *Instructional Approaches: A Framework for Professional Practice* (Saskatchewan Education, 1991). The Saskatchewan Professional Development Unit (SPDU) and Saskatchewan Instructional Development and Research Unit (SIDRU) have produced a resource series on various instructional methods that complements the discussion of instructional practice described in this curriculum. Some of these methods may be covered in the Driver Instructor Preparatory Course at SIAST Woodland Institute.

The process of learning as well as the demonstration of content learning is important. This may involve the use of a variety of teaching approaches. Learning should be activity based, with opportunities for students to experience. Group work, the continuous assessment of group productivity, and self-development should be ongoing parts of the course. Providing instructional activities for students to work independently and as a team will assist students to develop the skills and attitudes expected in real-life situations.

The use of project work, case studies, simulations, field trips, and links with the community are essential. Students need access to electronic and manual resources including libraries and community organizations.

One of the most important tasks of the instructor/teacher is to **match** the learning styles of the students to the instructional strategies with which the instructor/teacher feels most comfortable. It is strongly advised that the instructor/teacher use a variety of instructional strategies in order to meet both the objectives of a unit and students' individual needs. It is also important that the methods chosen work toward the achievement of the learning objective. For example, if the purpose of the unit is to solve

problems, then the instructional approaches will involve students in applying knowledge, processes, and skills needed to be effective problem solvers. However, if the purpose of a lesson is to build driving skills, the instructional approaches should enable students to build that skill.

Regardless of the teaching methods used, the instructor/teacher should be focusing on student learning and development. In whole-group, small-group, teacher-directed, and other instruction situations, the instructor/teacher will need to be actively involved.

Instructional Strategies are grouped into five clusters: **Direct, Indirect, Interactive, Experiential, and Independent Study.** Instructional methods in each strategy that may be most relevant to Driver Education are described in the following sections.

Direct Instruction

(highly teacher centred)

Lecture

As a method to communicate facts and knowledge to the whole class, the lecture should be no longer than 10 minutes in length and should be followed by questions or an activity. It is preferable to accompany a lecture with visual aids, demonstrations, listening guides, and discussion in order to involve students actively. Lecture may be used, for example, when describing new ideas. The instructor/teacher should encourage interaction among students.

Questioning

Questioning is employed to guide learning. The purpose of questioning is to bring out or draw out a response from students that can help them bring forth their own ideas. Active questioning can assist students in accessing and connecting previous knowledge and in promoting critical and creative thinking (CCT). It can alert the instructor/teacher to students' needs and understandings, can reinforce self-esteem, and can assist with developing a positive climate in the classroom. The instructor/teacher may develop a checklist to guide the questioning procedure.

Didactic questions can be used to diagnose recall and comprehension effectively and to draw on prior learning experiences. For example, "what", "where", "when", and "how" questions could be used to review the decision-making or problem-solving processes necessary for efficient learning. The questioning in the classroom can be extended to include the addition of "why" and "what if" questions to promote further problem-solving and decision-making processes.

Demonstration and Modelling

Demonstrations and modelling may be used in Driver Education especially for in-car work. Students may apply the learning provided by the demonstration through modelling. A demonstration may be supplemented with opportunities for students to discuss and to reflect upon the demonstration, clarifying the concepts and/or procedures illustrated. Modelling and discussion are ways to involve students in learning actively.

Practice and Drill

Practice and drill, as an instructional method, is used to provide students with enough practice to perform a skill or process information automatically. Practice and drill facilitates learning to drive. The students should feel a sense of accomplishment using practice and drill and should incorporate the skills they learn into other instructional methods to increase overall productivity. The objectives of the lesson/unit and the students' learning styles should be taken into consideration.

Tutorials

Computer and applications software should always be used as a tool in the teaching and learning process. Tutorials may be used to assist in the process. Software tutorials may give students their first exposure to a new applications package. Tutorials and computer-assisted learning should be used as a resource and combined with other instructional methods (TL).

Guides for Reading, Listening, and Viewing

Guides for reading, listening, and viewing refer to providing leading questions, diagrams, or statements to assist students in focusing on the important ideas within text, lecture, media, or

other presentations. A follow-up discussion may assist in summarizing the activity.

Indirect Instruction

(student-centred learning)

Inquiry

Inquiry is not just a matter of asking questions but is a process of conducting a thorough investigation. The inquiry process can be practised and learned in a systematic way. If students have had limited experience with inquiry, the instructor/teacher may wish to ease students into its use. The purpose of inquiry is to experience the process rather than to memorize the process or product.

The instructor/teacher has an option of allowing the students to experience guided or unguided inquiry. In guided inquiry, the instructor/teacher asks the question but does not answer the question. In several places throughout the curriculum guideline, questions that may be asked are included. The questions could be used for guided inquiry. Unguided, inductive inquiry sees the instructor/teacher again asking but not answering questions, prompting students, structuring materials and simulations, and in general organizing the learning. The instructor/teacher's role becomes minimized as the student takes more responsibility for examining problems, opportunities and ideas for processing information (IL). The student may select the direction for learning in the unguided method.

Indirect instruction is often a slower way of exposing students to the material than direct instruction but students often achieve a better understanding of the material and ideas under investigation. Driver Education is process oriented, resulting in the production of acceptable behaviour. Students need to experience rather than only hear.

Case Studies

Case studies can be used in Driver Education. Case studies are assigned scenarios based on real-life situations that students could analyze, record, and to which they may process a response. Resource materials use case studies as examples to illustrate how appropriate or inappropriate driving has taken place. By examining case studies, students may identify the appropriate information that must be processed to fulfil a

need. The instructor/teacher can accumulate actual case study situations from the local community for discussion and examination. The instructor/teacher may use these resources to suit the needs of the classroom. Students may discuss results in small and large groups. The use of case studies as an instructional method can assist students to explore their abilities as future drivers.

Reflective Discussion

A lecture may be followed by a reflective discussion. The reflective discussion involves students individually or as a group thinking more deeply about a topic through discussion, and coming to some conclusions. The conclusions may be similar to those suggested under questioning.

Experiential Learning

Field Observation

There are opportunities within Driver Education for students to find and use community resources. Observations and experience in the field provide valuable feedback to the students on how the knowledge, skills, processes and attitudes learned in the classroom can be applied to real-life situations. All field visits should be prearranged and the purpose of the visit made clear to the students. The valuable contribution of the community could be acknowledged by students processing and distributing follow-up or thank you letters.

Because field observation and interaction with the community may be used in Driver Education classes, the instructor/teacher may make arrangements with various organizations to accommodate students throughout the school year. The purpose of assignments should be clearly explained to all parties involved so that the intent of the exercises is clear.

Simulation

The simulation may be used at the end of a lesson or to bond together several areas within Driver Education. The simulation may be utilized in many ways.

The students will be able to see:

- that the purpose of the simulation is to incorporate various ideas of Driver Education while using realistic source documents;
- an overview of the simulation before starting a project;
- the rules, evaluation schemes, group procedures, and time requirements before the simulation begins. To encourage independent learning, students may develop the evaluation criteria;
- the instructor/teacher as a facilitator of the process;
- members of the group as being supportive and encouraging as the task proceeds;
- themselves developing self-esteem and confidence by the end of the simulation; and,
- how the steps and processes of learning to drive work together to produce desirable behaviours.

In some situations, a driver simulation machine or software may be used (TL).

Independent Study

Assigned Questions

Assigned questions may be used to cover basic facts and knowledge. The use of a mixture of convergent (single correct answers) and divergent (open-ended answers) is desirable. Assigned questions allow the instructor/teacher to assist students at their work stations or desks. Assigned questions should be combined with another instructional method or strategy.

Writing in Driver Education

Writing is an instructional method that allows students to express their information, concerns, or ideas independently (IL).

Journal Writing. A journal is a collection of feelings, reactions, notes, observations, questions, or other pieces of information that may be used for future reference or that may be kept as a record of thoughts and experiences. The journal should not be evaluated for content and may or may not be shared with others.

The journal may be used to help students clarify problems. Another application may involve students individually preparing a journal writing activity with a specific focus and discussing it with a partner before a large group discussion.

Activity Centres

Students may be required to read instruction booklets or follow directions when dealing with various software applications or simulations.

Interactive Instruction

Role Playing

Role playing involves participants and observers in a real problem situation. The process allows students to gain insight into their own values, attitudes and perceptions; to develop problem-solving skills and attitudes; and to explore subject matter in another way. The method de-emphasizes the traditional role of the instructor/teacher and encourages the learning and listening of the students.

In preparation for role playing, the problem must be clearly defined and the roles must be assigned.

Following the enactment, discussion and evaluation take place. Role playing in Driver Education allows students to act upon, experience, and gain further insight into problem-solving situations and the problem-solving processes that are important components of the driving process (CCT).

Interviews

The purpose of instructional methods involving interviews would be to explore and eventually to have students form hypotheses. Students should go out into the community to find information.

Instructors/teachers may guide students in procedures, questions, and information to be gleaned from the situation. Interview questions should be approved by the instructor/teacher. The community participants should be asked if they are willing to participate before the students go out, and they should be thanked for their assistance upon the students' return. Sample questions that may be asked during the interviewing process may be given to the community member(s). When students receive the information, related hypotheses and/or relevance of the information to the curriculum should be noted. Students may prepare a display, give a class presentation, or compose a report to summarize the data gathered.

Interviewing may be used often throughout the course. It is recommended that instructors/teachers make arrangements with community organizations to accommodate this activity throughout the school year.

Brainstorming

Brainstorming is defined as an interactive method used with large or small groups to generate ideas or to identify possible solutions to problems. Although brainstorming is most often used in groups, it can be used by a single individual.

The instructor/teacher may act as a facilitator for the activity. A recorder will list ideas as accurately as possible. All students are encouraged to express ideas. No judgment of ideas is to take place. After the activity is completed, linkages of ideas may be made.

Concept Mapping and Concept Webbing

Concept webbing may begin with a concept presented in the middle of a page. From that concept, a group of students may brainstorm all related concepts that they feel are relevant or that flow from that initial concept. Concepts will multiply as more and more of them are generated and presented on paper. Each individual within the group may build upon the concepts of others.

Concept mapping is designed to show meaningful relationships between concepts. The difference between concept mapping and concept webbing is that "mapping" is hierarchical. Webbing is more free flowing and does not need to be hierarchical. Mapping can make clear to students the key ideas on which to focus. It can show new relationships between concepts and can "stretch" the student's mind to see things in a new perspective.

Concept Formation

What is a concept? A concept may be concrete (a letter), abstract (an item), or graphic (signs and symbols).

Concept formation involves the recognition that some objects or events belong together while others do not. Students are provided with data about a particular concept and are encouraged to classify or group the data. Once the objects have been grouped according to a particular categorization scheme, the grouping is given a

label. This type of strategy could be used when identifying different driving terminology. Instructors/teachers may ask students to identify and list a number of items found in a setting, group the items that belong together using common characteristics, label the groupings, and rearrange and relabel items into subgroups, if students feel that is possible. The instructor/teacher is the initiator of the activity and guides students as they move cooperatively through the task.

Cooperative Learning

Cooperative learning is mentioned within this curriculum. To employ the C.E.L.s of Critical and Creative Thinking, Communication, Personal and Social Values and Skills, this instructional method will be very useful.

Large Group. Instructor/teacher and students may meet in a large-group setting regarding issues to be considered. Students express their perspectives and the instructor/teacher maintains the role of official. Everyone should have a chance to speak. The instructor/teacher may ask one or two prepared questions and the students may respond by writing in a journal. Another method for completing a large group meeting may be to summarize information on the blackboard or overhead projector. Students may record the information.

Small Group. Small groups run most efficiently with three to five people. The instructor/teacher should "shape the scene" before students move into groups. A recorder and reporter may be appointed in each group. Students may be asked to focus on asking questions, expressing feelings, expressing support or non-support, or to engage in brainstorming to solve a problem. A group checklist or a cooperative worksheet may be created. Each person in the group should be encouraged to respond. Students then report back to a large group or to the instructor/teacher. When all responses are in, the instructor/teacher and students may discuss the implications of the ideas expressed.

Prior to a group session, students may submit names of students with whom they wish to work for a specified period of time. It is recommended that the instructor/teacher try to match individuals (put at least one person requested by an individual into each group). Groups may be often rotated.

If students are making decisions such as analyzing a case study, they should be accountable for their decisions. They may follow a decision-making or problem-solving model such as: identify the problem; list possible solutions; list consequences of suggested solutions; and, select the best solution.

They may use a student worksheet where they list: significant facts recalled from the case; criteria used to judge the case; and, the decision and reasons behind the decision.

For example, students may be put in groups to read an article, to discuss the elements, and to compare similarities. The group may be asked to give information (facts) or to give opinions (personal values, feelings).

Pairs. Each pair may be given a sheet of paper to record ideas. One person must be designated recorder. The instructor/teacher gives directions and circulates and intervenes to clarify the task to the students, prompts additional responses, or acts as a resource person. Students may submit their responses in print, in written form, or by drawing. When the instructor/teacher sees they have run out of ideas, each pair may give one example from its list to be shared with the class. A pair may respond several times. This would lead to a large group discussion. A pair may also be asked to present its findings or conclusion to the class. Cooperative learning may be used in many classroom situations. The cooperative learning structure must meet the needs of the learners. Is the purpose of the group strictly cooperative or will it have a competitive or individualistic element to it?

The students may be divided into groups for an entire unit. The groups should be formed heterogeneously with creative thinkers and prosaic thinkers, males and females, experienced and inexperienced users of any software, and those with varying cultural backgrounds. To be aware of the social skills and abilities that can be attained or developed through group work, group members should focus on one cooperative skill or ability at a time as indicated by the instructor/teacher. Another method may be to assign roles for the students until interpersonal awareness becomes part of their day-to-day routine. These social skills or roles may include: active listening; paraphrasing; perception checking; encouraging participation of all members; and, using non-judgmental description.

The heterogeneous groups may remain the same or they may change (for example midway through a unit). A change would allow different students to work together, to get to know each other, and to learn from each other.

Student assessment, student self-assessment and student group-assessment will take place throughout the units.

The positive outcomes of the group process should be the achievement of desirable social skills and abilities as well as the increased content and process achievement of all group members. A summarizing activity may be done as a group disbands to make the students aware of what they have accomplished together. When students first experience cooperative learning groups, these questions may draw attention to the roles individuals assume within their groups; for example, a leader, a communicator, a person who resolves conflict, or a negotiator. Also, every student should have a chance to lead, record, report, encourage, or be involved at some time in the various roles that are identified for the group members. Over a longer period of time, students will become aware of those roles assumed by individuals in social situations.

The issue of "backseat" driving could be discussed and whether all passengers in a car collaborate on the task of driving and arriving safely. Other cooperative learning topics could be the driver-co-pilot relationship with parents or driving instructors.

Assessment and Evaluation

How students are acquiring the abilities and skills associated with Driver Education is as important as actual student accomplishment in the determination of grades. Students should be prepared for their assessment and evaluation. Instructors/teachers should take time to explain the process clearly.

Students should be encouraged to be involved in their own assessment and evaluation. They may set standards of accomplishment and practise peer and self-assessment.

Why Consider Assessment and Evaluation?

A broader range of attributes needs to be assessed and evaluated than has been considered in the past.

In *Student Evaluation: A Teacher Handbook* (Saskatchewan Education, 1991) assessment and evaluation are defined. **Assessment** is a preliminary phase. In this phase, various techniques are used to gather information about student progress. **Evaluation** is the weighing of assessment information against some standard (such as a curriculum learning objective) to make a judgment. This may then lead to other decisions and action by the instructor/teacher, student, or parent.

There are three main types of student evaluation: formative, summative, and diagnostic.

Formative evaluation is an ongoing classroom process that keeps students and educators informed of students' progress. The main purpose of formative evaluation is to improve instruction. This type of evaluation helps instructors/teachers understand the degree to which students are learning the course material and the extent to which their knowledge, understandings, skills, and attitudes are developing. Students are provided direction for future learning and are encouraged to take responsibility for their own progress.

Summative evaluation occurs most often at the end of the unit of study. Its primary purpose is to determine what has been learned over a period of time, to summarize student progress, and to report on progress to students, parents, and educators.

Seldom are evaluations strictly formative or summative. However, it is important that instructors/teachers make clear to students the purpose of assessments and whether they will later be used summatively.

Diagnostic evaluation usually occurs at the beginning of the school year or before a unit of instruction. Its main purposes are to identify students who lack prerequisite knowledge, understanding, or skills, so that remedial help can be arranged; to identify gifted learners to ensure they are being sufficiently challenged; and to identify student interests.

Instructors/teachers conduct all three types of evaluation during the course of the school year.

Focuses of Evaluation

Student Evaluation. Specific assessment techniques are selected or devised to gather information related to how well students are achieving the learning objectives of the curriculum and to the type of learning outcome (knowledge, understanding, skill, attitude, value, or process), the subject area content, the instructional strategies used, the students' levels of development, and the specific purpose of evaluation. It is inappropriate to evaluate student progress in the Common Essential Learnings independently of the subject area content.

Some assessment examples/templates specific to Driver Education are found in Appendix A. For further information on the various assessment techniques and types of instruments that can be used to collect and record information about student learning, refer to *Student Evaluation: A Teacher Handbook* (Saskatchewan Education, 1991).

Program Evaluation. Program evaluation is a systematic process of gathering and analyzing information about some aspect of a school program in order to make a decision, or to communicate to others involved in the decision-making process. Program evaluation can be conducted at two levels, relatively informally at the classroom level, or more formally at the classroom, school, or school division levels.

To support formal school-based program evaluation activities, Saskatchewan Education has developed the *Saskatchewan School-Based Program Evaluation Resource Book* (1989) to be used in conjunction with an inservice package. Further information on these support services is available from the Assessment and Evaluation Unit, Saskatchewan Education.

Phases of the Evaluation Process

Evaluation can be viewed as a cyclical process: preparation, assessment, evaluation, and reflection. The evaluation process involves the instructor/teacher as a decision maker throughout the four phases.

Preparation phase. Decisions are made which identify what is to be evaluated, the type of

evaluation (formative, summative, or diagnostic) to be used, the criteria against which student learning outcomes will be judged, and the most appropriate assessment techniques with which to gather information on student progress. The instructor/teacher's decisions in this phase form the basis for the remaining phases.

Assessment phase. The instructor/teacher identifies information-gathering techniques, constructs or selects instruments, administers them to the student, and collects the information on student learning progress. The instructor/teacher continues to make decisions in this phase. The identification and elimination of bias (such as gender and cultural) from the assessment techniques and instruments, and the determination of where, when, and how assessments will be conducted are examples of important considerations for the instructor/teacher.

Evaluation phase. The instructor/teacher interprets the assessment information and makes judgments about student progress. Based on the judgments or evaluations, instructors/teachers make decisions about student learning programs and report on progress to students, parents, and appropriate school personnel.

Reflection phase. Allows the instructor/teacher to consider the extent to which the previous phases in the evaluation process have been successful. Specifically the instructor/teacher evaluates the utility and appropriateness of the assessment techniques used. Such reflection assists the instructor/teacher in making decisions concerning improvements or modifications to subsequent teaching and evaluation.

All four phases of the evaluation process are included in formative, diagnostic, and summative evaluation.

Suggested Assessment Techniques

There is a range of assessment techniques instructors/teachers may use to collect student progress information. Evaluation of a student's achievements and efforts can be effectively demonstrated through a collection of assessment information addressing the components of the curriculum: the knowledge to be attained, the processes through which decisions are made and problems solved, the technical skills that promote efficiency and quality, and the attitudes that

ensure the individual will experience success outside of the school environment.

Following is a list of student assessment techniques, grouped according to how a instructor/teacher could organize assessments and record the information while students are engaged in either ongoing activities or writing quizzes and tests. These techniques, with their uses, hints for construction, and examples, are described in the Saskatchewan Education document *Student Evaluation: A Teacher Handbook* (1991).

Methods of Organization:

- Assessment Stations
- Individual Evaluations
- Group Evaluations
- Contracts
- Peer and Self-Assessment
- Portfolios

Methods of Data Recording:

- Anecdotal Records
- Observation Checklists
- Rating Scales

Ongoing Student Activities

- Written Assignments
- Presentations
- Performance Assessments
- Homework

Quizzes and Tests

- Oral Assessment
- Performance Tests
- Extended Open-Response
- Short-Answer Items
- Matching Items
- Multiple-Choice Items
- True/False Items

Students perform best when they are aware of how their performance will be assessed. Instructors/teachers should clearly outline their expectations of students and make students aware of the content (knowledge), skills (application), attitudes that will be assessed throughout the course.

The instructor, in assigning a grade, must ensure it reflects an aggregate score which represents the sum of the student's participation in the course. Classroom participation, performance on

written course examinations, assignments, attendance, and in-car performance are elements that should be considered in determining student success in the program. A 30-70 split between in-class and in-car is suggested. The student's final mark must be expressed as an overall percentage score; for example, 70%, not an "A", "C", etc. Instructors are not to confuse student marks with S.G.I driver licence examinations. A passing grade of 50% for the course is recognized by Saskatchewan Education.

Note: The percentage mark is to be recorded on the Mark Reporting Form that principals submit to Saskatchewan Education.

Suggested Course Evaluation Scheme (percentage and numeric values)

In-class - 30% maximum

- Final test (15/30)
- Attendance/participation, attitude (10/30)
- Assignments, Quizzes (5/30)

In-Car - 70%

Note: assess for knowledge and application; skill levels (perceptual, decision-making, motor); attitude.

Lessons 1-5 (11/70 each)

Lesson 6 (15/70) (Summary check ride)

Total = 100%

Collecting and Evaluating a Range of Student Work

Portfolios are valuable organizers of assessment information. Envelopes, files, binders, or folders serve to compile the information over a term for each student. Students may construct portfolios to keep their assessments made throughout the term. By keeping track of this material, students gain a definite sense of their own level of achievement.

Instructors/teachers may wish to complete an Assessment Log to keep track of the assessment information collected in portfolios. Using the Assessment Log, a instructor/teacher is able to see at a glance the range of assessment information included in the portfolio for each

student. Likewise, students may be given an Assessment Log to organize their assessment information.

When a instructor/teacher examines a student's portfolio in order to make a decision regarding student progress, the information it contains becomes documented evidence for the evaluation. Whether the instructor/teacher is reporting on the development of a proper **driver attitude** or the efficient use of **driving skills** required for document production, the checklists, anecdotal records, rating scales, quizzes, written assignments, and other materials demonstrate progress toward learning objectives.

At reporting or at the end of the course, the instructor/teacher evaluates the information collected. To each of the areas of Knowledge, Skills, and Attitude, the teacher assigns a percentage out of the predetermined total. Adding the percentages for each of these areas provides the final mark.

At the same time, these portfolios should cause instructors/teachers to reflect on their instructional practice. Revisions may occur in a number of areas such as objectives, instructional strategies, timelines, assignments, instructional sequence, resource materials, or assessment and evaluation.

Record Keeping

An important aspect of organizing an evaluation plan is managing the records that are kept. Not only is the collecting of student assessment information required, instructors/teachers must also consider the development of assessment instruments, the administration of them, and the recording of the results. Some instruments that may be adapted or used in the Driver Education classroom have been included in the Templates for Assessment and Evaluation section of these guidelines. The use of word processing, database management, and spreadsheet computer software applications may facilitate the processes for developing and managing assessment information.

The following ideas for recordkeeping and organizing for assessment have been adapted from *Student Evaluation: A Teacher Handbook Follow-up Inservice* (Saskatchewan Education, 1993). These tips may assist any

instructor/teacher when considering how an evaluation program may be organized.

- Keep a master list of the writing skills, oral language skills, interpersonal skills, attitudes and processes that may be applicable to the various areas taught to save time in constructing assessment instruments.
- Involve students in assessing their own learning progress. When students are aware of the expectations the instructor/teacher has for the them, the students are able to become accurate self-assessors. Throughout the curriculum there are various opportunities for student self-assessment.
- Involve students in the filing of assessment instruments (as much as they are able). Students will learn organizational skills as well as learn to become fully aware of the information being gathered on their progress.
- Extend observations over time. It is not possible nor advisable to see every observable student behaviour that may be listed on a checklist or rating scale exhibited by every student during one period of time. Ongoing assessment should collect student learning progress information over time. A checklist completed over a term, used on a regular basis, gives a better view of what a student can do compared with observations that are one-time, one-shot attempts.
- Keep track of the students about whom you have collected information. Instructors/teachers may consider keeping an alphabetical listing of all students in the classroom on a clipboard. Names may be checked off as observations are made, providing an opportunity to focus on those students yet to be observed.
- Contact other instructors/teachers who are teaching the same curriculum to share ideas and plan together.
- Keep it simple. Consider the essentials and streamline the assessment routine.

Informing Students and Parents/ Guardians about Evaluation

It is part of the "best practice" of evaluating student learning progress to ensure that students know at the outset **what** will be assessed, **how** it will be assessed, **why** it is to be assessed, **when** it will be assessed, and **how** the assessment will contribute to an evaluation of their learning progress. In communicating this information to students, instructors/teachers are providing an outline of expectations and what constitutes high quality work, as well as providing a process that enables students to evaluate their own work.

In formulating this information, instructors/teachers also have a means of communicating student learning progress to parents or guardians. This will have been prepared in developing the procedures that the instructor/teacher will use in making decisions about student learning progress.

A letter outlining the evaluation of student progress may be sent to parents or guardians at the beginning of a year, term, unit, or course. There may be a follow-up letter to parents or guardians. There are no hard-and-fast rules as to how often instructors/teachers may wish to communicate to parents concerning evaluation. However, once parents are informed of the evaluation plan for Driver Education, they are better prepared to provide support for their child's learning in the course.

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Saskatchewan Instructional Development and Research Unit and Saskatchewan Professional Development Unit. *Instructional Strategies Series (1991-1994)*:

- *This is a yes: Concept attainment. No. 1;*
- *What would you do? Inquiry in the classroom. No. 2;*
- *Glad you asked that! Questioning in the classroom. No. 3;*
- *Planning adventures: Synectics. No. 4;*
- *Opening the door to cooperative learning. No. 5;*
- *Think about it: Critical and creative thinking in the classroom. No. 6;*
- *Something for every one: Ideas for individualizing in the classroom. No. 7;*
- *Where did you find that? Resource-based learning. No. 8;*
- *Can we talk? Effective lecturing in the classroom. No. 9;*
- *Picture peer partner learning: Students learning from and with each other. No. 10;*
- *Reflective teaching: What am I doing? Why am I doing it this way? No. 11;*
- *F.Y.I. for your imagination: Focused imaging. No. 12;*
- *Connecting: Getting it together. No. 13;*
- *Centred on students: Stations, packages, centres. No. 14;*
- *Tell me a story! Narrative in the classroom. No. 15;*
- *A slice of reality through games, role play, and simulation. No. 16;*
- *Resolving mysteries: A guide to creative problem solving. No. 17; and,*
- *Integrating the pieces. No. 18.*

Key Resources

- Health and Welfare Canada. (1990). *Over-the-Line*. Ottawa, ON: Author (an A/V kit on drinking and driving)
- Learning Resources Distribution Centre Order Form
- Natural Resources Canada. (1996). *Autosmart - An Instructor's Resource*. Ottawa, ON: Author (an A/V kit on energy-wise driving practices).
- RCMP catalogue
- Saskatchewan Education's Video catalogue (A/V materials to dub or borrow)
- Saskatchewan Government Insurance. (1996). *Driver's handbook: A guide to safe driving*. Regina, SK: Author. (Updated yearly)
- Saskatchewan Government Insurance. (1993). *The co-pilots manual: A guide for parents of new drivers*.
- SGI resource centre catalogue
- Speakers - local and provincial

Classroom Lessons - Overview

Lessons 1 and 2: Introduction

Lesson 3: Introduction to "Reading Traffic"

Lesson 4: The Tools for Reading Traffic

Lesson 5: The Controls of the Car

Lessons 6 and 7: Vehicle Condition and Operation (optional)

Lessons 8 and 9: Driver Condition

Lessons 10 and 11: Highway Driving

Lesson 12: City Driving

Lesson 13: Driving Slowly and Parking

Lesson 14: Corners and Curves

Lesson 15: Grid Roads

Lesson 16: Passing and Crossing Intersections

Lesson 17: Winter Driving/Rain

Lesson 18: Night and Restricted Visibility

Lessons 19 and 20: Emergencies

Lesson 21: Insurance/Buying a Vehicle (optional)

In-Car Lessons - Overview

Lesson 1: Vehicle Familiarization, Use of Controls, Looking Up, and Referencing Down

- pre-drive drill
- driving slowly- forward and reverse
- use of controls
- counting time
- looking up and referencing down

Lesson 2: Introduction to City Driving

- vehicle control; acceleration, braking, steering
- IPDE
- looking up and referencing down
- lane placement
- corner negotiation
- estimating time

Lesson 3: Highway Driving

- vehicle control, acceleration, braking, steering
- IPDE
- looking up and referencing down
- lane placement
- corner negotiation
- estimating time

Lessons 4 and 5: City Driving including Intersections and Parking

- entering, exiting
- lane position
- changing lanes
- visual search patterns
- negotiating intersections
- u-turns
- backing
- parking

Lesson 6: Review and Finish Off

- address weak areas
- complete, enhance previous lessons
- offer optional lessons
- vehicle check

It is suggested that two classroom sessions be set aside, perhaps after Lesson Two (2) or Lesson Three (3) to provide for administration of the sign, written, and vision examinations.

It is suggested that, in light of the need to place considerable emphasis on issues associated with drinking and driving, that instructors may wish to schedule additional class sessions beyond the 100 minutes suggested for Lessons 8 and 9 (Driver Condition), particularly if the Over-the-Line materials are utilized. (This action would be in keeping with the recommendation of the All-Party Select Committee on Driving Safety.) The Over-the-Line kit is intended to serve as a complement to, not a replacement for, other valuable resource materials that are available from a variety of local sources, such as local D.W.I. committees. In addition, circumstances in your community may require the instructor to reschedule some sessions to deal with a "teachable moment"; such as, a serious motor vehicle crash in the community or to accommodate a guest speaker. Flexibility is the key!

Classroom Lessons

Lessons 1 and 2: Introduction

Purpose

Students are introduced to the course. What they can expect from the course, other drivers, the police, and regulatory authorities is outlined. What is expected of them is outlined. Young driver accidents are discussed and the rationale of the course, referencing accident data, is explained.

General administration is completed. Students are provided with sufficient information to enable them to become familiar with new and different vehicles, and to ensure they are able to assess the condition of a vehicle.

Duration: 120 minutes

Learning Objectives

Performance Objectives

1. Actively participate in discussions and group work.
2. Look through a vehicle owner's manual to find the following:
 - recommended maintenance schedule; and,
 - the recommended tire pressures.

Knowledge Objectives

Student knows:

- what is required to obtain a driver's licence;
- the requirements to pass the course;
- what is expected of new drivers;
- what to expect from other drivers and what to do about it;
- the high-risk situations which can lead to accidents;
- that the best way to learn to drive is through continued practice, particularly in the early stages of learning;
- benefits of a learning contract;
- what driving styles are;
- how to conduct the pre-drive drill; and,
- how to adjust a seat belt properly.

Teaching Points

1. Driving is both a psychomotor and information-processing skill that requires considerable practice to perfect.
2. A good driver complies with the rules of the road and drives in a predictable manner according to these rules and the prevailing driving style.
3. Good drivers are courteous and drive defensively, which means they allow other drivers time and space in which to manoeuvre and make errors.
4. In reality, experienced drivers will not necessarily be courteous and make allowances for your mistakes. They will frequently make mistakes themselves.
5. A tremendous variation in control position and methods of use exist from one vehicle to another; e.g., windshield wipers.
6. To drive safely and well, you must know precisely where all the controls are, and precisely how they are used in the vehicle you are driving.

Content

1. Course outline and requirements to pass the course - established by instructor
2. Young driver frequency of accidents and convictions - see current Transport Canada data.
3. Young driver accident circumstance data - see Driver's Handbook (NUM, TL)
4. Driver licence classifications - see Driver's Handbook
5. Requirements for a driver's licence - see Driver's Handbook
6. Learning contract - see Co-pilot manual
7. Vehicle familiarization - see Driver's Handbook
8. Owner's manual - obtain an assortment of owner's manuals
9. Pre-drive drill - see Driver's Handbook
10. Vehicle check - see Driver's Handbook
11. Seatbelt adjustment - see Driver's Handbook

Assignments

1. Prepare a draft contract.
2. Carry out the vehicle familiarization and pre-drive drill on one vehicle.
3. Find the owner's manual for the vehicle you will be driving and record the same

information as you obtained in class. Also, record the make and model of the vehicle you will be driving.

Instructional Approaches

- Work in groups to develop your own vehicle familiarization and pre-drive drill. Verify your check against existing forms.
- Solicit student responses and fill in the gaps.
- Use slides or overhead transparencies to show the data.
- Use contract blanks.

Support Requirements

Materials

- Slides or transparencies of data
- Contract blanks

Equipment

- Slide or overhead projector
- One owner's manual per student
- One form per group for the classroom plus one form per student of each of the following:
 - vehicle familiarization; and,
 - pre-drive drill.

Notes:

Lesson 3: Introduction to "Reading Traffic"

Purpose

The general principles of signs, signals, and legislation are reviewed. The student is introduced to the basic concepts of hazards, gates, Identify, Predict, Decide, Execute (IPDE), and looking for cues from other vehicles.

Duration: 120 minutes

Learning Objectives

Performance Objectives

Actively participate in discussions and group work.

Knowledge Objectives

Student knows:

- what the basic shapes and colours of road signs signify;
- the basic principles of legislation: minimum fines, unsafe actions, Vehicle Administration Act, Highway Traffic Act, Criminal Code of Canada, local bylaws, etc.;
- how to deal and interact with pedestrians;
- the legislation concerning school buses;
- the range and different classifications of traffic control devices;
- the concepts of hazards and gates;
- the IPDE method of dealing with hazards; and,
- the concept of "reading cues" from other drivers and vehicles.

Teaching Points

1. Signs, signals, and laws are intended to improve the predictability of traffic and, consequently, improve safety.
2. The key to reading traffic is detecting hazards.
3. Using the IPDE method of detecting and thereby avoiding hazards will keep you out of trouble in almost all situations (CCT).
4. There are a lot of cues available to tell you what other drivers are going to do if you know how to read them.

Content

1. Basic shapes and colours of traffic signs, types of signals and traffic lights - see Driver's Handbook.
 2. Principles of legislation, minimum fines, concepts of an action being "unsafe" if an accident results - see Driver's Handbook.
 3. Legislation regarding pedestrians; e.g., at a crosswalk, passing at intersections - see Driver's Handbook.
 4. School bus legislation and driving practices - see Driver's Handbook.
 5. Hazards and gates - see Driver's Handbook.
 6. IPDE - The Driving Task Analysis.
- Human functions, mental as well as physical, are involved in performing the many tasks and sub-tasks of driving, regardless of whether the driver is negotiating a curve, passing another vehicle, or parking, he must read the traffic scene, make predictions and decisions, and implement his decision. Competency depends upon the driver's proficiency in performing these functions.

In this lesson, students will acquire a mental picture of the functions (Identify, Predict, Decide, and Execute) as they relate to the driving task. This background is important because the functions will serve as fundamental concepts, connecting points, and goals for the curriculum. Each segment will relate and contribute to developing student proficiency in one or more of the functions.

In teaching the functions of driving, it must be emphasized that they interrelate and interact and are separated in the lesson only for purposes of analysis. Furthermore, the functions are not necessarily performed consciously; in fact, they rarely are.

7. Look at other drivers and vehicles to get clues as to what they are going to do. For example: front left wheel turning may indicate lane change; position within lane at an intersection may indicate direction the driver is turning; gaining eye contact with another driver can tell you if the driver has seen you.

IDENTIFY

One of the basic functions in the driving task is to acquire and maintain a clear, concise, complete, and accurate picture of the traffic scene in order to identify any critical objects or changes which may require driver action.

1. Vision is the primary medium through which the driver acquires environmental and vehicular information. Visual observations are limited by the physical abilities of the eyes to see clearly (acuity), judge depth and distance, distinguish colours, see in low illumination, and adapt to glare.
2. Besides visually acquired information, the driver senses important cues through his senses of feel and hearing.
 - the driver should have a sense of "road feel" of what the car is doing through every physical contact; the floor seat, brakes and steering wheel.
 - auditory cues can also help:
 - rocks hitting the underside of your car on a gravel road may indicate you have drifted out of the track,
 - honking horns,
 - train horn
 - siren
3. From our eyes and other sensory equipment, the messages go to the brain:
 - the brain cannot deal with all the things we see, hear or feel, but instead selects only those incoming sensations it wants to consider;
 - which stimuli are selected and identified depends upon:
 - the degree of threat,
 - previous experiences and learning; and,
 - motives and emotions in play at the time
 - as the number of elements (cues) to be identified increases, the chance of missing an important cue increases.

PREDICT

After a driver identifies important elements in the traffic scene, he must predict possible outcomes.

These predictions will involve:

- traffic laws and controls;
- physical forces;

- human characteristics and driving norms;
- vehicle dynamics

The most important questions are:

- which of these could create a hazard?
- which ones are potential hazards (those that may require action) and which ones are real hazards (those that will require action)?

DECIDE

Formulating a course of action with intent to execute it makes up the decision-making function in operating a motor vehicle. Drivers make predictions on the basis of their perceptions, and then make decisions on the basis of their predictions.

The uncertainty and complexity of the traffic environment generate for the driver many and varied decision problems ranging from minor automatic to highly complex decisions. The simple and routine decisions need to become a matter of habit, allowing the higher centre of brain activity additional time for more difficult or complex decisions.

Decision time increases with:

- the number of choices
- the difficulty of the decision

Because of the compounding effect of multiple elements in the traffic scene, drivers will benefit from decisions that reduce the number of elements they must contend with simultaneously:

- adjust speed to avoid meeting an oncoming vehicle at any hazard, for example, at a narrow bridge;
- avoid manoeuvres (backing, parking) in combination with any dangerous highway or traffic condition;
- drivers should adjust the heater or radio, converse with passengers, and do other non-operational tasks only where the vehicle is under control, and only when traffic conditions are relatively free of hazardous elements;
- pre-trip decisions can reduce many possible combinations of dangerous elements (destination, congested areas avoided, children entertained, driver and vehicle fit); and,
- speed and quality of decision making varies from person to person, depending

upon the individual's previous experience and familiarity with the situation that demands the decision.

EXECUTE

The sensory and mental functions (identification, prediction, decision) finally culminate in the performance function as the driver executes his/her decisions. Failure in execution is a failure to do what was intended and is not a mistake in decision.

The driver has only three courses of action open:

- accelerate;
- brake; or,
- steer left or right.

These may be used alone or in combination.

The driver's success in making the vehicle do what is wanted depends on:

- experience;
- vehicle familiarity;
- vehicle handling skills;
- vehicle condition;
- driver condition; and,
- road condition.

When a stimulus of a dangerous situation is sufficiently violent, drivers may break down and allow a reflex or impulsive action to take over or they may "freeze" (information function is by-passed).

Drivers who do not effectively use the IPDE process are constantly being faced with last minute (panic) decisions. Predictably, these decisions are often poor ones, resulting in accidents or near-miss situations. See Driver's Handbook for examples.

Assignments

1. Identify six cues from watching other vehicles. Make a list and bring it to the next class.
2. Identify the location of six different types of signs (to be set by the instructor).
3. Identify what type of legislation (Criminal Code, Vehicle Administration Act, Highway Traffic Act) deals with drinking and driving, and wearing seat belts.
4. Research and write in your own words what the legislation says about drinking and driving and not wearing seat belts, and what the penalties are if someone is convicted of one of these offenses. Include both federal as well as provincial legislation (COM).

Instructional Approaches

- Presentation consists primarily of overhead transparencies or print handouts.
- Solicit information from the class and fill in the gaps.
- Discuss meanings and general principles.
- Videos on IPDE.

Support Requirements

Materials

- Copies of Driver's Handbook.
- Copies of drinking-driving and seat belt legislation.
- Appropriate audio-visual materials.

Equipment

- Projectors

Lesson 4: The Tools for Reading Traffic

Purpose

To provide the student with the basic concepts needed to use time and eye-use patterns.

Duration: 60 minutes.

(A) Introduction to Time

Learning Objectives

Performance Objectives

- 1.Count up to 30 and be within 3 seconds either way (3 times successively).
- 2.Actively participate in discussions and group work.
- 3.Be able to understand and deal with blind spots.
- 4.Be able to understand and use all available means at their disposal, including vision, hearing , touch, and motion to drive smoothly and safely. These are important for developing a "feel" of the vehicle on the road surface.

Knowledge Objectives

Know how to:

- measure time to a fixed object;
- measure following time;
- measure approach time; and,
- measure braking time.

Teaching Points

- 1.By using time you can increase the accuracy of your judgments.
- 2.You now have a measure against which you can check your estimates.

Content

- 1.Technique for estimating time to a fixed object - see Driver's Handbook.
- 2.Technique for estimating following time - see Driver's Handbook.
- 3.Technique for estimating approach time.
- 4.Technique for measuring braking time.

Instructional Approaches

- Explain using diagrams.
- Have students practise counting time and check each other for accuracy using a watch (NUM).
- Use videos to develop the process for estimating each of the different uses of time measurement.

(B) Introduction to Eye Use

Learning Objectives

Performance Objectives

Actively participate in discussions and group work.

Knowledge Objectives

Know:

- the difference between foveal and peripheral vision and understand that a considerable amount of information in the driving task comes from peripheral vision, and
- the limits of foveal and peripheral vision.

Understand:

- how the eye "fixates";
- the term "tunnel vision";
- that the brain functions like a time-sampling computer; if the visual field is sampled at the wrong time, then the information will be missed;
- the impairing effects of fatigue, alcohol, drugs etc. on the visual system and visual sampling,
- what is meant by "looking up";
- what is meant by "referencing down";
- what is meant by "sweeping" with the eyes;
- what is meant by "filling in the gap"; and,
- what is meant by appropriate mirror use.

Teaching Points

- 1.If you do not look in the right place, not only will you miss with your foveal vision but you will miss with your peripheral vision.
- 2.Any impairment of the visual system dramatically impairs driving.

Content

Information on eye use - see Driver's Handbook.

Instructional Approaches

- Solicit student responses and fill in the gaps.
- Use slides or overhead transparencies or videos to present your information.
- Have a student group obtain the information and make a presentation to the class.

Support Requirements

Materials

- Diagrams, videos/movies

Equipment

- VCR, slide, or overhead projector
- some way of measuring time in seconds (watch)

Notes:

Lesson 5: The Controls of the Car

Purpose

To convey to the student precise and detailed information on how to operate the various controls to ensure smooth, precise control of the vehicle.

Duration: 60 minutes

Learning Objectives

Performance Objectives

Actively participate in discussions and group work (PSVS).

Knowledge Objectives

Know how to properly adjust or use:

- the seat (including head restraint),
- the steering wheel,
- the footbrake and park brake,
- the accelerator,
- neutral/clutch,
- the gears,
- the left foot brace, and
- all of the other controls.

Know how to read the instruments, know what they mean, and what you should do with the information obtained from them.

Teaching Points

- 1.You cannot drive a vehicle well if you are not seated properly.
- 2.Proper use of the controls will give you great precision with your driving.
- 3.Good drivers are 'really good' at vehicle control.

Content

- 1.Seat and head restraint adjustment - see Driver's Handbook.
- 2.Steering - "10 and 2" "9 and 3" and "hand- over-hand" - see Driver's Handbook.
- 3.Braking - see Driver's Handbook.
- 4.Accelerator use - see Driver's Handbook.
- 5.Use of neutral/clutch - see Driver's Handbook.
- 6.Use of gears - see Driver's Handbook.
- 7.Left foot brace - see Driver's Handbook.
- 8.Location and use of other controls - answer from your experience.

9.Location and use of instruments - answer from your experience and owner's manual.

Assignments

- 1.Go to the vehicle you are going to drive. With the vehicle running but stationary, manipulate all of the controls **except the accelerator and the steering wheel**. Be able to report back to class precisely where the controls are on your vehicle and how they work. Report the location and meaning of the instruments and warning lights.

Instructional Approaches

- Solicit information from the class and fill in the gaps. Use inquiry or questioning.
- Demonstrate, using diagrams, slides or overhead transparencies.

Support Requirements

Materials

- Diagrams, slides, transparencies, video

Equipment

- Slide projector, overhead projector, VCR

Lessons 6 and 7: Vehicle Condition and Operation (Optional)

Purpose

To familiarize students with routine maintenance, seasonal maintenance, recognition of indications of trouble, and subsequent corrective action. It should be remembered, this is not a mechanics class. This is an area, for example, vehicle checks, where parental involvement should be encouraged, particularly because it involves the family vehicle.

Duration: 120 minutes.

Learning Objectives

Performance Objectives

Actively participate in discussions and group work.

Knowledge Objectives

Know how to:

- start the vehicle;
- operate the windshield wipers;
- change a tire;
- carry out a vehicle check;
- conduct a vehicle check;
- prepare for winter;
- prepare for spring;
- interpret warning lights and take corrective action;
- diagnose common vehicle faults;
- jump-start a vehicle;
- tow and be towed;
- conduct the routine of vehicle familiarization; and,
- extricate a stuck vehicle.

Teaching Points

1. Good drivers maintain their vehicles well.
2. Good drivers know how to deal with minor mechanical problems.
3. In order for you to be able to drive safely and well, your vehicle should be properly checked and maintained at all times.

Content

1. Vehicle check - see Driver's Handbook.
 - Tires - tread depth, tread condition, sidewalls, inflation, radial/bias, tire mixture, and tire bead.
 - Fluids - levels (how to read and rectify), frequency of required changes of oil, filters, engine coolant, transmission and brake fluid, windshield washer, battery and power steering fluid.
 - Belts and hoses - tightness and condition, how to check for cracks and leaks.
 - Lights - bulbs working, how to replace, how to aim headlights.
2. Preparation for winter - see Driver's Handbook.
3. Preparation for spring.
4. Understanding and reacting to warning lights.
5. Diagnosing brake failure, engine failure, power assist failure, battery or alternator problems, etc.
6. Jump-starting a vehicle.
7. Towing a vehicle and being towed.
8. Extricating a "stuck" vehicle.
9. Visibility of signals - see Driver's Handbook.

Assignments

1. Find the warning lights on the vehicle you will be driving and plan what you would do if each of these warning lights came on.
2. Carry out a vehicle check on your vehicle.
3. List what you are required to do during each season (IL).
4. Develop a maintenance schedule for the vehicle you will be driving specifying what you will do, and what will be done by a mechanic or other qualified person.
5. Find the Owner's Manual for your vehicle and read it from cover to cover (COM).
6. Carry out the vehicle check on at least one vehicle and bring the results back to the next class.

Instructional Approaches

- If possible, use a real vehicle for part of this lesson.
- Make extensive use of slides, overhead transparencies, and worn or cracked belts, hoses, etc.
- Question and answer. Fill in the gaps.
- Assign questions.

Special Requirements

Materials

- Slides, overhead transparencies, vehicle components.

Equipment

- Vehicle (if possible), slide projector, overhead projector.

Notes:

Lessons 8 and 9: Driver Condition

Purpose

To emphasize the need for the driver to be in good condition and to be securely held behind the steering wheel.

It is suggested that, in light of the need to place considerable emphasis on issues associated with drinking and driving, instructors may wish to schedule additional class sessions beyond the 100 minutes suggested for Lessons 8 and 9 (Driver Condition), particularly if the Over-the-Line materials are utilized. In addition, circumstances in your community may require the instructor to reschedule some sessions to deal with a "teachable moment"; such as, a serious motor vehicle crash in the community or to accommodate a guest speaker. Flexibility is the key!

Duration: 120 minutes.

Learning Objectives

Performance Objectives

Actively participate in discussions and group work (PSVS).

Knowledge Objectives

Know:

- the chances of being involved in an accident;
- the physics of a collision, including the need for the driver to stay behind the wheel to avoid a second collision; (TL)
- how fatigue and stress will affect driving,
- how passengers will affect driving;
- how alcohol will affect driving; and,
- how other drugs will affect driving (TL).

Teaching Points

1. Good drivers always wear their seat belts, properly adjusted, and insist that their passengers do likewise.
2. Good drivers do not drive after taking alcohol or drugs, or if they are fatigued or stressed. (CCT, PSVS)

Content

1. Chances of an accident.
2. Physics of a collision:
 - unless restrained in position behind the wheel, the driver will be thrown about and will be unable to control the vehicle after the first collision;
 - occupants continue to move at their previous speed until stopped by a seat belt or a part of the vehicle;
 - unrestrained occupants move towards the point of impact so that unbelted passengers crush the occupant nearest the crash even if he or she were belted; and,
 - seat belts permit wearers to "ride down" a collision by spreading the force on the wearer's body over a relatively extended period of time (TL).
3. Fatigue and stress reduce the driver's ability to be able to process information in an orderly manner. The driver tends to look straight ahead and not carry out a search pattern. Her eyes will tend to drop so she will not be looking as far ahead. She is unlikely to carry out the IPDE procedure and, because her eye use and scanning will have deteriorated, she will have less time in which to react. Because of these factors, she will simply "not see" things, not predict and decide until the very last second, and may not even execute an escape response.
4. Passengers can serve to distract the driver. Learn to put your driving first and have conversations as a second priority. As a passenger, learn not to interrupt the driver when conditions are difficult.
5. Alcohol has similar effects on the driving task as do fatigue and stress. However, the effect is compounded by the fact that alcohol affects the perception of one's ability and, while a fatigued driver may know he is not driving well, an alcohol-impaired driver will believe he is driving well when this is not true. **Further, alcohol-impaired drivers tend to drive faster than normal, and wear their seat belts less, which gives rise to more serious, less survivable collisions (TL).**
6. Over-the-counter, prescription and street drugs fall into three major categories - depressants, stimulants and hallucinogens. None improve driving; most impair driving. Their effects compound when combined with alcohol, and may be multiplied. A considerable problem results from the lack of recognition of the

impairing effects on driving of
over-the-counter and prescription drugs.

7. Review the four elements of IPDE (lesson 3).

List and discuss the progressive impairing
effects of alcohol on mental functions:

- Reasoning
 - Inhibitions
 - Memory
 - Vision
 - Speech
 - Hearing
 - Muscular coordination
 - Consciousness
- Automatic Processes (heart, lungs, etc)
death

Draw the attention of the class to the Driving
Task Analysis list (IPDE) and, taking each
concept in turn through questions leading to
class discussion, examine the relationship
between the two lists. For example, Identify
from the driving task list requires the use of
Reasoning, Memory, Vision and possibly
Hearing from the above list. Predict and
Decide require these same abilities plus
inhibitions that contribute our personal
values to the predictions and decisions we
make.

At the Execute phase of the driving task
(Execute), the Muscular Coordination
required to carry out this task is far down the
list of progressive impairment. This provides
a solid base from which to discuss the
inaccuracy of society's long-held belief that an
"impaired driver" is a person who has
difficulty in steering, stopping, accelerating
and braking a vehicle. From this point it
becomes an easy task to involve the class in
developing an awareness that most accidents
and other problems resulting from impaired
driving are really centred in poor
identification, prediction and decision
making. Thus, no longer can we consider
tests of a drinker's motor skill function; e.g.,
walking a line, touching one's nose with eyes
closed, etc. as valid indications for safe vehicle
operation. This is why the breathalyser and
Alert instruments have been developed and
play a significant role in the attempt to
control the impaired driver problem.

More and more research demonstrates the
inconsistency of the degree of impairment at
various blood alcohol concentrations even in
the same person at different times, let alone
between different people. Also, interactions
between alcohol and other drugs, be they
prescription, non-prescription, licit, or illicit,
become increasingly apparent, frequently
surfacing in accident investigations where the
victim's complete ignorance of the possible
consequences of the mix becomes very
obvious.

It should be the goal of this segment of this lesson
to seek a commitment from all the students to
subscribe to the concept of a complete
separation of the two acts of drinking and
driving.

**8. During the process of learning to drive, the
learned material takes a number of
years before it is "stamped in".** In the first
five to seven years of driving, the "habits"
developed are highly susceptible to disruption
by alcohol and other drugs.

Assignments

- To be set by the instructor/teacher.

Instructional Approaches

- Examine case studies of impaired driving
results.
- Because this lesson is primarily attitudinal, good
opportunities for "acting out" situations present
themselves. Use role play and simulation
(COM, PSVS).
- Make use of already existing audiovisual
materials.
- Set up activity centres to learn about impaired
drivers/driving.

Support Requirements

Materials

- Appropriate audio visual material.

Equipment

- Film projector.

Lessons 10 and 11: Highway Driving

Purpose

To introduce the student to the basics of highway driving.

Duration: 120 minutes

Learning Objectives

Performance Objectives

Actively participate in discussions and the slide/video presentation.

Knowledge Objectives

For highway driving a student knows how to:

- carry out normal accelerating, stopping and turning;
- select and maintain speed;
- select an optimal following time;
- establish proper eye use;
- establish and maintain lane control;
- change lanes;
- enter, exit, and merge;
- deal with intersections;
- implement the IPDE process;
- use headlights;
- anticipate the effect of the forces of nature on driving at various speeds and conditions;
- share the road; and,
- drive in a fuel-efficient manner.

Teaching Points

1. Good driving is causing the minimum of disruption in the traffic flow.
2. To drive well, you have to be aware of what is happening around you and be in a position to make allowances for others.
3. If you can get all of your thinking done 12 seconds ahead, then you have lots of time to avoid hazards. (CCT)
4. Highway driving calls for small, precise movements.

Content

Normal Accelerating, Stopping, and Turning

- Highway driving requires rapid acceleration to build up speed over as short a time as possible to minimize the difference in speed with other vehicles.
- The capacity to accelerate varies tremendously with the vehicle and the rpm. Know the accelerating response of your vehicle.
- It takes a longer time to stop from higher speeds. Count and see.
- Some drivers, who have been driving for a number of hours, can develop "highway hypnosis". They may not see your brake lights. So, make allowances for them.
- The higher the speed, the less the steering wheel needs to be turned and the sooner it must be turned prior to a curve, in order to get the vehicle around the curve.
- Use the "10-and-2" steering position. Start with the wheels straight so that every time your hands are in the "10-and-2" position, you know your front wheels are straight.
- Do not make any sudden movements of the steering wheel.

Speed Selection

- It is safest to drive at the same speed as the other traffic, provided that the other traffic is driving at a sensible speed for the conditions.
- If the visibility is poor or the road surface is slippery, **slow down**. Regulate your speed so that, if possible you can see at least 12 seconds ahead. Recognize however, that being able to see 12 seconds ahead is not always possible. You compensate by slowing down in order to be able to see and stop within the clear view you have of straight ahead, to the left, and to the right.

Following Time

- Three seconds is a **minimum** following time. You are better off to follow at four or five seconds; more if the road is slippery, if vision is restricted, or if the vehicle ahead is blocking your vision.

Eye Use

- "Look up" to the horizon, or across curves.
- "Reference down" to about 12 seconds ahead.
- "Sweep" the road about 12 seconds ahead.
- "Fill in the gap" between your "referencing down" point and your vehicle.
- Check your "gates" to see if they are open.
- Check your instrument panel, when you are going straight and there is nothing near you.
- Work on the appropriate sequence, giving precedence to the "look up" - "reference down" component.

Lane Control

- Always try to keep at least two gates open. Recognize, however, there are often times when the only gate you can control is the one ahead.
- At least one lateral gate is required since steering around obstacles is preferable to braking.
- When being tailgated, double the time of the front gate.
- Do not drive in other drivers' blind spots, and do not allow them to drive in yours.
- If another driver wants to cut in front of you or change lanes, let the vehicle move in. Then drop back and re-establish your gates.
- You have two options to control your gates: changing your speed or changing your position (lane).
- You have control of all gates. Do not allow other drivers to control them or you.

Changing Lanes

- Ensure that the gate is open for you before you move.
- If required, accelerate as you change lanes.
- Look where you want the car to go: first at the side of the road and then about 12 seconds in front of you in your new lane - see Driver's Handbook.
- On multi-lane highways, such as the ring roads around Regina and Saskatoon, you should move left to allow accelerating traffic from on-ramps to merge. Remember: after allowing the merging vehicle to enter, or when you have completed a successful passing manoeuvre, do not forget to move back into the right-hand lane.

Entering, Exiting, and Merging on the Highway

- As much as is possible and practical, get your acceleration done before entering the highway. This allows the least amount of disruption to other traffic.
- Accelerate rapidly to the speed of other traffic.
- Always signal your intentions.
- Know how long it will take **your** vehicle to accelerate to the speed limit and only enter the traffic flow with gaps at least large enough to accommodate you. Acceleration time varies tremendously from vehicle to vehicle.
- Decelerate in a deceleration lane whenever possible, not on highway.
- Before you begin to brake, ensure that your vehicle is in a straight line so that all of your braking will be done in a straight line.

Intersections

- By comparison, when you are travelling on the highway the speed differential between your vehicle and an entering vehicle is large. Therefore, it will be in your way for a longer period of time.
- If you are moving quickly, you must slow well in advance and be prepared to drive around the vehicle obstructing your path.

Identify, Predict, Decide, Execute (IPDE)

- You should be identifying real and potential hazards at least 12 seconds ahead.
- Determine whether the hazard is real or potential.
- If the hazard is real, predict whether it will remain as it is or change.
- If it is a potential hazard, predict where it is likely to go. Keep revising this prediction as you move towards the hazard.
- Based on your best prediction, decide where you will go if your prediction is true.

Check

- your gates,
- the road surface,
- the shoulder of the road, and
- the approaching traffic. Then,

Plan

- escape route(s), and
- the vehicle control actions required.
- Try to get your Identification, Prediction and Decision, completed in the first 6 seconds. This will allow you six seconds for Execution.

- Try to execute your actions as smoothly as possible and in a predictable manner. Where there is time, and it is sensible, signal your intentions.
- Remember, there are two ways to avoid a hazard: the first is to change speed (usually slow down); the second is to change direction (usually change lanes).

Headlight Use

- You should **always** use your headlights.
- Make sure that your high beams are not on.

Sharing the Road

- While there are fewer intersections on the highway than in town, these are still key points for problems.
- Problems become even more pronounced when the traffic mix includes vehicles of all types, such as: motorcycles, tractor-trailers, trucks, vans, buses, school buses, and slow moving (farm) vehicles.
- Motorcycles, because of their smaller size, are more difficult to see. Because of the smaller size, it is also more difficult to accurately judge their speed. Therefore, during the motorcycle season, it is extremely important to work on your identification techniques. Motorcycles can stop much quicker than most other vehicles, thus, do not follow too closely behind them. Three seconds is a minimum.
- Tractor-trailers, trucks, vans, and buses have 3 major effects on traffic:
 - Firstly, they block a large portion of your visual field, so drop back considerably - up to 10 seconds, if necessary.
 - They have increased stopping times, particularly if they are loaded. Therefore, do not allow them to follow you too closely or do not pass them and subsequently slow down.
 - Because of the weight factor, these vehicles require a long time to accelerate: they will take longer to build up speed when they pull onto the highway; they will slow down when going up hills; they take a long time in passing other vehicles.
- School buses have these traits as well, plus they often stop frequently. Therefore, allow

- a much greater following time and begin braking as soon as the school bus begins to brake.
- Slow moving (farm) vehicles may also block your vision. The large speed differential causes a very short closing time which shortens your IPDE time. As soon as one is visible, begin slowing down - unless it is clear to pass it.
- Emergency vehicles may startle you as they approach -- particularly if the siren and flashing lights are in use. The secret is to avoid panic and to take steps so as not to impede their progress. The Driver's Handbook provides suggestions for dealing with emergency vehicles under a variety of circumstances.

Fuel-Efficient Driving

- The faster you drive, the more fuel you consume per kilometre.
- The smoother your driving, the less fuel you consume.
- The more constant your speed, the less fuel you consume.
- The use of "cruise control" can usually save you fuel.

Assignments

Read the appropriate section of the Driver's Handbook.

Instructional Approaches

- Solicit student response and fill in the gaps.
- Use slides or videos to convey your information.

Support Requirements

Materials

Appropriate slides and videos, print material.

Equipment

- Slide projector, VCR

Lesson 12 : City Driving

Purpose

To introduce the student to the basics of city driving.

Duration: 100 minutes

Learning Objectives

Performance Objectives

Actively participate in discussions and slide/video presentations.

Knowledge Objectives

For the city, know how to:

- carry out normal accelerating, stopping, and turning;
- select the speed;
- select an optimal following time;
- establish proper eye use;
- establish and maintain lane control;
- change lanes;
- enter, exit, and merge;
- deal with intersections;
- implement the IPDE process;
- use headlights;
- share the road; and,
- drive in a fuel-efficient manner.

Teaching Points

1. Good driving is causing the minimum of disruption in the traffic flow.
2. To drive well, you have to be in control of what is happening around you and be in a position to make allowances for others. You can only compensate for what others do around you, you cannot control what others do.
3. If you can get all of your thinking done 12 seconds ahead, then you have lots of time to avoid hazards.
4. There is more information to process in the city. The trick is to learn to pay attention to the right thing at the right time.
5. You need to sweep further from side to side visually to get the information that you need.

Content

Normal Accelerating, Stopping, and Timing

- City driving requires only moderate acceleration, because the speed difference between you and other vehicles will generally be much lower in the city. You can save considerable amounts of fuel by accelerating in a reasonable manner.
- You should only have to accelerate rapidly to get out of trouble or avoid a dangerous situation.
- You stop much more quickly at lower speeds. Count and see.
- The lower the speed, the more you have to turn the steering wheel. This means "hand-over-hand" steering for corners and sharp curves.

Speed Selection

- In the city, you have to choose a speed according to the level of predictability. In highly unpredictable situations such as children playing on the side of the road, shopping malls, school sites, you should drive very slowly. In predictable situations such as sections of road with no houses on either side, or areas that are fenced and do not permit access to the road, you can drive faster but stay within the speed limit.
- If the visibility is poor, or the road surface is slippery, **slow down**. Regulate your speed so that you can always see 12 seconds ahead.

Following Time

- Three seconds is the minimum following time. Increase this if your vision is blocked by the vehicle in front; for example, if there is a van or a truck ahead of you. Increase your following time if the level of unpredictability is high.

Eye Use

- "Look up" as far as you can see ahead. This will often be four or five blocks. Check the traffic lights, check for construction, check for obstacles. This will help you to plan lane changes or route changes if necessary.
- "Reference down" to about 12 seconds ahead. This will often mean that you are looking through the front and rear windows of the

vehicles ahead. You will be able to pick up most of what you need with your peripheral vision.

- "Sweep" the road from 12 seconds ahead and back. In town, your visual sweeps have to be much wider than on the highway.
- "Fill in the gap" between your "referencing down" point and your vehicle. Check the tail lights of other vehicles, check for pot holes, check for slippery patches on the road, check pedestrians, and traffic coming from the sides.
- Check your "gates" to see if they are open. In town, the status of your gates will change more rapidly than on the highway, so you need to check your mirrors more frequently.
- Check your instrument panel when you are going straight ahead, when you have three or more gates open, and when the level of predictability is high.
- Work on an appropriate sequence, giving precedence to the "look up", "reference down" component.

Lane Control

- Always try to keep at least two gates open.
- If possible, always try to retain one open gate, because steering around obstacles is preferable to braking.
- When being tailgated, double the time of your front gate to encourage the person behind you to pass, or to at least increase the following distance.
- Do not drive in other drivers' blind spots, and do not allow them to drive in yours.
- If another driver wants to cut in front of you or change lanes, let the driver move in. Then drop back and re-establish your gates.
- You have 2 options to control your gates: changing your speed, or changing your position (your lane).
- You have control of all your gates. Do not allow other drivers to control them for you.

Changing Lanes

- Ensure that the gate is open for you before you move.
- Signal your intentions.
- Depending on circumstances, you may have to accelerate as you change lanes.
- While looking where you want to go, you will have to turn the steering wheel actively if you are going slowly, and the angle is sharp.

Entering, Exiting, and Merging in Town

- Always signal your intentions.
- Know how long it will take **your** vehicle to accelerate to the speed limit at moderate acceleration for the road surface. Then only enter traffic gaps that are long enough to accommodate you.
- If the other driver is legally in the wrong, or is being aggressive, **do not force the issue**. Let the other driver go where he/she wants.
- Before you brake, always try to have your vehicle in a straight line.

Intersections

- Know the time it takes to cross an intersection or make a turn with **your** vehicle. Estimate the gap, and only move into gaps that are long enough.
- Use a left, straight ahead, right scan to see if the intersection is clear. Continue to scan as you proceed through the intersection.
- Pay special attention to identifying drivers who are unlikely to stop at intersections or who might run red lights.

IPDE (CCT)

- You should be identifying real and potential hazards at least 12 seconds ahead.
- Determine whether the hazard is real or potential.
- If the hazard is real, predict whether it will remain as it is or change.
- If it is a potential hazard, predict where this road user is likely to go. Keep revising this prediction as you move towards the hazard.
- Based on your best prediction, decide where you will go if your prediction is true.

Check

- your gates
- the road surface
- the availability of escape routes to either side of you
- approaching traffic
- pedestrians and
- traffic coming from intersections

Plan

- escape route(s), and
- the vehicle control actions required.
- Try to get your Identification, Prediction, and Decision completed in the first six seconds. This will allow you six seconds for Execution. Sometimes, your vision will be obstructed and you will not have the luxury of a 12 second

lead time. Under these circumstances, you will have to process the information as fast as possible. **The more you practise the IPDE method, the faster you will become at processing the information.**

- Try to execute your actions as smoothly as possible and in a predictable manner. Where there is time, and it is sensible, signal your intentions.
- Remember, there are two ways to avoid a hazard: the first is to change speed (usually slow down), the second is to change direction (usually change lanes).

Headlight Use

- Students should be encouraged to have the headlights of the vehicle on at all times to enhance their visibility.

Sharing the Road

- In the city, large vehicles are likely to block your vision, rather than threaten you directly.
- Motorcycles are a considerable risk in the city. Most motorcycle accidents occur when the driver of a car makes a turn in front of a motorcyclist. Pay special attention to identifying motorcycles during motorcycle season.
- School buses in many communities are prohibited by bylaws from using their flashing red warning lamps in town. If you see a school bus stopped in town, predict that children may be exiting from the bus.
- Pedestrians require special identification and prediction in the city.
- Emergency vehicles may startle you as they approach -- particularly if the siren and flashing lights are in use. The secret is to avoid panic and to take steps so as not to impede their progress. The Driver's Handbook provides suggestions for dealing with emergency vehicles under a variety of circumstances.

Fuel-Efficient Driving

- You get the best fuel economy from moderate acceleration.
- Try to pick routes that require the fewest stops.
- By looking well ahead, and by not getting "caught" behind vehicles that are stopped, you can save fuel.

Assignments

1. When someone else is driving, count the time it takes from a stopped position until the vehicle has accelerated and reached the speed limit. Do this three times under similar circumstances and obtain an average.
2. When someone else is driving, count the time it takes to stop from the speed limit. Do this three times from the same speed, and obtain an average.
3. Have the student select sensible travelling speeds for six local locations. The instructor should specify the time of day, surface conditions, and visibility.

Instructional Approaches

- Solicit student responses and fill in the gaps.
- Use slides or videos for instructional purposes.

Support Requirements

Materials

- Appropriate slides and videos.

Equipment

- Slide projector, VCR

Lesson 13: Driving Slowly and Parking

Purpose

To provide students with sufficient information to enable them to drive a vehicle slowly, to turn the vehicle, and to park it.

Duration: 60 minutes

Learning Objectives

Performance Objectives

Actively participate in discussions and group work.

Knowledge Objectives

Know the procedure for:

- driving slowly, forward, and in reverse;
- making a U-turn;
- making a two-point turn into an approach or driveway;
- making a three-point turn;
- angle parking;
- right angle parking, both forward and reverse;
- hill parking; and,
- parallel parking.

Teaching Points

1. Good driving is a precision exercise.
2. It is more difficult to drive well and accurately at very low speeds than it is at higher speeds.
3. Low speed manoeuvres require much practice.

Content

1. Driving slowly, forward and in reverse - see Driver's Handbook.
2. U-turns - see Driver's Handbook.
3. Two-point turns into driveways - see Driver's Handbook.
4. Three-point turns - see Driver's Handbook.
5. Angle parking - see Driver's Handbook.
6. Right-angle parking, both forward and in reverse - see Driver's Handbook.
7. Hill parking - see Driver's Handbook.
8. Parallel parking - see Driver's Handbook.

Assignments

Read the appropriate section in the Driver's

Handbook.

Instructional Approaches

- Practise cooperative learning.
- Form the students into groups and have each group tell the class how to carry out one activity, in detail. Members of the class are to raise questions until they are convinced that the group presenting the activity thoroughly understands what they are presenting.
- Using a question and answer format, fill in the gaps.

Support Requirements

Materials

- Driver's Handbooks, either one per student or two or three per group.
- Overhead transparency blanks, overhead pens, flip-charts and pens, or any other materials which will aid the students in giving group presentations.
- Available topical videos.

Equipment

- Overhead projector, flip-chart, appropriate writing and presentation equipment, VCR.

Lesson 14: Corners and Curves

Note: Under some circumstances, particularly as it relates to locale, it may be appropriate to teach all, or components of this lesson, earlier in the course.

Purpose

To convey to the student an understanding of the physics involved and the procedures required to smoothly negotiate corners and curves on surfaces with different levels of friction.

Duration: 60 minutes

Learning Objectives

Performance Objectives

Actively participate in discussions and group work (PSVS).

Knowledge Objectives

- Understand the forces involved in negotiating corners and curves.
- Understand the effect of friction on negotiating corners and curves.
- Know the technique for negotiating a corner.
- Know the technique for negotiating a curve.

Teaching Points

1. "Smooth is beautiful!"
2. With perfect cornering, you should not feel any lateral acceleration.

Content

1. Different types of corners and curves:
 - fixed radius curves
 - diminishing radius curves
 - differing degrees of banking
 - differing lane widths
2. The physics of changing direction. **The vehicle will normally want to continue in the direction that it has been travelling.** If you wish to change that direction by going around a corner or curve, then you can only do so if there is sufficient traction between the tire and the road to permit the directional change. As the friction decreases, so must the speed of the vehicle decrease, if the vehicle is

to make the curve.

3. Use the proper technique for negotiating a curve
 - see Driver's Handbook.
4. Use the proper technique for negotiating a corner
 - see Driver's Handbook.

Assignments

1. Find a fixed radius curve in your location.
2. Find a diminishing radius curve in your location.
3. Look at curves and corners to determine the extent of banking.
4. Note the above three points and bring the information to the next class.

Instructional Approaches

- Practise field observation.
- Demonstrate, using diagrams, slides, videos or overhead transparencies.
- Solicit student responses and fill in the gaps.
- Use simulation.
- Assign questions.

Support Requirements

Materials

- Appropriate diagrams, slides, videos or overhead transparencies.

Equipment

- Flip-charts, slide projector, VCR, overhead projector.

Lesson 15: Grid Roads

Note: For some classes, it may be appropriate to cover this lesson earlier in the course - particularly as it relates to rural students.

Purpose

To introduce the student to the basics of grid road driving.

Duration: 50 minutes

Learning Objectives

Performance Objectives

Actively participate in discussions and slide/video demonstrations.

Knowledge Objectives

For grid roads, know how to:

- carry out normal accelerating, stopping and turning;
- select the speed;
- select an optimal following time;
- establish proper eye use;
- establish and maintain lane control, driving position;
- deal with intersections;
- implement the IPDE process;
- use headlights;
- share the road; and,
- drive in a fuel-efficient manner.

Teaching Points

1. Reduced sight distances mean you should drive slower on grid roads than on highways.
2. Reduced friction, which affects stopping time and cornering, necessitates driving slower on grid roads than on highways.
3. Reduced sight distances require you to make a special effort to look as far ahead as you can possibly see.

Content

Normal Accelerating, Stopping, and Turning

- Driving on gravel requires gentle acceleration and gentle braking to avoid wheel spin or skidding and subsequent loss of traction.
- Driving in deep gravel requires constant use of

the accelerator to force the vehicle through the gravel, and also requires a firm grip on the steering wheel.

- Driving in mud requires very delicate use of the accelerator, brake, and steering wheel as does driving on ice.
- If you get stuck in mud, use a "rocking" technique - see Driver's Handbook.

Speed Selection

- **Make sure** that you select the speed which permits you to see a minimum of 12 seconds ahead **at all times**.

Eye Use

- Look well ahead, getting the maximum sight time possible. This is necessary because sight distances will be shorter on grid roads than on highways.
- In heavy gravel, if the vehicle is drifting around, slow down, look where you want to go, and the steering will take care of itself.
- If the vehicle skids, remove the cause of the skid, look where you want to go and steer there.

Lane Control

- On a gravel road, there will rarely be multiple lanes. Therefore, you only need to control your front and rear gates.
- The selection of where you drive on the gravel road is complicated. Often there is a single set of wheel tracks in the centre of the road. You are better off to drive in these when you have good sight distance, and only pull over to the side if a vehicle is approaching you, or if you are coming to a blind curve, or the top of a hill.

Intersection

- As your sight distance is often restricted at an intersection, you should slow down more than usual.
- When judging the size of the gap that you can move into in front of an approaching vehicle, bear in mind the friction of the road surface.

IPDE (CCT)

- While there is little traffic on grid roads, you must still check every approach road to identify real or potential hazards.
- Part of your identification process is to regularly check the surface of the road.
- Routinely predict that slow-moving farm vehicles will be on the road, and adjust your speed so that you can stop well within the distance you can see ahead. This is particularly important on blind curves and at the top of hills.
- When deciding what action to take, check the ditch (which is a possible escape route) carefully. Ditches on grid roads are not as forgiving as those on provincial highways.

Headlight Use

- Because of the reduced visibility and potential for dust, you are well advised to have your headlights turned on whenever you are driving on grid roads.

Sharing the Road

- The main problem will be with slow-moving farm vehicles. Adjust your speed so that you can identify them in time, and can pass them at a reasonable speed.
- As a courtesy and a sound, safe driving practice, and to minimize the potential of your vehicle picking up stones and "throwing" them into the path of approaching vehicles, it is a good idea to slow down when meeting approaching vehicles.

Assignments

1. Determine the sight time on three grid roads near you.
2. Decide on a suitable speed for driving each of the three grid roads.
3. Report back to class.
4. Interview someone who drives on grid roads regularly.

Instructional Approaches

- Practise interviewing.
- Solicit student responses and fill in the gaps.
- Use slides, videos or overhead transparencies.
- Set up activity centres.

Support Requirements

Materials

- Appropriate slides, videos, or overhead transparencies.

Equipment

- Slide projector, VCR, or overhead projector.

Lesson 16: Passing and Crossing Intersections

Purpose

To prepare the student for passing and crossing intersections.

Duration: 60 minutes.

(A) Passing

Learning Objectives

Performance Objectives

Actively participate in discussions and group work.

Knowledge Objectives

Know how to:

- pass in the city;
- pass on the highway;
- pass on grid roads;
- pass at night; and,
- be passed by other vehicles.

Teaching Points

1. **Never** pass unless you are sure that it is safe to do so.
2. **Never** reduce your safety margin.
3. Make sure that your time estimations are for your particular vehicle, and check approach times for the particular situation in which you are involved.

Content

1. Passing in the city. The situation to avoid is to have the driver you are passing make a lane change and drive into your vehicle. To avoid this situation:
 - never allow your vehicle to be in another driver's blind spot - see Driver's Handbook,
 - if you are in another driver's blind spot, move out of it as soon as you can,
 - if the other driver begins to change lanes, drop back and allow the vehicle to enter.
2. Passing on highways - see Driver's Handbook.

3. Passing on grid roads. The main problem is having sufficient sight distance to pass adequately. Do not attempt to pass unless your sight distance exceeds your safe passing time. The second problem is making a lane change in gravel. You must hold the steering wheel very firmly and make the change gradually. Always lane change gradually and apply the accelerator gradually after you have completed the lane change and are going in a straight line. **Unless you are passing a slow-moving vehicle, you are better off not to attempt to pass on grid roads.**
4. Passing at night. Again, the key is to have adequate sight time. You need to know that the road is straight, and that your sight distance is not obscured by a hill or a curve. Use headlights of oncoming vehicles or tail lights of vehicles in front to give an indication of sight distance. Practice estimating closing times before you attempt to pass at night. **Look where you want the vehicle to go - not at the oncoming headlights.**
5. Being passed. When you are being passed, you should be as predictable as possible. Maintain your speed and lane. **DO NOT** accelerate. Identify when the vehicle passing you begins to return to your lane. Predict that he may make an error and return too soon. Decide what your response will be.

(B) Crossing Intersections

Knowledge Objectives

Know how to negotiate:

- intersections;
- 4-way intersections with lights;
- 4-way intersections without lights;
- intersections on highways; and,
- intersections on grid roads.
- railway crossing - controlled and uncontrolled

Teaching Points

1. Your search pattern is critical. The most common excuse at an intersection accident is "I didn't see him". This is invariably true, and is because the driver was not looking in the right place at the right time.

-
2. The time it takes to cross an intersection will be substantially longer if the road is slippery. You need to develop special "crossing time estimates" for winter (NUM).

Content

1. For the rules concerning lane use at intersections and lights - see Driver's Handbook.
2. Introduce the idea of estimating closing time of vehicles approaching intersections. Use the same technique as used in "Passing on Highways" - see Driver's Handbook. Note that when you are stationary, the closing time will only be half as rapid as in the passing situation. You need separate estimates (NUM).
3. Railway crossing safety is a concern to many persons, organizations, and government agencies. (The 14 deaths at railway crossings in 1995 were more than double the average of fatalities in previous years.) A 1996 report, prepared by a Saskatchewan Railway Crossing Safety Committee, advanced recommendations related to crossing design, enforcement, and greater public awareness about the dangers at railway grade crossings. Until such time as new materials are prepared for distribution to driver instructors, it is suggested that **instructors emphasize that procedures related to dealing with any controlled or uncontrolled intersection apply equally to railway crossings.** It is important also that instructors encourage students to check earlier when approaching a railway crossing. If possible, speakers from railway companies can be invited to address the class.

Assignments

1. Either as a driver or passenger, determine the highway passing time for your vehicle.
2. Either as a driver or passenger, practice estimating closing time and check to see if you are correct by counting.
3. As a driver, passenger or pedestrian, determine the time it takes to cross an intersection.
4. As a driver, passenger or pedestrian, measure the approach time of three vehicles at an intersection without lights.
5. Report back to your class.

Instructional Approaches

- Use practice and drill methods.
- Solicit student responses and fill in the gaps.
- Use slides, videos, and overhead transparencies.

Support Requirements

Materials

- Appropriate slides, videos, and overhead transparencies.
- A list of materials regarding railway crossing safety from the Saskatchewan Safety Council (757-3197) was circulated to instructors at the June 1996 inservice sessions.

Equipment

- Slide projector, VCR, overhead projector.

Lesson 17: Winter Driving/Rain

Note: If it is winter, then it is suggested this lesson be taught earlier in the course.

Purpose

To introduce the student to winter driving and other conditions of reduced traction and visibility.

Duration: 120 minutes.

Learning Objectives

Performance Objectives

Actively participate in discussions and slide/video presentations.

Knowledge Objectives

At night and during rain, know how to:

- carry out normal accelerating, stopping, and turning;
- select the speed;
- select an optimal following time;
- establish proper eye use;
- establish and maintain lane control;
- change lanes;
- enter, exit, and merge;
- deal with intersections;
- implement the IPDE process (CCT);
- use headlights;
- share the road; and,
- drive in a fuel-efficient manner.

Teaching Points

1. The key to winter driving is to "buy" the **time** you need to carry out your actions.
2. Additional eye lead time and following time are essential in winter.
3. All movements must be started early and be carried out **gently**.
4. Good drivers always brake in a straight line.

Content

Normal Accelerating, Stopping, and Turning

- Under winter conditions, traction is usually reduced. The extent of the reduction varies tremendously with both the road surface and the temperature. The most slippery condition is

ice, close to freezing point. As the temperature drops, greater traction is available. Often traction will be increased in the snow. Small amounts of gravel or sand will dramatically improve traction.

- As a test to see how slippery the road is, gradually apply the brake. If the road is very slippery, the wheels will begin to lock with minimal braking pressure. As traction increases, more braking pressure is required before a wheel locks.
- Hunt for traction, that is, look for parts of the road which offer more traction than others.
- Under slippery conditions, accelerator use must be **gentle**. Move the accelerator down slowly, and only push it a little way down. For fine accelerator control, rest the side of your foot against the transmission tunnel and roll your knee.

Under slippery conditions, braking must also be **gentle**. Start **early**, push the brake down a little way, and threshold brake - see Driver's Handbook. The skill is to apply maximum braking without locking the wheel.

- **Always brake in a straight line.**
- Under slippery conditions, steering must be **gentle**. If the steering wheel is turned a great deal in a short time, the tires will stop rolling and will skid straight ahead. You will lose your ability to steer. The key is to put in a small amount of steering **slowly** so that the wheels keep rolling. If you have turned the wheels too far, then it is necessary to turn them back toward the central position so that they will begin to roll again, if you wish to regain steering control.
- During the first 10 minutes of a rainstorm, the road can be very slippery. This is because the oils and fumes on the road come to the surface, and it takes a while before they are washed away. Take extra care during this time.
- In heavy rain, it is possible for a vehicle to hydroplane, that is, tires slide on a film of water and do not make contact directly with the pavement. This dramatically reduces traction and therefore affects all manoeuvres, particularly steering and braking. If you find the steering is unresponsive and think you could be hydroplaning, **slow down**.

Speed Selection

- Speed should be reduced if vision decreases, or if traction decreases. If both vision and traction decrease, then speed should be reduced even further. Twelve seconds becomes the **minimum** sight distance required. If it is slippery on highways, increase the sight distance to 15 to 20 seconds. Your preselected sight distance will directly govern your speed.

Following Time

- For the first snow fall, double your following time - see Driver's Handbook.
- As traction decreases, increase your following time up to double, if necessary.

Eye Use

- On a slippery surface, more time will be required to execute a manoeuvre. Therefore, it is essential that you identify real and potential hazards as early as possible. Try to stretch your scanning patterns beyond the minimum 12 seconds. Otherwise, eye use patterns are the same.
- If the vehicle skids, remove the source of the skid (usually shift to neutral or declutch), look where you want the vehicle to go and steer there.

Lane Control

- It is desirable to have longer gates when conditions are slippery, because you are not able to turn as rapidly when making a lane change. All other lane control conditions apply.

Changing Lanes

- This must be done gradually over a longer period of time. Do not count on drivers in other lanes being able to brake in a controlled manner to allow you to enter.

Entering, Exiting, and Merging

- When entering a road, reduced traction will greatly increase the time required to accelerate to your cruising speed. Therefore, you will need to identify longer gaps in order to enter the traffic smoothly. This takes practice.
- When exiting a road, begin to slow down much earlier than normal, since reduced traction will not permit you to brake as rapidly. When you get to the lane change or turn, you must be going considerably slower than normal to make

that turn. Therefore, braking should not only begin earlier to allow you to slow down in time, but you have to brake to a much lower speed to successfully make the turn.

- When merging, as with lane changes, you will require extra time in order to be able to make a slow and gentle merge. This means that you will need a longer gap to merge into.

Intersections

- Decreased traction will force you to accelerate slowly, turn slowly, and brake slowly. This means that you need considerably **more time** to negotiate an intersection.
- Practice estimating closing times and your acceleration time under slippery conditions.
- Bear in mind that other drivers are unlikely to have your skills, so that you must allow sufficient time and room for them to make errors.

IPDE (CCT)

- As with "eye use", conditions of reduced traction require you to buy more time so that you can execute manoeuvres. Carry out your identification a minimum of 12 seconds ahead (ideally up to 20 seconds) to gain the needed time. As with "night" conditions, you should begin to slow down early, in advance of clearly identifying a situation, if you suspect a possible hazard may exist.

Headlight Use

- Always have your headlights on under conditions of reduced visibility or reduced traction, better yet, have your lights on at all times. **You need to be seen by other drivers as early as possible.** Make sure your headlights are properly adjusted and that your high beams are off.

Sharing the Road

- Blowing snow can sometimes cover the signal lights of other vehicles so that you will not see the flashing red warning lamps of school buses, and you may not see the brake lights or running lights of snow ploughs. Whenever you see a school bus or snow plough, predict that it may stop.
- Be on the look-out for snowmobiles - see Driver's Handbook.

Assignments

If the course is given in winter, then, as either a driver or a passenger:

- 1.Count the braking time for a variety of different surfaces and speeds.
- 2.Count the acceleration time to cruising speed on a range of different surfaces.
- 3.Determine how far ahead you can stretch your visual scan.
- 4.Count how long it takes to execute a decision on a slippery surface.
- 5.Record the above, and bring them to the class for discussion.

Notes:

Instructional Approaches

- Practise reflective discussion.
- Solicit student responses and fill in the gaps.
- Use slides and videos.

Support Requirements

Materials

- Appropriate slides and videos.

Equipment

- Slide projector and VCR.

Lesson 18: Night and Restricted Visibility

Purpose

To introduce the student to driving at night and to conditions of reduced visibility.

Duration: 60 minutes.

Learning Objectives

Performance Objectives

Actively participate in discussions and group work.

Knowledge Objectives

At night and under conditions of reduced visibility, know how to:

- carry out normal accelerating, stopping, and turning;
- select the speed;
- select an optimal following time;
- establish proper eye use;
- establish and maintain lane control;
- change lanes;
- enter, exit, and merge;
- deal with intersections;
- implement the IPDE process;
- use headlights;
- share the road; and,
- drive in a fuel-efficient manner.

Teaching Points

1. Most drivers drive too fast at night. They do not have sufficient time to react after detecting an obstacle on the road.
2. Good drivers begin to brake as soon as they think there might be an obstacle on the road.
3. Good drivers try to maintain a 12-second viewing time.

Content

Normal Accelerating, Stopping, and Turning

- Accelerating, stopping, and turning are the same at night or under conditions of restricted visibility, as in the daytime. The only difference is that if you do not have adequate

viewing time, then what would be normal vehicle control will become emergency control of the vehicle.

Speed Selection

- Select your speed so that you can see at least 12 seconds ahead. To do this, you will need to vary your speed according to the illumination.
- Usually, there will be enough light in the city to drive at the speed limit. Outside of the city the moon, and the lights of other vehicles will dramatically affect your viewing time and therefore, your speed selection.
- How far you can see is significantly affected by the type of headlights you have, particularly when you are using your high beams - see Driver's Handbook.
- When vision is restricted by fog, rain, or blowing snow, having your headlights on high beam will not help you to see further. So, when daytime visibility is poor, you will generally have to drive slower than you would at night.

Following Time

- The following times are the same at night as in the daytime.

Eye Use

- The search pattern is the same at night as during the day.
- Avoid looking at oncoming headlights; look instead 12 seconds ahead in line with where you are sitting.

Lane Control

- Lane control is the same at night as during the day. However, if it is raining, the light will tend to be diffused by the raindrops. This, combined with the fact that in the cities there will be lots of distracting lights, means the use of your outside mirrors at night are less reliable than during the day. You should replace outside mirror checks with shoulder checks to determine the condition of your gates.

Changing Lanes

- The same conditions apply at night as during the day.

Entering, Existing, and Merging

- The same conditions apply at night as during the

day, however, you will need to practice estimating gap sizes at night since the cues you used during the daytime will mostly be missing. Judging at night is a related but separate skill.

Intersections

- The search patterns for intersections are the same at night as during the day, however, you need to be aware that headlights of an approaching vehicle can be hidden in a background of other lights. If there are a lot of lights as a background, carry out your search pattern twice before proceeding through the intersection.

IPDE (CCT)

- At night, special emphasis needs to be placed on the identification component. Skill needs to be developed in the detection of cues such as direction of telephone poles, use of other vehicles' headlights and tail-lights. Because you will be unable to see details of the road 12 seconds away, the rule at night is to begin the execution early. That is, as soon as it looks as if a real or potential hazard could be in existence, begin to take appropriate action. This will give you more time to identify the hazard and you will be travelling more slowly at the point that you need to Predict, Decide, and Execute.

Headlight Use

- On the highway, or in unlit areas, have your headlights on high beam as often as possible.
- Dim your headlights when you are about five seconds from the approaching vehicle on a highway - see Driver's Handbook.
- Keep your headlights in correct adjustment. Check them regularly.
- While the benefits of daytime running lights are recognized, under conditions of reduced visibility, regular headlight use is recommended. Daytime running lights may give the illusion of vehicles being farther away in fog and blowing snow. In addition, cars equipped with daytime running lights do not always have taillights operating at the same time, thus creating an additional hazard of a rear end crash.

Sharing the Road

- In the city, motorcycles will be difficult to identify because they only have one headlight which can more easily blend into a background

of light. Pay special attention to check for motorcycle headlights before making a lane change, a left or a right turn.

Fuel-Efficient Driving

- This is the same at night as during the day.

Assignments

Either as a driver or passenger:

- 1.Count, in seconds, how far you can see ahead at the speed limit, under varying conditions of illumination. Record time and illumination conditions and bring these to class;
- 2.Identify three "cues" that can be used to give you additional information at night;
- 3.Practice looking 12 seconds ahead, in line with where you are sitting, rather than looking at the headlights of vehicles approaching you on the highway;
- 4.Practice counting following time and closing time of oncoming vehicles; and,
- 5.Practice counting closing gaps at intersections.

Instructional Approaches

- Use inquiry methods.
- Solicit information from students and fill in the gaps.
- Use slides, diagrams, or overhead transparencies.

Support Requirements

Materials

- Appropriate diagrams, slides, and overhead transparencies.

Equipment

- Slide projector and overhead projector.

Lessons 19 and 20: Emergencies

Purpose

To introduce the student to: preparing for emergencies, dealing with emergencies when the vehicle is in motion, and dealing with an accident once it has occurred.

Duration: 120 minutes.

Learning Objectives

Performance Objectives

Actively participate in discussions and group work.

Knowledge Objectives

Know how to:

- equip the vehicle so that it is prepared for emergencies;
- control the vehicle in an emergency situation - where to look, emergency braking techniques, emergency steering techniques, left-foot brace, combined braking and steering; neutral/declutch, skidding, drifting onto the soft shoulder, and ditches;
- deal with vehicle malfunctions - blow-outs, brake failure, power steering or power brake failure, accelerator sticking and headlight failure;
- deal with animals, especially wildlife, on the road;
- recognize personal limits and the limits of the vehicle; and,
- respond appropriately at the scene of an accident.

Teaching Points

1. Good drivers prepare for emergencies, particularly when driving in winter conditions.
2. It is "not a big deal" to lock one or more wheels. If the front wheels are locked, you will slow down but not steer. **If you wish to steer, take your foot off the brake.**
3. Do one thing at a time: either brake or steer, don't try to do both at once.
4. Emergency conditions require hard braking and fast wheel movements.
5. The sequence is critical at the scene of an

accident.

6. **Never admit blame when you have been in an accident.**

Content

Preparation for Emergencies

- Prepare for minor vehicle malfunctions, particularly in winter - see Driver's Handbook.
- Prepare survival equipment, particularly in winter - see Driver's Handbook.
- Prepare accident equipment, for example, first-aid kit, flashlight.

Control of the Vehicle

- where to look
- emergency braking techniques
- emergency steering techniques
- left-foot brace
- combined braking and steering
- neutral/declutch
- skidding
- drifting onto the soft shoulder
- ditches - see Driver's Handbook

Vehicle Malfunctions

- blow-outs
- brake failure
- power steering or power brake failure
- accelerator sticking
- headlight failure - see Driver's Handbook

Animals on the Road

- See Driver's Handbook

Know Your Limits and the Limits of Your Vehicle

- There are limits to how fast you can process information, how fast you can turn the wheel or get on or off the brakes. To be good at dealing with emergencies requires hands-on practice. Do not expect to get it right the first time.
- Vehicles vary enormously in their responses to emergency input.

At the Scene of an Accident

- Stop.
- Protect the scene.
- Assist the injured.
- Call the police.
- Check for witnesses.
- If asked, provide a report to the police.
- Exchange information with other drivers.
- Write everything down and never admit blame.

See Driver's Handbook.

Assignments

Read the sections on Emergency Driving and Accidents in the Driver's Handbook (COM).

Notes:

Instructional Approaches

- Student presentation based on slides, overhead transparencies, and videos (COM).
- Solicit student responses and fill in the gaps.
- Have students act out/role play an accident scene.

Support Requirements

Materials

- Appropriate slides, videos, and overhead transparencies.

Equipment

- Slide projector, VCR, and overhead projector.

Lesson 21: Insurance/Buying a Vehicle (Optional)

Purpose

To give students an understanding of the insurance requirements and alternative types of insurance coverage, together with the subsequent changes in his/her status following an accident.
To give students an understanding of some of the key points which should be considered when buying a vehicle.

Duration: 60 minutes.

Learning Objectives

Performance Objectives:

Actively participate in discussions and group work.

Knowledge Objectives

TO BE DETERMINED IN CONJUNCTION WITH SGL.

Teaching Points

TO BE DETERMINED IN CONJUNCTION WITH SGL.

Content

TO BE DETERMINED IN CONJUNCTION WITH SGL.

Assignments

TO BE DETERMINED IN CONJUNCTION WITH SGL.

Instructional Approaches

TO BE DETERMINED IN CONJUNCTION WITH SGL.

Support Requirements

TO BE DETERMINED IN CONJUNCTION WITH SGL.

Materials and Equipment

TO BE DETERMINED IN CONJUNCTION WITH SGL.

In-Car Lessons



In-Car Lessons

- Throughout the in-car lessons, usually under the section entitled "Performance Objectives", reference is made to "successful performances or repetitions", in association with determining student competence. It should be recognized that these are merely suggested measures of student mastery of a particular activity. The instructor must ascertain when and if the student has mastered a particular manoeuvre or acquired a particular skill. For some students, such an assessment may require fewer repetitions than suggested; for others, it may take longer and may span several in-car sessions. In some instances, students may be expected to start making decisions in the first hour, while for others, it will not occur until much later. Again, it is the responsibility of the instructor to ascertain when a student is ready to assume greater responsibility for driving decisions.

- In-car sessions are shown as being 60 minutes in duration. It is recognized that, in some schools, class periods will be of shorter, or perhaps longer duration. It is expected the instructor will make the required adjustments in lesson content and scheduling to reflect a sensitivity to the local situation, rather than attempting to have the school and students adjust to suit the expectations or demands of the instructor.

- While it is strongly recommended that every effort be made to afford every student at least six hours of observation time, and while it is recognized that every in-car lesson provides for observer participation, it is also recognized that, for a variety of reasons, not all students will be able to take advantage of the opportunity. It is expected the instructor will endeavour to cover off the shortfall by encouraging additional, guided at-home practice.

- While it is strongly recommended that the in-car lessons be offered in the sequence in which they appear in the curriculum, **it is recognized that, ultimately, it must fall to the instructor to offer the course in a manner that is sensitive to the needs of individual students and the community in which the course is offered.** This is not to be interpreted as giving sanction to instructors to craft and deliver their own course. Rather, it is an acknowledgement that, from time to time as a function of the locale or the competence of

students in a course, some of the activities reflected in some of the lessons in the curriculum may, at the discretion of the individual instructor, be offered to students at a different time in the course than recommended in the curriculum. The instructor should be prepared to defend decisions made in this regard.

- In several lessons, it is recommended that the instructor demonstrate a particular manoeuvre for students. It should be recognized that this is only a suggestion; it may not be necessary for the instructor to demonstrate manoeuvres to all students.

Lesson 1

Vehicle Familiarization, Use of Controls, Looking Up, and Referencing Down

Session: One 60-minute session as driver
One 60-minute session as observer

Sequence Constraint

Sequence is critical: it is strongly recommended this lesson be taught first, with all components, including the highway drive, for those students who are ready to drive on the highway. If the student is ready for highway driving, then proceed to a highway site at the appropriate point in the lesson. Recognize, however, that with this lesson, it is the exercise of "looking up" which makes the difference, not the location where the activity takes place. Gentle, controlled movements are a product of where you look; not a product of the road on which you are driving. Novice drivers rely on years of "looking at whatever they wish". Because they tend to "drive where they look", this can be, at best, disconcerting, at worst, dangerous, if they lock onto a "semi" on that first drive. You can say "look up" all you want but frightened students do what has worked for them in the past. Even after they accept that "they drive where they look", they may still be afraid to look beside a vehicle for fear they will hit it. Some students look at a very small area, such as a line, rather than picking up the larger field of view. Trying to diagnose and work on remediation is not something that an instructor should be doing at 100km/hr on a busy highway! As a consequence, for those students not ready at this point for driving on the highway, the instructor will realize similar results if a long, straight, controlled urban street, is used where the student could still "look up", to the horizon, and "reference down". The risk for the novice is less and the street can be easily abandoned for a quiet residential street if some other remediation is indicated. Should this be your choice as instructor, then, depending on the individual student, much of lesson 1 and 2 will be covered in the course of the lesson.

Overview

What You Do

1. Introduce the student to pre-driving preparation - doors, loose objects, seat adjustment, head restraint, vents, heater/air conditioner, mirrors, seat belts. Have the student practice pre-driving preparation.
2. Introduce the student to starting the vehicle and shutting down the vehicle.
3. Demonstrate how to set the vehicle in motion, how to stop the vehicle, and how to go through the simple steering exercise.
4. Have the student practise setting the vehicle in motion and stopping the vehicle.
5. Demonstrate driving slowly forward in straight line.
6. Have the student driver carry out the slow forward exercise.
7. Demonstrate driving slowly in reverse in straight lines and patterns.
8. Have the student driver carry out the slow reverse exercise.
9. Demonstrate a two-point turn.
10. Have the student driver execute a two-point turn.
11. As an instructor, you must be sensitive to the locale in which you are working when it comes to selecting and reflecting the various activities advanced in this curriculum, including whether a student is ready for the highway drive.
12. Have the student driver practise the skills from your demonstration. You are 100% responsible for directives. The student driver is to follow your orders completely. You are not to burden the student driver with details or judgment calls. For example, you tell the student driver when it is safe to go. Do not ask the student driver or require the student to do the necessary checks.
13. Demonstrate counting time (following distance and time to stationary object) and maintaining following distance.
14. Have the student driver and the student observer judge following distance and time to stationary objects.
15. In some cases, the instructor may drive back to the school.

Lesson Content

- pre-driving preparation
- starting and shutting down the vehicle
- setting the vehicle in motion and stopping the

vehicle

- simple steering exercise (nine and three)
- straight-line backing
- forward - straight lines and patterns
- reverse - straight lines and patterns
- two-point turn
- two-point turns into an approach
- accelerator, brake, and steering control
- acceleration to speed, maintaining speed, deceleration, and stopping
- where to look: looking up and referencing down
- steering control at speed
- counting time: following distance and time to stationary objects

Instructional Objectives

Performance Objectives (Do)

- Be sufficiently familiar with all of the controls to be able to respond to the instructor's request for a control adjustment without looking at the control (two successful performances).
- Complete the pre-driving check with correction until the student completes 100% of the check (two successful performances).
- Start the vehicle and shut down the vehicle with the correct sequences (two successful repetitions).
- Set the vehicle in motion and stop the vehicle with the correct sequences (four successful repetitions).
- Complete the fine steering moving hands from the wheel, and without looking too closely at the vehicle (four successful repetitions).
- Describe how to execute the slow reverse exercise.
- Describe how to execute the two-point manoeuvre.
- Accelerate smoothly to speed limit, hold a constant speed (plus or minus 10 km/h) for about five kilometres, then brake gently to a stop (two successful repetitions).
- Describe to the instructor objects on the horizon (looking up), and describe the point 12 seconds ahead (referencing down), (four successful repetitions).
- Keep the vehicle within the chosen lane, within the lane markers (continuously for last quarter of lesson).
- Estimate time to stationary objects (four successful repetitions within two seconds).

Knowledge Objectives (Know)

- How to adjust each of the controls.
- The sequence for pre-driving preparation.
- How to start and shut off the vehicle.
- The sequence for setting a vehicle in motion and stopping the vehicle.
- Where to place hands on the wheel for fine steering.
- Not to turn the steering wheel while the vehicle is stationary.
- When to turn the steering wheel quickly and when to turn it slowly.
- How to drive slowly, in forward and reverse.
- Where to look when driving slowly in forward or reverse.
- When and under what circumstances, to use the two-point method of turning the vehicle around.
- What to do with the accelerator to build up speed smoothly.
- What to do with the brake to stop smoothly.
- What to do with the steering wheel to steer smoothly.
- How to measure distance in seconds from a stationary object.
- Where to look when "looking up".
- How to measure following distance in seconds, and what the following distance should be.
- Where to look when "referencing down".

Attitudinal Objectives (Believe)

- It is essential to be able to adjust the controls while looking straight ahead.
- Preparations for driving the vehicle, starting the vehicle, shutting down the vehicle, putting the vehicle in motion, and stopping the vehicle, must all be done in the proper sequence.
- Do not move the hands on the steering wheel when using the nine-and-three steering technique.
- Turning the steering wheel while the vehicle is stationary is harmful to the vehicle.
- Driving slowly is difficult and requires considerable attention.
- Reversing should never be faster than a walking pace (five to eight km/h).
- "Smooth is beautiful."
- Highway driving requires small, gentle, controlled movements.
- Steer where you look.

Rationale

From the very beginning, the student driver must be able to reach and appropriately manipulate all controls without looking at them. This is an attempt to build the habit of looking inside the vehicle the minimum amount necessary and thus avoid crashes which arise when drivers are not looking outside the vehicle.

The starting, stopping, and steering exercises are to give the student the basic skills necessary to move and stop the vehicle.

At this point, the concentration is on vehicle control at low speeds. This is perhaps one of the most difficult driving tasks to master because of the wide variety of situations to which the student must adapt. Consequently, this part of the lesson concentrates on teaching the components of the required skills.

The primary reason for the early introduction of this lesson is to make the student driver look well ahead and understand in the clearest possible situation, what "looking up" and "referencing down" means.

The secondary reason is to make the student driver use small, gentle, controlled movements.

The emphasis in this lesson is on the introduction of using the eyes correctly and the basic use of controls. All judgments, decisions about traffic, decisions about when to go or not to go, or the speed at which to drive are made by the instructor. This way, the student driver is not overloaded by having to attend to too many things at once.

Teaching Techniques

Driving the Vehicle

1. Give **all** directives for starting the vehicle, setting the vehicle in motion, stopping the vehicle, shutting down, and steering. At this point, the student driver's only job is to follow your directives.
2. An instructor demonstration (with driving commentary restricted to what is being taught in this lesson) gives the student an intellectual appreciation of what is required.
3. The instructor, taking 100% responsibility for directives, frees the driver to concentrate on eye use and use of the vehicle's controls.
4. Both driver and passenger can practise eye use

and acquire necessary knowledge.

Instructional Aids

1. Diagrams for slow forward exercises, slow reverse exercises, and turning exercises.
2. Diagrams for explaining: where to look, how to count time for following distance, and for time from stationary objects, three second following distance, and how to pull onto and off the highway.

Situational/Environmental Requirements

Moving Off and Stopping

- A straight stretch of road with city speed limits, with as little traffic and as few parked cars as possible.
- Pavements with good traction - no ice, preferably no snow.
- Good visibility - day time with normal lighting conditions, not in rain, not in snow storms.
- A highway that is not too busy. If available, a divided highway is preferable. Reasonable access to and egress from the highway is necessary.

Activity Delineation

Vehicle Familiarization

Instructor Activity

1. Explain to the student the reasons for vehicle familiarization:
 - there are many crashes, even with experienced drivers, in new vehicles
 - the driver must be looking outside of the vehicle to maintain proper steering
2. Describe control use and have the student examine selected controls, describe what it is for, and how and under what circumstances it should be adjusted, including:
 - windshield wipers and washers
 - lights, including headlights
 - signals and emergency flasher
 - horn
 - heater and air conditioning controls
 - vents
 - parking brake and release
 - gear selector
 - radio
3. Have the student practise adjusting each control as you request. The vehicle must be

stationary. The student should be looking through the windshield at an object well ahead and must not look down at the control. Groping is acceptable and is to be encouraged rather than have the student look down into the vehicle.

Pre-Driving Preparation

Instructor Activity

1. Describe and have the student carry out the pre-driving activity:
 - check that all doors are properly shut;
 - secure all loose objects;
 - adjust the seat;
 - sit straight and well back into seat
 - adjust seat forward or backward
 - adjust seat height (if possible)
 - adjust seat angle (if possible)
 - adjust seat back angle (if possible)
 - adjust headrests (if adjustable);
 - adjust vents, heater controls, air conditioner, etc.;
 - adjust mirrors; and,
 - fasten and adjust seatbelt.
2. Repeat the pre-driving activity having the student describe the sequence as well as possible. Correct errors and omissions. Have the student explain why carrying out the various activities are important.

Starting and Shutting Down the Vehicle

Instructor Activity

1. Describe to the student driver the sequence of activities for starting and carrying out that sequence:
 - determine what kind of choking mechanism the particular vehicle has (see Owner's Handbook);
 - carry out appropriate accelerator manipulation;
 - regular vehicle, (if cold) depress the accelerator half way and release
 - fuel injection, do not touch accelerator
 - check the gear selector position: normally vehicle should be in park or neutral if it is cold (standard transmission should be in neutral with the clutch depressed);
 - turn the key clockwise to the first or second position to check that all gauges and warning lights are functioning;
 - continue to turn the key; when the engine starts, release the key; and,
 - depending on the choke mechanism, depress the accelerator pedal to release the choke, if

necessary.

2. Repeat the starting procedure having the student describe the sequence as well as he/she can. Correct errors and omissions. Have the student explain why he/she is carrying out the various activities.
3. Describe to the student driver the sequence of activities for shutting down and have her/him carry out that sequence:
 - set parking brake;
 - shift gear selector to park (first or reverse for manual shift);
 - turn off electrical accessories (lights, wipers, radio, etc.); and,
 - turn ignition to off position and remove key.

Setting the Vehicle in Motion and Stopping the Vehicle

Instructor Activity

1. Describe to the student driver the sequence of activities for setting the vehicle in motion and carrying out that sequence:

Automatic Transmission

- right foot on foot brake;
 - left foot to brace position;
 - gear selector to drive;
 - release parking brake;
 - hold steering wheel in nine-and-three position;
 - move right foot from brake to accelerator; and,
 - accelerate and steer on to the road as directed.
2. Describe to the student driver the sequence of activities for stopping the vehicle and carrying out that sequence:
 - begin early and brake gently;
 - push the brake pedal and take out the freeplay;
 - as soon as resistance is felt, maintain light pressure on the brake;
 - as the vehicle slows, gradually release the pressure on the brake; and,
 - carry out shut-down procedure.
 3. Repeat the procedure for setting the vehicle in motion, having the student describe the sequence as well as possible. Correct errors

and omissions. Have the student explain why she/he is carrying out the various activities.

4. Repeat the procedure for stopping the vehicle having the student describe the sequence as well as he/she can. Correct errors and omissions. Have the student explain why he/she is carrying out the various activities.

Driving Slowly

Instructor Demonstration

Instructor Activity

1. Demonstrate driving slowly forward in a straight line:
 - allow the idling speed of the engine to move the vehicle;
 - brake as necessary to control speed; and,
 - look well ahead.

Student Drives Slow Forward Exercises

Instructor Activity

Have the student driver describe and carry out

- slow drive forward.

Instructor Demonstration

Instructor Activity

Demonstrate driving slowly in reverse in a straight line, allowing the idling speed of the engine to move the vehicle, braking as necessary to control speed

- precise steering;
- imprecise steering; and,
- palming the wheel.

Explain how to sit, how to hold the wheel and where to look.

Student Drives Slow Reverse Exercises

Instructor Activity

Have the student driver describe and carry out

- precise steering in reverse;
- imprecise steering in reverse; and,
- palming the steering wheel.

Introduction to Highway Driving

Activity Delineation

Use both the drive to the highway and the demonstration on the highway to describe the points to be covered in the lesson. Carry out as many as possible of Instructor Activities 1-6 on the drive to the highway. Repeat and complete these activities on the highway.

Instructor Activity

1. Give commentary on steering technique, techniques for accelerator use, brake use, and speed maintenance.
2. Demonstrate counting time: following distance and time to stationary objects.
3. Require each student to estimate and count following distance and time to stationary objects.
4. Give a commentary showing where you are looking (restricted to "looking up" and "referencing down").
5. Require each student to estimate and count "looking up" points and "referencing down" points.
6. Commentary on two-point turn.

Student Highway Drive

Instructor Activity

1. Give **all** required directives to the student driver:
 - Ensure that pre-start and start activities have been carried out.
 - Give the student driver a detailed overview of what he/she is supposed to do.
 - Instruct the student driver (as she/he is driving) on when and how to set the vehicle in motion and when and how to enter the highway.
 - Instruct the student driver (as he/she is driving) on when and how to accelerate to speed, maintain speed, decelerate, and stop.
2. Have the student driver demonstrate and tell you how she/he is steering, accelerating, using the brake, and maintaining speed.
3. Have both the student driver and the student observer tell you where they are looking (restricted to "looking up" and "referencing down"). Alternate between the student driver and the student observer.
4. Require both the student driver and the student observer to estimate and count "looking up"

points and "referencing down" points.
Alternate between the student driver and the student observer.

5. Guide the student driver and the student observer in counting time: following distance and time to stationary objects. Alternate between the student driver and the student observer.

Instructor Demonstration

Instructor Activity

Demonstrate two-point turn into a driveway, or an approach.

Student Carries Out Turn

Instructor Activity

Have the student driver describe and carry out
• two-point turn

Return to Base

Instructor Activity

1. Have the students explain the desired steering and accelerator movements, brake use, and speed maintenance technique. Alternate between the student driver and the student observer.
2. Have the students count time: following distance and time to stationary objects. Alternate between the student driver and the student observer.
3. Require each student to estimate and count following distance and time to stationary objects. Alternate between the student driver and the student observer.
4. Have the students give commentaries showing where to look (restricted to "looking up" and "referencing down"). Alternate between the student driver and the student observer.
5. Require each student to estimate and count "looking up" points and "referencing down" points. Alternate between the student driver and the student observer.
6. Require each student to relate procedure for two-point turn.

Evaluation

1. Complete the student driver evaluation form as the lesson progresses. Do not, however, look down and fill in the form while the vehicle is in motion.
2. At the end of the lesson have the student driver initial the evaluation form.
3. Record presence and satisfactory performance of the student observer.
4. File the evaluation forms **daily**.

Homework Assignment

Have the student practise counting time against a clock until she/he can count to 30, with an accuracy of plus or minus three seconds.

Notes:

Lesson 2

Introduction to City Driving

Session

One 60 minute session per student as driver.
One 60 minute session per student as observer.

Sequence Constraint

It is strongly recommended this lesson be preceded by Lesson 1.

Overview

What You Do

Note: As the instructor, it is incumbent on you to be sensitive to the locale, and the needs of your students when it comes to determining how much time you will devote to the various activities reflected in this lesson, because you may have covered some in lesson 1.

1. Review lesson 1.
2. Have the student driver and the student observer judge following distance and time to stationary objects.
3. Introduce precision normal braking. Student driver practices.
4. Introduce hand-over-hand steering. Review nine-and-three steering. Review ten-and-two and nine-and-three steering positions.
5. Introduce corner negotiation. Student driver practises.
6. Student drives back to school.

Lesson Content

- accelerator, brake, and steering control
- acceleration to speed, maintaining speed, deceleration and stopping
- where to look: looking up and referencing down
- steering control at city speeds
- counting time: following distance and time to stationary objects
- precision normal braking
- hand-over-hand steering
- corner negotiation
- braking
- IPDE

Note: these activities can be introduced time permitting:

- one-way streets (if not covered at this time must be covered later)

- multi-lane streets
- turns with centre median
- intersections - controlled/uncontrolled
- introduction to parallel parking (talk student through it)
- lane changing

Learning Objectives

Performance Objectives (Do)

- Accelerate smoothly to a speed that is safe and comfortable, hold a constant speed (plus or minus 5 km/h) for about one kilometre (if possible), then brake gently to a stop (four successful repetitions).
- Describe, to the instructor, objects on the horizon (looking up), and describe the point 12 seconds ahead (referencing down), (five successful repetitions).
- Keep the vehicle within the chosen lane, within the lane markers, using the correct steering technique (continuously for last quarter of lesson).
- Estimate time to stationary objects. (A total of four successful estimates - within two seconds.)
- Bring the vehicle to a smooth and gentle stop with the front bumper within one metre of a previously specified object, for example, a fire hydrant or telephone pole (four successful repetitions from the speed limit).
- With the vehicle moving, turn the steering wheel from lock to lock using the hand-over-hand technique (four times successfully). The student driver must use the hand-over-hand technique both to turn the wheel and to straighten out the wheel.
- Turn the steering wheel to manoeuvre the vehicle within the lane, using the nine-and-three steering technique (one minute without moving hands on the wheel).
- Negotiate corners. Student driver is to verbalize the sequence headings slightly before each component of the sequence (four successful corner negotiations - two left; two right - getting sequence right, steering hand-over-hand, taking the correct line through the corner, and looking in the right place).
- Bring the vehicle to a sharp stop with the front bumper within one metre of a prespecified object, for example, fire hydrant or telephone pole (four successful repetitions from the speed limit).

Knowledge Objectives (Know)

- What to do with the accelerator to build up speed smoothly.
- What to do with the brake to stop smoothly.
- Where to look when "looking up".
- Where to look when "referencing down".
- What to do with the steering wheel to steer smoothly.
- How to measure following distance in seconds, and what the following distance should be.
- How to measure distance in seconds from a stationary object.
- Normal braking - begin early, apply light pressure, ease up on the brake as the vehicle comes to a stop.
- When to use hand-over-hand and when to use nine-and-three steering.
- The sequence of corner negotiation.
- Slowing (braking) in a straight line.
- Know how much travel is in the brake pedal before braking begins.
- Sharp braking - moderate initial impact to take out travel space. Greater pressure and ease up on the brake as the vehicle comes to a stop.
- Apply IPDE principles to city driving.

Attitudinal Objectives (Believe)

- City driving requires steering input but this should still be smooth as in highway driving. Accelerator and brake still require small, gentle, controlled movements.
- Steer where you look.
- Early, smooth braking is a sign of control and good driving.
- Driving is building habits. (Good habits are just as hard to break as bad habits.) **Build good habits so that when you need to do something "by instinct", the proper instinct is there.**
- Hand-over-hand and nine-and-three are the proper techniques to use for steering.
- It is critical to know when your front wheels are straight and you do this through the use of proper hand positions on the steering wheel.
- Brake in a straight line.
- Increasing the radius of a corner (by taking the appropriate line) reduces lateral acceleration.
- The further you push down the brake, the shorter the stopping distance.

Rationale

This lesson introduces the student driver to lower speed "city" driving together with increasing the precision of driver control over the vehicle. It follows an introduction to highway driving and is virtually an identical lesson. This permits the student driver to adapt to the different conditions and different movements required in the city. More importantly, it reinforces the basics of good driving which have been introduced in the previous lesson.

If you can get your new driver "looking up" and following at a proper distance at this stage of development, then you may have set eye use and following distance patterns for the rest of the individual's driving career.

IPDE is also reviewed with a specific focus on visual cues in the urban environment. The primary reason for the early introduction of this lesson is to make the student driver look well ahead and have the student understand in the clearest possible situation, what "looking up" and "referencing down" means. The secondary reason is to make the student driver use small, gentle, controlled movements.

The emphasis in this lesson is on the introduction of eye use and search patterns and the basic use of controls. All judgments, decisions about traffic, decisions about when to go or not to go, or the speed at which to drive are made by the instructor. This way, the student driver is not overloaded by having to attend to too many things at once.

At the end of this lesson the student should be beginning to be able to stop and turn the vehicle in the manner required for "normal" driving. The student will have been introduced to the feeling of deceleration in a straight line and of lateral acceleration, and will have the beginnings of an idea of the distance required to stop the vehicle in the city.

Teaching Techniques

1. Instructor demonstration with driving commentary (restricted to what is being taught in this lesson) is to give the students an intellectual appreciation of what is required of them. As the lesson progresses, in some cases, begin withdrawal from 100% directives. You can start to give the student

less specific directives in the areas covered in the previous lesson. Also, as this lesson progresses, you can begin to decrease the specificity about the content of this lesson.

2. You will introduce the student to the right learning of sequences; for example, for a corner, brake in a straight line, turn the wheel, balance the accelerator, lookup, unwind the wheel, and accelerate to the outside of your lane.
3. Both the student driver and the student observer should practise eye use and acquire the necessary skill in the use of vehicle controls.
4. The IPDE method of dealing with hazards (from the Driver's Handbook).

•Identify

The first step in good driving and avoiding crashes is to **identify**, well in advance, the **real** and **potential hazards**.

From the thousands of things you could look at, try to **identify** hazards. That is, you have to search for things that are **real** or **potential hazards** and give them your immediate close attention.

•Predict

Step two is to **predict** what will happen should you encounter a real or potential hazard.

Real Hazards

For a real hazard, such as a red light, stop sign, stopped vehicle, you simply **predict**, for example, that the traffic light will stay red, or that the vehicle will stay where it is.

Usually, you will see real hazards in plenty of time and there will be few problems in **predicting** what will happen.

Sometimes, even if you are using your eyes properly, someone will do something right in front of you. Then you have to predict **fast** what is going to happen in the next few seconds.

Potential Hazards

If another driver stops at a stop sign and stays there when you are driving past, there is no threat to you.

If the driver **does not** do what is appropriate, then you have a problem.

You must **predict** where the **other driver** could go. Will the driver cut straight across in

front of you? Will the driver turn left? turn right? Make your best **prediction** of what the driver is likely to do and keep revising this prediction as you move forward. The more often you practise predicting what will happen and what other drivers might do, the faster you will be able to make predictions when they are really needed.

•Decide

Step three is to **decide** exactly what you would do to drive smoothly and deal with the hazard. This means planning, in detail, what you are going to do, where you are going to go, and checking to see if the way is clear to do so.

Real Hazards

Your decision may simply be to brake gently or change lanes. Or, you may want to brake hard, release the brakes and steer right.

Potential Hazards

Your decision may be more of an "if/then" decision. If your prediction is that the driver will go straight ahead and cut you off, then you decide to brake hard, release the brakes, steer right onto the shoulder and go behind the driver.

Check that the gates you want to use are open.

Check the surface conditions of the highway for braking. Check the width and surface of the shoulder. Check that the way is clear if you do this. Continue watching the driver. If your second prediction is that the driver will turn right, then your decision will be to brake hard and, only if necessary, go onto the shoulder.

•Execute

The final step, to "execute" means to carry out your decision.

So far you have been using your eyes and the thinking and decision-making parts of your brain. Now you have to have the skill to control your vehicle. Usually you will have plenty of time. Sometimes you will not.

Occasionally, you will not only be short of time but the road will be slippery.

Executing some of your decisions will simply mean making a smooth stop at a traffic light.

Executing other decisions may involve using techniques for emergency driving.

When you start practising the IPDE method you will be slow and will probably be thinking in words. As you practise more, you will get much faster and start to think in terms of ideas and pictures. When you get to this stage, you will be able to carry out the whole procedure very quickly. It is the few seconds you save by **practice** that may well save your life.

Instructional Aids

1. Diagrams for explaining: where to look, how to count time for following distance and for time from stationary objects, three second following distance, and how to pull onto and off the road.
2. Diagrams comparing city and highway for the above.

Situational/Environmental Requirements

1. Pavements with good traction - preferably no ice or snow.
2. Good visibility - day time with normal lighting conditions, preferably not in rain, not in snow storms.
3. A quiet road with right angle corners.
4. A quiet location where braking can be carried out without the risk of being rear-ended.
5. If possible, an off-road location, with cones to teach hand-over-hand steering.

Activity Delineation

Student Drives to "City" Location and Demonstration

Use both the drive to the location and the demonstration to describe the points to be covered in the lesson. Carry out as many as possible of the Instructor Activities on the drive to the location. Repeat and complete these in your demonstration.

Instructor Activity

1. Give commentary on steering technique, techniques for accelerator use, brake use, and speed maintenance.
2. Demonstrate counting time: following distance and time to stationary objects.
3. Require each student to estimate and count following distance and stationary objects. Alternate between the student driver and the student observer.
4. Give a commentary showing where you are looking (restricted to "looking up" and "referencing down").
5. Require each student to estimate and count "looking up" points and "referencing down" points. Alternate between the student driver and the student observer.
6. Review application of IPDE to driving task analysis.
7. Have the student driver accelerate, hold a constant speed for about one kilometre, if possible, and brake gently to a stop.
8. Have the student describe where to look when looking up, and where to look when referencing down.
9. Have the student achieve and maintain a three-second following distance for one or two minutes.
10. Have the student steer properly, using the nine-and-three hand position.

Student "City" Drive

Instructor Activity

1. Give all required directives to the student driver. Ensure that pre-drive activities have been carried out. Give the student driver a detailed overview of what he/she is supposed to do. Instruct the student driver (as he/she is driving) on when and how to set the vehicle in motion and when and how to enter the road. Instruct the student driver (as he/she is driving) on when and how to accelerate to speed, maintain speed, decelerate, and stop.
2. Instruct the student driver in accelerating, maintaining speed, decelerating, and stopping. Begin with 20 km/h (one or two repetitions), move to 30 km/h (repeat until you are both comfortable), and move speeds up to speed limit. Do not allow the student driver to look at the speedometer. As far as the student driver is concerned, the

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- speedometer does not exist. You should tell the student driver when she/he is driving fast enough.
3. Have both the student driver and the student observer tell you where they are looking (restricted to "looking up" and "referencing down"). Alternate between the student driver and the student observer.
 4. Guide the student driver and the student observer in counting time for following distance and time to stationary objects. Alternate between the student driver and the student observer.
 5. Require both the student driver and the student observer to estimate and count following distance and time to stationary objects. Alternate between the student driver and the student observer.
 6. Require both the student driver and the student observer to estimate and count "looking up" points and "referencing down" points. Alternate between the student driver and the student observer.
 7. Require both the student driver and the student observer to apply basic principles of IPDE to selected situations.

Practise Following Time

Introduce and Practise "Normal" Precision Braking

Instructor Activity

1. Explain precision normal braking - begin early, apply light pressure and ease up on the brake as the vehicle comes to a stop. The vehicle is to stop with its front bumper opposite a pre-selected point. This is done by varying the pressure on the brake pedal.
2. Demonstrate precision normal braking, giving a running commentary of what you are doing.
3. Have the student driver practise precision normal braking from the speed limit.

Introduce Hand-Over-Hand Steering and Review Nine-and-Three Steering

Instructor Activity

1. Explain reason for hand-over-hand steering (control of wheel, fast turning of wheel, getting front wheels straight).
2. Demonstrate and have the student driver practise.
3. Have the student driver drive the prescribed path, using a hand-over-hand technique.

Make sure that the student driver is looking well ahead.

4. Have the student driver practise a manoeuvre using the nine-and-three hand position. Make sure that the student driver is looking well ahead.

Introduce and Practise Corner Negotiation

Instructor Activity

1. Review cornering procedure:
 - signal
 - check traffic forward
 - check mirrors
 - reduce speed
 - check intersection traffic
 - look and steer where you want to go
 - accelerate and look well ahead

Note: check blind spot before turning right. Review handbook.

2. Have student perform the manoeuvre.

Introduce and Practise Precision "Sharp" Braking

Instructor Activity

1. Explain precision sharp braking - begin early, with moderately high initial impact to take out slack in the brake pedal and to begin braking sharply. Apply greater pressure than for normal braking, and ease up on the brake as the vehicle comes to a stop. The vehicle is to stop with its front bumper opposite a pre-selected point. This is done by varying the pressure on the brake pedal.
2. Demonstrate precision sharp braking, giving a running commentary of what you are doing.
3. Have the student driver practise precision sharp braking from the speed limit.

Note: For this activity, there should be no unsecured objects in the vehicle. Review basics of IPDE.

Drive back to school

Instructor Activity

1. Have the students explain the desired steering and accelerator movements, brake use, and speed maintenance techniques. Alternate between the student driver and the student observer.
2. Require each student to estimate and count time for following distance and time to stationary objects. Alternate between the student driver and the student observer.
3. Have the students give commentaries showing where to look (restricted to "looking up" and "referencing down"). Alternate between the driver and the observer.
4. Require each student to estimate and count "looking up" points and "referencing down" points. Alternate between the driver and the observer.

Homework - practise lesson activities.

Evaluation

1. Complete the student driver evaluation form as the lesson progresses. Do not, however, look down and fill in the form while the vehicle is in motion.
2. At the end of the lesson have the student driver initial the evaluation form.
3. File the evaluation forms **daily**.

Notes:

Lesson 3 - Highway Driving

Sessions (two to one)

One 60 minute session as driver.
One 60 minute session as observer.

Sequence Constraint

It is strongly recommended that lessons 1 and 2 precede this lesson.

Note: If the student was introduced to highway driving in Lesson 1, then a review of key points of that lesson is suggested at this point. If the student was not introduced to highway driving in Lesson 1, then cover the relevant points from Lesson 1 at this time, before proceeding with the lesson content.

Overview

What You Do

1. Student driver drives to highway.
2. Take a few minutes to review Lesson 1 and 2, first verbally, and then in practise.
3. Student driver practises following time.
4. Move the vehicle off the highway and review the theories of
 - entering and leaving a highway;
 - lane position;
 - changing lanes; and,
 - responding to traffic lights.
5. Demonstrate how to
 - enter and leave a highway;
 - attain the proper lane position;
 - change lanes; and,
 - respond to traffic lights.
 - IPDE with commentary drive
6. Student driver is introduced to and practises
 - entering and exiting highways;
 - proper lane positioning;
 - changing lanes;
 - responding to traffic lights; and,
 - IPDE with commentary drive.
7. Demonstrate a complete visual search
 - looking up, referencing down;
 - sweep left, sweep right;
 - fill in the gap;
 - check the gates;
 - check instruments;
 - check escape routes; and,

- (in special circumstances) check the angle of the wheel of the vehicle beside you.
 - IPDE
8. Student practice following time.
 9. Review theory of driving grid roads. Use diagrams if necessary to reinforce the lesson content.
 10. Instructor demonstrates grid road driving.
 11. Introduction and practise: student one driving grid roads.
 12. Introduction and practise: student two driving grid roads.
 13. Review the theory of curve negotiation. Use diagrams to cover the lesson content.
 14. Have the first student drive to a pre-selected area with one or more curves which can be taken, using the nine-and-three steering technique. Usually this will be in an 80 km/h area.
 15. Introduction and practise: student one in curve negotiation.
 16. Introduction and practise: student two in curve negotiation.
 17. Have student two drive back to base, practising an element you select from a previous lesson.

Lesson Content

- warm-up and review of Lesson 1 and 2
- maintaining following time
- entering highways
- exiting highways and merging
- lane position
- changing lanes
- complete visual search patterns
- IPDE on the highway and city road
- curves
- gridroads
- overtaking and passing
- passing techniques
- estimation of safe passing time
- estimation of closing time
- the passing judgment
- passing practice

Learning Objectives

Performance Objectives (Do)

- (Review) Accelerate smoothly to speed limit, hold a constant speed (plus or minus 5 km/h) for about 3 km, then brake gently to a stop at a prespecified point (two successful repetitions).

- (Review) Estimate time to stationary objects.
- (Review) Describe to the instructor objects on the horizon (looking up), and describe the point 12 seconds ahead (referencing down) (two successful repetitions).
- (Review) Keep the vehicle within the chosen lane, within the lane markers for one to two minutes. (This can be done simultaneously with maintaining following distance.)
- Achieve and maintain a three-second following distance for one to two minutes, if possible. (A total of one minute of successful following each time.)
- Enter and exit the highway properly, verbalizing and carrying out all the required checks and procedures (two successful performances).
- Describe and adopt an appropriate position within the lane both in terms of lane position and following distance (one minute successfully).
- Execute a lane change, verbalizing what the sequence is as the driver does it (four successful performances).
- Drive the highway for two to three kilometres, verbalizing and successfully carrying out a complete visual search.
- Adopt appropriate escape plans. Each student is to say out loud where she/he is looking and why (two successful repetitions).
- Adopt appropriate speed selection. Each student is to say out loud where he/she is looking and why (two successful repetitions).
- Carry out normal braking and sharp braking (two successful repetitions).
- Drive in deep gravel and, if possible, mud (five minutes of successful driving).
- Negotiate curves. Each student is to say out loud the sequence headings slightly before each component of the sequence (eight successful curve negotiations - four left, four right - with sequence correct, nine-and-three steering, taking the correct line through the curve, with proper search patterns).
- Describe and carry out complete search pattern:
 - look up, reference down
 - look up, reference down
 - sweep left, sweep right
 - look up, reference down
 - check the gap
 - look up, reference down
 - check left gate, check right gate
 - look up, reference down
 - check rear gate

- look up, reference down, etc. (two successful repetitions)
- Alter position on the road - behind trucks, vans, or within lane to optimize visual scanning (two successful repetitions).
- Identify and explain gates.
- Identify the status (open/closed) of all gates (two successful repetitions).
- Identify and explain real hazard (two successful repetitions).
- Predict outcome of real hazards (two successful repetitions).
- Decide what to do as a response to real hazards (two successful repetitions).
- Execute the decision for real hazards (two successful repetitions).
- Identify and explain potential hazards (two successful repetitions).
- Predict outcome of potential hazards (two successful repetitions).
- Decide what to do as a response to potential hazards (two successful repetitions).
- Execute the decision for potential hazards (if one occurs naturally).
- Carry out complete sequence of IPDE for real hazards.
- Carry out as much of the sequence as is feasible for a potential hazard.

Knowledge Objectives (Know)

- How to measure following distance in seconds and what following distance should be.
- How to enter and exit a highway.
- Where to be in the lane and what the following position should be.
- How to make a lane change.
- How to respond to traffic lights.
- What constitutes a complete visual search pattern.
- What the options are for leaving a grid road and which are the best options to use.
- How to select the speed for driving a grid road.
- How to brake on gravel.
- How to accelerate on gravel.
- How to drive curves and corners on gravel.
- How to drive in mud.
- What to do when meeting slow vehicles.
- The sequence of curve negotiation.
- How to slow (braking) in a straight line.
- Where the vehicle will go if it enters the curve too quickly or if it spins out.
- How to alter vehicle position to optimize search patterns.
- What is a real hazard?
- What is a potential hazard?
- What are gates?

- What does Identify, Predict, Decide, Execute mean? (CCT)
- What are the methods of inter-driver communication on the highway?
- How to share the highway with trucks, slow-moving vehicles, motorcycles, etc.

Attitudinal Objectives (Believe)

- Timing is crucial.
- It is necessary to get to the speed of the traffic on the highway reasonably quickly.
- Signalling your intentions to other drivers is important.**
- A lane change should be gradual and smooth, and should be accompanied by increased acceleration.
- It is necessary to position the vehicle so that the driver has good vision and so that vehicle position can be used to signal the driver's intention.
- The time to the traffic light can be used to decide whether to stop or proceed.
- Continuous use of a proper search pattern is essential.
- It is essential to drive slowly on grid roads.
- It is critical to keep search patterns as far ahead as possible, all the time.
- Brake in a straight line.
- You need to strive to obtain your information at least 12 seconds ahead.
- It is essential to know the status of your gates.
- It is essential to practise IPDE as part of driving. (CCT)
- You cannot see other drivers on the highway, and so have to use lights, signals, and vehicle position to communicate.
- Other vehicle types have a right to use the highway and have specific limitations and advantages.

Rationale

By the end of the lesson, the student driver should have completed the visual search pattern and should be able to enter, properly maintain position on a highway, exit from a highway, and respond appropriately to a traffic light.

So far the student driver has learned how to control the vehicle and where to look to determine if the road is clear ahead and where to look for steering. The instructor will be able to gradually withdraw detailed directives concerning the acts of signalling and controlling the vehicle. The instructor will still need to

supply 100% of the decision making and of the traffic-related judgments.

It is not easy to drive on grid roads. New drivers need guidance and practise. This lesson is timed to be introduced at a point where the student has reasonably good visual and vehicle control skills.

While there are comparatively few curves in Saskatchewan, the skills required to negotiate a curve successfully are critical, because this is an area of potentially high crash involvement.

This lesson is timed to come when the student has reasonably good control of the vehicle and is reasonably comfortable on the highway at speed. It is the first real challenge requiring delicacy in the use of the accelerator.

To this point, the concentration has been on vehicle control, on signals and communication, and on an introduction to eye use.

This lesson completes the eye use patterns for the highway and introduces the student driver to the thinking or predictive component of driving in traffic on the highway. (CCT)

Teaching Techniques

1. Effective use of warm-up and revision.
2. Continue to withdraw, in selected areas, from 100% directives. Maintenance of 100% directives in other areas.
3. Training through demonstration.
4. Continued use of student "commentary".
5. Continued use of practising components of the driving task.

Instructional Aids

Diagrams for entering highways, exiting highways, lane position, following distance, changing lanes, traffic control devices, complete visual search patterns, grid roads, and curve negotiation.

Situational/Environmental Requirements

1. Pavements with good traction.
2. Good visibility - day time with normal lighting conditions.

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3. A highway that is not too busy. If available, a divided highway is preferable. Reasonable access to and egress from the highway is necessary.
 4. Grid road, ideally with a variety of surfaces - deep gravel, mud, light gravel, but also with corners or curves and as great a variety of sight distances and slow moving vehicles as possible.

Activity Delineation

Student Drives to Highway

Instructor Activity

1. Take the opportunity to practise a previous lesson one where the student is weak or catch up on performance objectives if these have not been completed.

2. Review Lesson 2

Instructor Activity

Give all the directives to the student driver concerning when and what to do, but not how to do the activities.

1. Have the student driver maintain a three-second following distance, within half a second, for one to two kilometres.
2. Have the student driver move on to the highway, accelerate to speed, maintain speed for several kilometres (plus or minus five km/h), decelerate, pull off the highway and stop. You should have the student describe what he/she is doing and tell you why (two repetitions).
3. Have both the student driver and the student observer tell you where they are looking when "looking up" and "referencing down" (four repetitions each student). Alternate between the student driver and the student observer.
4. Have both the student driver and the student observer estimate and check following distance, and the time to stationary objects (two repetitions of each judgment type by each student). Alternate between the student driver and the student observer.

Theory of Entering and Leaving a Highway

Usually, when entering a highway, the vehicle will be either pulling out from the side of the road or entering from an intersection. Mostly the vehicle will be starting from a stationary position. (This is not true of freeways.)

(By this time the student driver will be able to move the vehicle without requiring detailed instructions as to how to control the vehicle.)

Instructor Activity

1. Practise the following time drills previously experienced as judgments only by the student driver.
 2. Explain the theory of entering a highway:
 - Student driver is ready to move - vehicle is started, right foot is on the brake, gear selector is in "drive", parking brake is released.
 - Student driver has to estimate if he/she can move on to the highway without causing any approaching vehicle to slow down. If there is nothing coming, then that is fine. If a vehicle is approaching, in the right-hand lane, coming towards the student, then the student will need _____ seconds before the oncoming vehicle reaches the car, to carry out this manoeuvre.
 - Once it is established that the highway can safely be entered, the following checks are necessary:
 - final check in all directions to ensure that the way is clear; signal and,
 - move off, getting the vehicle on to the highway and straight before accelerating firmly to the speed limit (or a safe speed for the conditions).
 3. Explain additional requirements of the student driver once the vehicle is on the highway:
 - Check steering position, left foot brace, eye use.
 - Add to the search pattern - sweeping left and right 12 seconds ahead, filling in the gap, checking the gates, checking escape paths and checking instruments. Before changing lanes and at other appropriate times, check the angle of the other driver's front wheel.
 4. Explain how to leave the highway:
 - check gates. Make sure that the gate that the student driver wants to move into is open and that the rear gate is open, or at least that the vehicle is not being tailgated. If the driver is being tailgated, then the
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action must begin much earlier and be carried out more gradually to allow the driver behind to adjust.

- If a lane exists which is legally and socially usable as a deceleration lane and the gates are open, signal, shoulder check the gate you are moving into and move into that lane. **Then**, slow down. The aim is to interrupt the traffic on the highway as little as possible.
- If no deceleration lane exists, begin early to notify the driver behind of your intentions, and allow her/him time to adjust to your deceleration before exiting the highway.

Well before the exit, check the gates, signal, brake (to put the brake lights on) and slow down gently and **predictably**. Continue checking the gates as the vehicle slows down, then, just before the turn, shoulder check the gate which is being entered. Add appropriate intersection search patterns.

Theory of Lane Position, Changing Lanes, and Responding to Traffic Lights

Instructor Activity

1. Explain the theory of lane position:

- Positioning the vehicle in the lane for vision. Manoeuvre the vehicle within the lane to optimize the ability to see around the vehicle in front.
- Position the vehicle to signal intentions. Move the vehicle to the right or the left of the lane to supplement the turn signals.

2. Explain the procedure for changing lanes:

- Well in advance, determine the need to change lanes.
- Check the mirrors to see which gates are open and that there are no other vehicles moving into the gate which your driver's vehicle is entering.
- Signal the intention to change lanes.
- Shoulder check the blind spot.
- Have the driver look where he/she wants the vehicle to go.
- Accelerate gently and let the vehicle drift toward the position where the driver is looking.

- When the vehicle is almost completely in the new lane, have the driver look ahead in line with where she/he proposes to be driving, and the steering will adjust.

- Check the condition of the new gates.
- Adjust speed.

3. Explain the theory of responding to traffic lights:

- Traffic lights are comparatively rare on highways, so there is a danger of treating them with the same timing as one would use in the city. The first step is to recognize that it is highly probable that the time required to stop will be underestimated.
- If the traffic light is red or amber, begin braking well ahead of the light and pay special attention to the rear gate. Get the brake lights on early, as a signal of the intention to stop.
- If the traffic light is turning amber, then a decision must be made whether to stop or proceed. If the stop is too sudden, there is a possibility of being rear-ended. If the driver is too late in going through the amber, or an early red, there is a possibility of an intersection crash.
- It takes about four seconds to stop smoothly from 80 km/h. If the vehicle is more than four seconds from the light, then stop. If the vehicle is within four seconds of the light, then proceed through the amber light, checking very carefully to ensure that no other vehicles are entering or are proceeding through the intersection. If vehicles are in the intersection, take appropriate evasive action.

Instructor Demonstration

Instructor Activity

1. Demonstrate, while giving a commentary:

- entering a highway properly;
- proper lane position and how to change lanes;
- how to respond to traffic lights; and,
- how to exit the highway.

Student Practises Entering Highway, Proper Lane Positioning, Changing Lanes, Responding to Traffic Lights, and Exiting Highway

Instructor Activity

1. Have the student driver practise following times from three to five seconds to establish a comfortable following time.
2. Have the student driver enter the highway properly, carrying out all the required checks and procedures and explaining what she/he is doing.
3. Have the student driver practise proper lane positioning, carrying out the action and explaining what he/she is doing.
4. Have the student driver make a number of lane changes, carrying out the action and explaining what she/he is doing.
5. Have the student observer define proper lane positioning and how to make a lane change.
6. Have the student driver respond to traffic lights, carrying out the action and explaining what he/she is doing.
7. Have the student observer practise responding to traffic lights by defining the action she/he would take.
8. Have the student driver exit the highway properly, carrying out all the required checks and procedures and explaining what he/she is doing.
9. Have the student observer define the required checks and procedures for exiting highway.

Theory of Visual Search

The theory and practise of visual search is central to this new driver education course. Based on assumptions made from Saskatchewan Government Insurance crash data, **it is believed that a large number of crashes occur because the new driver does not see the threat in time.** This is largely because the driver is not looking sufficiently far ahead.

Most instructors know that new drivers do not look sufficiently far ahead, but find it difficult to teach this skill. In this course, an attempt has been made to **define the components of looking far ahead**; e.g., where to look and what to look for. It is still up to the instructor to select the patterning of these components for any particular driving area or driving condition.

The basic search pattern to which the driver should always return is to look up and reference down. This sequence will make sure that the student knows if the road ahead is clear, and will give the visual "snapshot" that is needed for steering.

To the basic search pattern, the driver is to add:

- sweeping left;
- sweeping right (as far ahead as possible);
- filling in the gap (between the 12 second referencing down location and the driver's vehicle);
- checking the gates (checking the mirrors to assess the status of the gates and, prior to a lane change, doing a shoulder check to assess the status of the blind spot within the relevant gate);
- checking the instruments (speedometer from time to time and less frequently, fuel gauge and warning lights);
- checking escape routes (if, for example, the driver proposes to escape right, checking the width of the shoulder and the surface of the shoulder); and,
- if the driver wishes to make a lane change, or suspects the other vehicle beside him/her is likely to make a lane change, checking the angle of the front wheel of the other vehicle.

The aim of this search pattern is to get the driver thinking as far ahead as possible, striving to identify threats at least 12 seconds ahead.

Instructor Demonstration of Visual Search

Instructor Activity

Demonstrate, while giving a commentary, the complete visual search pattern.

Student Practises Complete Visual Search Pattern

Instructor Activity

1. Have the student driver add the appropriate visual checks to highway driving, carrying out the action and explaining what is done.
2. Have the student observer practise the complete visual search pattern, explaining what is being done as it is carried out.

Passing on Highways

Overview

What You Do

1. Have student one drive to a pre-selected area on a highway with good sight distances.
2. Review homework assignment - theory of passing. Use diagrams to cover the lesson content.
3. Demonstrate, while giving a commentary, estimation of safe passing time, closing time, and the passing judgment. Demonstrate passing.
4. Have student one drive, establish a passing time, and determine a safe passing time. Alternate between having the student driver and the student observer estimate closing time and make the passing judgment. Have the student driver pass, describing what is being done as it is carried out.
5. Have student one drive, establish a passing time, and determine a safe passing time. Alternate between having the student driver and the student observer estimate closing time and make the passing judgment. Have the student driver pass, describing what is being done while doing it.
6. Have student two drive back to base.

Learning Objectives

Performance Objectives (Do)

- Execute four passes, counting the time of the passes, and determine a passing time.
- Build in a five second safety margin to determine safe passing time.
- Determine the point at which you could safely return to your lane if you were to pass the vehicle in front - the "safe return point" (four successful repetitions).
- Estimate the closing time of an oncoming vehicle within two seconds, that is, the time from when the vehicle is seen until it reaches the "safe return point" (eight successful repetitions).
- Make the judgment of "safe" or "unsafe" and check the closing time with the safe passing time (eight successful repetitions).
- Execute, based on the passing judgment, four passing manoeuvres.

Knowledge Objectives (Know)

- How to determine passing time.
- How to determine safe passing time.
- How to estimate closing time.
- How to make the judgment to pass or not.
- How to pass.
- How to determine the minimum sight time required for passing.

Attitudinal Objectives (Believe)

- Time can be used to make the passing judgment.
- It is necessary to practise estimating closing time if you have not driven on the highway recently.
- If there is anything coming towards you, minimize the amount of time spent in the oncoming lane - overtake quickly.

Rationale

The overtaking judgment is a complex but important driving judgment. As a result of the lessons to this point, the student driver should be comfortable with, and competent in, highway driving. This means he/she should be free to concentrate on the passing judgment.

Using time to perform the passing judgment is more difficult at night, but it is the only method which works.

Teaching Techniques

- Continued use of student homework prior to lesson.
- Continued use of demonstration.
- Practising the passing judgment in safety (not passing until the student's estimates are perfect).
- Practising judgment estimates and then obtaining immediate feedback.

Instructional Aids

Student homework assignment.
Diagrams of passing.
Driver's Handbook.

Situational/Environmental Requirements

- 1.A straight stretch of highway with at least 40 seconds clear visibility for practising the overtaking task.
- 2.A stretch of highway with reasonable traffic coming towards the driver to practise closing time estimates.

Activity Delineation

Student One Drives to Location

Instructor Activity

- 1.Select an area in which the driver is weak or one for which he/she has not completed the performance objectives. Use the drive to the location to work on this area and complete performance objectives.

Review Homework Assignment

Instructor Activity

- 1.Review the theory of overtaking (from the Driver's Handbook).
- 2.Preparing yourself for safe passing can be broken down into three parts: estimation of your safe passing time, estimation of the closing time between you and the approaching vehicle; and, the actual passing judgment.

Estimation of Your Safe Passing Time

The first step in developing your new technique for estimating safe passing times is to find out how long it normally takes you to pass. This varies from 10 to 40 seconds depending on your vehicle, your technique, and the difference in speed between you and the vehicle you are passing. To find your safe passing time, choose a divided highway or a two-way highway at a time and place when traffic is light.

First, determine your passing time as follows:

- Follow the vehicle ahead at the same speed but three seconds back. Note the speed.
- Check that you can see at least 40 seconds ahead, that there are no vehicles coming the other way, and that there are no intersections.
- Begin counting "Thou - sand and one, Thou -

sand and two" from the point you decide to pass and begin to accelerate.

- Signal, and at the point where you still have good vision and can smoothly change lanes around the vehicle ahead, move into the left lane.
- Continue in the left lane until you see the vehicle you have just passed in your inside mirror (see Mirror Use). As you pull back into your original lane, continue your acceleration. **Do not** decelerate as you change lanes.
- Continue counting until you have completed your pass. Stop your count when your left rear wheel crosses the lane line (just as you are returning to your original lane in front of the vehicle you have passed).
- The last number you say after "Thou - sand" is your measure of passing time in seconds.
- Try this several times at highway speeds varying the difference between you and the vehicle ahead until you "get a feel for" what your "passing time" actually is.

Next, build in a safety margin that makes you comfortable.

Five seconds is a minimum safety margin. For example, if your passing time is 15 seconds, add another five seconds for possible error. This will give you a cushion of five seconds if the vehicle coming towards you is approaching faster than normal or if your estimation is not accurate.

Your passing time + your safety margin = your safe passing time

Your safe passing time in this case is 20 seconds. If you think about it, your safe passing time will also tell you the minimum sight distance needed for safe passing, even if there is nothing coming the other way.

Estimation of the Closing Time of Two Vehicles

This is similar to judging the time from fixed objects except now you have a vehicle coming towards you. The gap between you and the approaching vehicle will close about twice as fast as if you were approaching a fixed object.

Steps to estimate closing time are as follows:

- Position your vehicle three seconds behind the vehicle in front.

- Determine the point at which you could safely return to your lane if you were to pass the vehicle in front: "the safe return point". For example, watch a vehicle pass and notice where it pulls back into the driving lane.
- When an approaching vehicle appears, start counting and continue counting until the vehicle reaches the safe return point ahead of the vehicle you would have passed. The last number you say after "Thou - sand" is your measure of closing time.

The Safe/Unsafe Judgment

When you feel confident that you can estimate closing times reasonably well, practise judging when it is safe to pass, then check by counting time. When a vehicle is approaching, decide if it is safe to pass or not. Say "safe" or "unsafe" then count "Thou - sand one, Thou - sand two" ... Check the actual closing time against your safe passing time to see if you were right. Keep practising until you can make the safe/unsafe judgment with 100% accuracy.

There are two advantages to practising your passing judgment in this way. First, it is completely safe because you never actually pass the vehicle. Second, your timing will be based on the actual speeds of vehicles using the highway.

The Actual Passing Judgment

Now practise what you have learned. When you judge it is safe to pass, carry out a passing manoeuvre.

Remember:

- You have built a minimum of a five second safety cushion into your safe passing time. Do not give this up under any circumstances.
- When you have enough experience with this method of estimation to be skilled and comfortable with it, extend your range. Determine the safe passing times for different situations, such as different speeds, surface conditions, and longer vehicles such as tractor trailers. The passing time will vary.
- Your safe passing time is also a measure of the shortest sight distance you need to pass, even with no oncoming traffic.
- Your passing time will vary with the speed difference between you and the vehicle you are passing.

Being Passed

When you are being passed:

- Do not speed up.
- If the driver passing you has misjudged, slow down and let the driver back into the lane.
- When being passed by large trucks, you are likely to be pushed around by the wind. Just look where you want to go and your steering will take care of itself.

Demonstration of Passing

Instructor Activity

1. Demonstrate, while giving a commentary:
 - passing time;
 - safe passing time;
 - closing time;
 - passing judgment; and,
 - actual passing.

Student One Carries Out Passing

Instructor Activity

1. Have student driver one drive, establish a passing time, and determine a safe passing time.
2. Alternate between having the student driver and the student observer estimate closing time.
3. Alternate between having the student driver and the student observer make the passing judgment.
4. Have the student driver pass, describing what he/she is doing as it is being done.

Student Two Carries Out Passing

Instructor Activity

1. Have student driver two drive, establish a passing time, and determine a safe passing time.
2. Alternate between having the student driver and the student observer estimate closing time.
3. Alternate between having the student driver and the student observer make the passing judgment.
4. Have the student driver pass, describing what is being done as it is performed.

Introduction to IPDE - Highway

(Identification/Prediction/Decision/Execution)

Teaching Techniques

- 1.The homework assignment should bring the student driver to the vehicle with the knowledge required and, therefore, save time.
- 2.Required knowledge must, however, be checked, because the lesson cannot proceed until the student driver understands the concepts involved. If the student driver does not have the necessary knowledge, spend time tutoring. The student does not drive until the knowledge objectives are met.
- 3.Demonstration commentary drive (restricted to the points in the lesson) helps to transfer the theoretical knowledge to the actual driving situation and gives the student driver an understanding of precisely what is required on the highway and in the city.
- 4.Having students verbalize where they are looking and what they see helps the students to specify the components of visual search and IPDE. (COM) It is important not to hold the student driver too long at this verbal phase. It is essential to allow the student driver to take time in the early part of the lesson, because he/she may have difficulty performing a commentary drive. An opportunity to practise first as a student observer will make this task easier for the student driver.
- 5.Practising the components of visual search and IPDE, and then putting them together, should speed learning.

Instructional Aids

- 1.Diagrams for
 - search patterns;
 - real hazards;
 - potential hazards;
 - gates;
 - identification;
 - prediction;
 - decision and execution;
 - inter-driver communications; and,
 - sharing the road.

Situational/Environmental Requirements

- 1.Pavements with good traction - preferably no ice or snow.
- 2.Good visibility - day time with normal lighting conditions, preferably not in rain, not in snow storms.
- 3.Highway and urban streets with some traffic. Reasonable access to and egress from the highway is necessary.

Activity Delineation

Check homework assignment

Instructor Activity

Question students on homework assignment covering all of the following:

- complete search patterns;
- vehicle position to optimize search patterns;
- real hazards;
- potential hazards;
- gates;
- identification;
- prediction;
- decision;
- execution;
- inter-driver communication; and,
- sharing the highway with other vehicle types.

Theory for this Lesson

- 1.Hazards.

A "hazard" is a source of danger. When driving it is something that forces you to change your speed (usually to slow down) or change your steering (usually to steer around it) to avoid a crash.
- 2."Real" and "potential" hazards.
 - Examples of "real hazards" are: a stop light, a vehicle moving slowly or stopping in your lane, a curve that requires you to slow down, a pedestrian or vehicle blocking you, an animal on the road.
 - A "potential hazard" is something that might happen: a vehicle on the shoulder that might pull out, a pedestrian who might cross the road, a traffic light that might change, an animal in the ditch.
- 3.Gates.
 - Four gates surround your vehicle at all times:
 - one front gate;

-
- one rear gate; and,
 - two side gates.
 - If a gate is "open", you can drive into it whenever you wish.
 - If a gate is "closed" - by another vehicle, a curb, a guard rail, you lose the opportunity to move into the area which that gate controls.
 - The rule for safe efficient vehicle movement is to ensure that you **always** have a minimum of **two** open gates.
4. The IPDE method of dealing with hazards (from the Driver's Handbook).

This method is described on pages 66-67 of this Guideline.

5. Inter-Driver Communication

There are two types of communication with other road users:

- communicating what you are going to do; and,
- requesting communication from the other road user about what that road user is going to do.

Techniques of communicating what you are doing:

- vehicle position;
- signal lights;
- brake lights;
- headlights;
- back-up lights;
- four-way flashers;
- hand signals;
- horn; and,
- eye contact.

Techniques of requesting communication about the intentions of other road users:

- eye contact (usually this will not work on the highway;)
- horn; and,
- lights.

Sharing the Highway with Other Vehicle Types
(see Driver's Handbook)

- school buses
- trucks
- motorcycles
- farm equipment and over-width vehicles
- snowmobiles

Theory for this Lesson

Student Drive to Highway

Instructor Activity

1. Introduce search pattern concepts on the way to the highway. Tell students where to look and have observer and driver practise search patterns.
2. Identify real hazards and have the student observer and the student driver identify real hazards.
3. Identify potential hazards and have the student observer and the student driver identify potential hazards.
4. Identify gates and status of gates and have the student observer and the student driver identify status of gates.
5. If time permits, begin prediction and decision components of IPDE, and have the student observer and the student driver predict and decide.

Instructor Demonstration and Commentary Drive

Instructor Activity

1. Take the wheel and describe your search patterns. Encourage students to ask questions.
2. Discuss and demonstrate vehicle positioning to optimize search patterns.
3. Identify real and potential hazards.
4. Verbalize, as you drive, the complete IPDE method of dealing with hazards.
5. If possible at the time, demonstrate and discuss how to share the road with other vehicle types.

Student Drives on Highway

Instructor Activity

1. Have the student driver
 - describe and carry out complete search patterns;
 - describe and position vehicle to optimize search patterns;
 - identify real hazards;
 - identify potential hazards;
 - identify status of gates;
 - describe what he/she is doing and IPDE; and,

-
- if possible, describe what he/she is doing and drive with other types of vehicles.
- 2.Have the student observer
 - describe and carry out complete search patterns;
 - describe vehicle position to optimize search patterns;
 - identify real hazards;
 - identify potential hazards;
 - identify status of gates;
 - carry out IPDE and instruct the driver in the execution; and,
 - if possible, describe how to drive with other types of vehicles.

Student Drives Back to City

Instructor Activity

- 1.Have the student driver verbalize IPDE, carrying out the execution where relevant.
- 2.Have the student observer verbalize IPDE.

Student Drives in City

Instructor Activity

- 1.Have the student driver
 - describe and carry out complete search patterns;
 - describe and position vehicle to optimize search patterns;
 - identify real hazards;
 - identify potential hazards;
 - identify status of gates;
 - describe what he/she is doing and IPDE; and,
 - if possible, describe what he/she is doing and drive with other types of vehicles.
- 2.Have the student observer
 - describe and carry out complete search patterns;
 - describe vehicle position to optimize search patterns;
 - identify real hazards;
 - identify potential hazards;
 - identify status of gates;
 - carry out IPDE and instruct the driver in the execution; and,
 - if possible, describe how to drive with other types of vehicles.

Evaluation

- 1.Complete the student driver evaluation form as the lesson progresses. Do not, however, look down and fill in the form while the vehicle is in motion.
- 2.At the end of the lesson have the student driver initial the evaluation form.
- 3.Record presence and satisfactory performance of the student observer.
- 4.File the evaluation forms **daily**.

Driving Grid Roads

Activity Delineation

Student One Drives to Grid Road Location

Demonstrate Grid Road Driving

Instructor Activity

- 1.Drive along the grid road, discussing and demonstrating search patterns, following distance, escape plans, and speed selection.
- 2.Drive along the grid road discussing and demonstrating accelerating, braking, and corner or curve driving.
- 3.Drive along the grid road discussing and demonstrating driving in deep gravel, driving in mud, and meeting slow vehicles.

Student One Drives Grid Roads

Instructor Activity

Have student one

- drive along the grid road, describing and carrying out the proper search patterns, following distance, and speed selection;
- describe escape plans;
- drive along the grid road describing and carrying out proper accelerating, braking, and corner or curve driving; and,
- drive along the grid road describing and carrying out proper driving in deep gravel, driving in mud, and meeting slow vehicles.

Student Two Drives Grid Roads

Instructor Activity - repeat the same sequence as with student one.

Curve Negotiation

Activity Delineation

Introduce and Practise Curve Negotiation

Instructor Activity

- 1.Explain there are two types of curves: posted with a speed advisory or not posted. In addition to responding to any recommended speed reduction by reducing speed before entering the curve, the important things to remember in driving curves are to stay in the centre of your lane, and to steer where you want to go. Review applicable section in the Handbook.
- 2.Student drives the curve successfully.

Student Driver Activity

Respond as requested.

Student Two Drives Back to Base

Instructor Activity

Select an area in which the driver is weak or one for which performance objectives are not completed and use the drive to work on this area.

Evaluation

- 1.Complete the student evaluation forms for student one and student two as the lesson progresses. Do not, however, look down and fill in the form while the vehicle is in motion.
- 2.At the end of the lesson have each student initial the evaluation form.
- 3.File the evaluation forms **daily**.

Lessons 4 and 5

City Driving including Intersections and Parking

Sessions (two to one)

One 60 minute session as driver.

One 60 minute session as observer.

Sequence Constraint

It is strongly recommended that in-car lessons 1, 2, and 3 precede this lesson.

Overview

What You Do

- 1.The student driver drives to chosen location, reviewing Lesson 2.
- 2.Move the vehicle off the road and review the theory of entering and leaving a road, lane position, and changing lanes.
- 3.Demonstrate how to enter and leave a road, attain the proper lane position, and change lanes.
- 4.The student driver is introduced to and practises entering and exiting the road, proper lane positioning, and changing lanes.
- 5.Demonstrate complete visual search pattern.
Components are:
 - looking up, referencing down;
 - if both sides are equal in terms of visibility, check left first; if blind, then check right first. When line of sight becomes clear in both directions, then proceed;
 - fill in the gap;
 - check the gates;
 - check escape routes; and,
 - in special circumstances, check the angle of the wheel of the vehicle beside you.
- 6.The student driver is introduced to and practises the complete visual search.
- 7.Review lesson on the theory of negotiating intersections without and with traffic lights.
- 8.Demonstrate how to negotiate intersections without and with traffic lights.
- 9.The student driver is introduced to and practises negotiating intersections without traffic lights.
- 10.The student driver is introduced to and practises negotiating intersections with traffic lights.
- 11.Demonstrate: angle parking and right angle parking, both forward and reverse.

- 12.Have the student driver
 - drive into and drive out of a double right angle space;
 - angle park forward;
 - right angle park forward; and,
 - right angle park in reverse.
- 13.Demonstrate hill parking: uphill and downhill, with and without curbs.
- 14.Have the student driver
 - park uphill with a curb;
 - park downhill with a curb;
 - park uphill without a curb; and,
 - park downhill without a curb.
- 15.Demonstrate parallel parking.
- 16.Have the student driver parallel park.

Lesson Content

- warm-up and review of Lesson 2
- entering the road
- exiting the road
- lane position
- changing lanes
- complete visual search patterns
- negotiating intersections without traffic light (straight, right, left)
- Negotiating intersections with traffic lights (straight, right, left)
- U-turn
- straight line backing
- angle parking
- right angle parking - forward and reverse
- hill parking
- parallel parking

Learning Objectives

Performance Objectives (Do)

- (Review) Accelerate smoothly to speed limit, hold a constant speed (plus or minus five km/h) for about one kilometre (if possible), then brake gently to a stop at a prespecified point (two successful repetitions).
- (Review) Achieve and maintain a three-second following distance for a total of about one minute.
- (Review) Estimate time to stationary objects (four successful repetitions - within one second).
- (Review) Describe to the instructor objects on the "horizon" (looking up), and describe the point 12 seconds ahead (referencing down) (two successful repetitions).
- (Review) Keep the vehicle within one foot of the markers of the chosen lane, within the lane markers for one minute. (This can be done simultaneously with maintaining following

-
- distance.)
- Enter and exit the road properly, verbalizing and carrying out all the required checks and procedures (two successful performances).
 - Describe and adopt an appropriate position within the lane both in terms of lane position and following distance (one minute successfully).
- Execute a lane change, verbalizing what the sequence is as the driver does it (four successful performances).
- Drive the roadway for one to two kilometres, verbalizing and successfully carrying out a complete visual search.
 - Approach and proceed straight ahead at an intersection without traffic lights verbalizing what the driver is doing as it is being done (four successful performances).
 - Approach and make a right turn at an intersection without traffic lights verbalizing what the driver is doing as it is being done (four successful performances).
 - Approach and make a left turn at an intersection without traffic lights verbalizing what the driver is doing as it is being done (four successful performances).
 - Approach and proceed straight ahead at an intersection with traffic lights verbalizing what the driver is doing as it is being done (four successful performances).
 - Approach and make a right turn at an intersection with traffic lights verbalizing what the driver is doing as it is being done (four successful performances).
 - Approach and make a left turn at an intersection with traffic lights verbalizing what the driver is doing as it is being done (four successful performances).
 - Describe and carry out an angle park (two successful repetitions).
 - Describe and carry out a right angle park using a double space, driving in and driving out.
 - Describe and carry out a right angle park forward (two successful repetitions).
 - Describe and carry out a right angle park in reverse (four successful repetitions).
 - Describe and carry out an uphill park with a curb (four successful repetitions).
 - Describe and carry out a downhill park with a curb (two successful repetitions).

- Describe and carry out an uphill park without a curb (two successful repetitions).
- Describe and carry out a downhill park without a curb (two successful repetitions).
- Describe and carry out a parallel park (six successful repetitions).

Knowledge Objectives (Know)

- How to enter and exit a road.
- Where to be in the lane and what the following position should be.
- How to make a lane change.
- What constitutes a proper visual search pattern.
- How to make a right turn, a left turn, and how to proceed straight through an intersection without traffic lights.
- How to make a right turn, a left turn, and how to proceed straight through an intersection with traffic lights.
- How to perform
 - angle parking;
 - right angle parking - forward and reverse;
 - hill parking - up and downhill; and,
 - parallel parking.
- How to select a parking spot and when to use each parking technique.
- How and when to angle the wheels.
- How to select parking spots where you can drive out rather than having to reverse out.

Attitudinal Objectives (Believe)

- Timing is crucial.
- It is necessary to reach the speed of all the traffic reasonably quickly.
- Signalling your intentions to other drivers is important.
- A lane change should be gradual and smooth, and should be accompanied by increased acceleration.
- It is necessary to position the vehicle so that the driver has good vision and so that vehicle position can be used to signal the driver's intention.
- Continuous use of a proper search pattern is essential.
- Stopping at a traffic device requires **very early** initiation of braking.
- The time to the traffic light can be used to decide whether to stop or proceed.
- The sequence of visual checks at an intersection is crucial.
- The aim of parking is accuracy, not speed.
- You should drive out of a parking spot.
- Parking is not difficult.

Rationale

This lesson transfers to the student driver more of the missing components that were previously handled by the instructor. By the end of the lesson, the student driver should have learned the complete visual search pattern and should be able to enter, properly maintain position on the road, and exit from the road.

Negotiating intersections comes at a point in the learning process where the student should have good control over the vehicle, and where the student can begin to learn to respond to the other road users.

The student is to learn a specific sequence of visual checks as well as to apply what is learned concerning road positioning and signalling. Also the student is to incorporate into intersection negotiation the requirement to drive in the correct lane.

The idea of using time to determine a safe gap to enter, and to determine whether to proceed through a traffic light, will be introduced and expanded upon in this lesson.

Parking is a necessary manoeuvre. Prior to this lesson the student driver has been given the skills necessary to move the vehicle slowly, both forward and in reverse. This lesson is to apply those skills to the task of parking the vehicle in an orderly and organized fashion.

Teaching Techniques

1. Effective use of warm-up and review.
2. Continue to withdraw, in selected areas, from 100% directives. Maintenance of 100% directives in other areas.
3. Training through demonstration.
4. Effective use of demonstration.
5. Gradual increase in the complexity of the task by beginning from the simplest situation and working towards the most complex situation.

Instructional Aids

1. Diagrams for entering roadways, exiting roadways, complete visual search patterns, lane position, following distance, changing lanes, intersections, and parking.

Situational/Environmental Requirements

1. Pavements with good traction - no ice, preferably no snow.
2. Good visibility - day time with normal lighting conditions, preferably not in rain, not in snow storms.
3. Ideally, a series of intersections without traffic lights, where the driver can go straight ahead.
4. A block for making right and left turns, without traffic lights.
5. Traffic lights in situations that permit the driver to go straight ahead, turn right, or turn left. If possible, these should be linked to permit continuous driving.

Activity Delineation

Student Drives to Location, Reviewing Lesson 2

Instructor Activity

Giving all the directives to the student driver concerning when and what to do, but not how to do the activities:

1. Have the student driver move on to the road, accelerate to speed, maintain speed for several kilometres (plus or minus five km/h), decelerate, pull off the road and stop. You should have the student describe what he/she is doing and tell you why (two repetitions).
2. Have both the student driver and the student observer tell you where they are looking when "looking up" and "referencing down" (four repetitions each student). Alternate between the student driver and the student observer.
3. Have both the student driver and the student observer estimate and check following distance, and the time to stationary objects (two repetitions of each judgment type by each student). Alternate between the student driver and the student observer.
4. Have the student driver maintain a three-second following distance for about one kilometre.

Theory of Entering a Road

Usually, when entering a road, the vehicle will be either pulling out from the side of the road or entering from a driveway or intersection. Mostly, the vehicle will be starting from a stationary position. (This is not true of freeways.)

(By this time the student driver will be able to move the vehicle without requiring detailed instructions as to how to control the vehicle.)

Instructor Activity

1.Explain the theory of entering a road:

- Student driver is ready to move - vehicle is started, right foot is on the brake, gear selector is in "drive", parking brake is released.
- Student-driver has to estimate if he/she can move on to the road without causing any approaching vehicle to slow down. If there is nothing coming, then that is fine. If a vehicle is approaching, in the right lane, coming towards the driver, then the driver will need ____ seconds before the oncoming vehicle reaches the driver to carry out this manoeuvre.
- The sequence to move out is as follows:
 - signal;
 - final check in all directions to ensure that the way is clear;
 - successfully estimate that there is enough time to move onto the road;
 - move off, getting the vehicle on to the road and straight before accelerating firmly to the speed limit (or until a safe speed for the conditions is reached);
 - continue checking as you move onto the road; and,
 - once on the road, check hand position and left foot brace.

2.Explain how to leave the road:

- Check gates. Make sure that the gate that the student driver wants to move into is open and that the rear gate is open, or at least that the vehicle is not being tailgated. If the driver is being tailgated, then the action must begin much earlier and be carried out more gradually to allow the driver behind to adjust.
- If a lane exists which is socially or legally usable as an exit lane, and the gates are open, signal, shoulder check the gate you are moving into and move into that lane,

then slow down. The aim is to interrupt the traffic on the road as little as possible.

- If no exit lane exists, begin early to notify the driver behind of your intentions, and allow time to adjust to your slower speed before exiting the road. Well before the exit, check the gates, signal, brake (to put the brake lights on) and slow down gently and **predictably**. Continue checking the gates as the vehicle slows down, then, just before the turn, or lane change, shoulder check the gate that is being entered. Add an appropriate search pattern for where you are going.

Theory of Lane Position and Changing Lanes

Instructor Activity

1.Explain the theory of lane position:

- Positioning the vehicle in the lane for vision.
 - Manoeuvre the vehicle within the lane to optimize the ability to see around the vehicle in front.
 - Position the vehicle to signal intentions. Move the vehicle to the right or the left of the lane to supplement the turn signals.
 - Selection of lane according to legal and social requirements.
- 2.Explain the procedure for changing lanes:
- Well in advance, determine the need to change lanes.
 - Check the mirrors to see which gates are open and that there are no other vehicles moving into the gate that your vehicle is entering.
 - Signal the intention to change lanes.
 - Shoulder check the blind spot.
 - Have the driver look where he/she wants the vehicle to go.
 - If required, accelerate gently and let the vehicle move toward the position that the driver is intending.
 - When the vehicle is almost completely in the new lane, have the driver look ahead in line with where he/she intends to be driving and the steering will adjust.
 - Check the condition of the new gates.
 - Adjust speed.

Instructor Demonstration

Instructor Activity

1. Demonstrate, while giving a commentary: entering a road properly, and exiting a road properly.
2. Demonstrate while giving a commentary: proper lane position and how to change lanes.

Student Practises Entering the Road, Proper Lane Positioning, Changing Lanes, and Exiting the Road

Instructor Activity

1. Have the student driver enter the road properly, carrying out all the required checks and procedures and explaining what he/she is doing.
2. Have the student driver practise proper lane positioning, carrying out the action and explaining what he/she is doing.
3. Have the student driver make a number of lane changes, carrying out the action and explaining what he/she is doing.
4. Have the student observer define proper lane positioning and how to make a lane change.
5. Have the student driver exit the road properly, carrying out all the required checks and procedures and explaining what he/she is doing.
6. Have the student observer define the required checks and procedures for exiting the road.

Theory of Visual Search

The theory and practise of visual search is central to this Driver Education course. Based on assumptions made from Saskatchewan Government Insurance crash data, **it is believed that a large number of crashes occur because the new driver does not see the threat in time.** This is largely because the driver is not looking sufficiently far ahead.

Most instructors know that new drivers do not look sufficiently far ahead, but find it difficult to teach this skill. In this course, an attempt has been made to define the components of looking far ahead; e.g., where to look and what to look for. It is still up to the instructor to select the patterning of these components for any particular driving area or driving condition.

The basic search pattern to which the driver should always return is to look up and reference

down. This sequence will make sure that the driver knows if the road ahead is clear, and will give her/him the visual "snapshot" that is needed for steering.

To the basic search pattern, the driver is to add:

- sweeping left, sweeping right (as far ahead as possible);
- filling in the gap (between the 12 second referencing down location and the driver's vehicle);
- checking the gates (checking the mirrors to assess the status of the gates and, prior to a lane change, doing a shoulder check to assess the status of the blind spot within the relevant gate);
- checking the instruments (speedometer from time to time and less frequently, fuel gauge and warning lights);
- checking escape routes (if, for example, the driver proposes to escape right, checking the width of the shoulder and the surface of the shoulder); and,
- if the driver wishes to make a lane change, or suspects the other vehicle beside him/her is likely to make a lane change, checking the angle of the front wheel of the other vehicle.

It is complicated in the city, but the aim of this search pattern is to get the driver thinking as far ahead as possible and, ideally, striving to identify threats 12 seconds ahead.

Instructor Demonstration of Visual Search

Instructor Activity

1. Demonstrate, while giving a commentary, the complete visual search pattern.

Student Practises Complete Visual Search Pattern

Instructor Activity

1. Have the student driver add the appropriate visual checks to driving, carrying out the action and explaining what is being done.
2. Have the student observer practise the complete visual search pattern, explaining what is being done.

Theory of Driving Intersections

Instructor Activity

- 1.Explain search patterns at intersections.
 - Search pattern for any turn:
 - Search for pedestrians, other vehicles, traffic lights, stop or yield signs - for a real or potential hazard.
 - For a right turn:
 - Sweep left, to straight ahead, to right and back to left as you turn.
 - For straight ahead or a left turn:
 - Sweep left, to straight ahead, to right. Repeat the left, straight ahead, right as you drive through the intersection.
- 2.Explain procedure for proceeding through an intersection.
 - Move into your proper lane **well in advance**.

If you know you will have to stop (Stop sign or light):

- check your rear gate;
- signal your intention to turn (if you are turning);
- begin braking early;
- stop and **rest**. (This is one of the few times that you can take a break when driving.)
- carry out visual checks;
- if safe, proceed as for corner negotiation; and,
- continue visual checks as you proceed through the intersection.

If you may be able to proceed without stopping:

- check your rear gate;
- signal your intention to turn (if you are turning);
- carry out a preliminary visual check;
- adjust speed; begin braking early, if required; if going straight ahead, be prepared to brake;
- as you approach the intersection carry out visual checks;
- if safe, proceed as for corner negotiation; and,
- continue visual checks as you proceed through the intersection.

3.Explain how to decide when to stop if the traffic light is amber:

- If the traffic light is red or amber, begin braking well ahead of the light and pay special attention to the rear gate. Get the brake lights on early, as a signal of the intention to stop.
- If the traffic light is turning amber, then a decision must be made whether to stop or proceed. If the stop is too sudden, then there is a possibility of being rear-ended. If the driver is too late in going through the

amber, or an early red, then there is a possibility of an intersection crash.

- It takes about two seconds to stop smoothly from 50 km/h. If the vehicle is more than two seconds from the light, then stop. If the vehicle is within two seconds of the light, proceed through the amber light, checking very carefully to ensure that no other vehicles are entering or are proceeding through the intersection. If vehicles are in the intersection, take appropriate evasive action.

Instructor Demonstration

Instructor Activity

- 1.Demonstrate, while giving a commentary, how to negotiate intersections without traffic lights.
- 2.Demonstrate, while giving a commentary, how to negotiate intersections with traffic lights.

Student Practise of Negotiating Intersections

- 1.Student driver carries out a series of intersection negotiations going straight ahead at intersections without traffic lights. Prior to the intersection, the student driver is to explain what he/she is going to do and, as far as possible is to describe the action while performing it.
- 2.Student observer is to define the requirements for proceeding straight ahead through an intersection without lights.
- 3.Student driver carries out a series of intersection negotiations turning right at intersections without traffic lights. Prior to the intersection, the student driver is to explain what he/she is going to do and, as far as possible describe the action while performing it.
- 4.Student observer is to define the requirements for turning right at an intersection without lights.

-
5. Student driver carries out a series of intersection negotiations turning left at intersections without traffic lights. Prior to the intersection, the student driver is to explain what he/she is going to do and, as far as possible describe the action while performing it.
 6. Student observer is to define the requirements for turning left at an intersection without lights.
 7. Student driver carries out a series of intersection negotiations going straight ahead at intersections with traffic lights. Prior to the intersections, the student driver is to explain what he/she is going to do and, as far as possible describe the action while performing it.
 8. Student observer is to define the requirements for proceeding straight ahead through an intersection with lights.
 9. Student driver carries out a series of intersection negotiations turning right at intersections with traffic lights. Prior to the intersection, the student driver is to explain what he/she is going to do and, as far as possible, describe the action while performing it.
 10. Student observer is to define the requirements for turning right at an intersection with lights.
 11. Student driver carries out a series of intersection negotiations turning left at intersections with traffic lights. Prior to the intersection, the student driver is to explain what he/she is going to do and, as far as possible, describe the actions while performing it.
 12. Student observer is to define the requirements for turning left at an intersection with lights.

Instructor Demonstration - Parking

Instructor Activity

1. Demonstrate angle parking, then right angle parking, forward and reverse.

Angle Parking

- approach the space **at least** a car width out from the space;
- signal your intentions and check your rear gate and the gate you are going to enter;
- look into the centre of the space and turn the steering wheel onto a full lock;

- as your vehicle approaches the position, parallel to the lines, quickly straighten the wheels and continue slowly forward;
- when leaving, signal and check gates; and,
- back straight out until the front of the vehicle has cleared the vehicles to the side before turning the wheel to the right.

Right Angle Parking - Forward

- proceed as for angle parking; and,
- make sure that you do not start your turn too early.

Right Angle Parking - Reverse

- drive past the space and stop at least one car width out;
- check your rear gate and the gate you are entering;
- check your rear gate again for parking space thieves;
- reverse slowly and steer full lock;
- check all around the vehicle for clearance, including the front of the vehicle;
- when the vehicle is parallel to the parking space, quickly straighten the wheels and continue backing slowly; and,
- when leaving, go straight out of the parking space for at least half a car length.

Student Begins Parking

Instructor Activity

1. Have the student driver describe and perform
 - angle parking;
 - right angle parking forward; and,
 - right angle parking in reverse.

Instructor Demonstration

Instructor Activity

Demonstrate hill parking, uphill and downhill, with and without curbs. See Driver's Handbook.

Student Continues Parking

Instructor Activity

- Have the student driver describe and perform uphill parking, with a curb;
- downhill parking, with a curb;
 - uphill parking, without a curb; and,
 - downhill parking, without a curb.

Instructor Demonstration

Instructor Activity

Demonstrate parallel parking. See Driver's Handbook.

Student Continues Parking

Instructor Activity

Have the student driver describe and perform the parallel parking manoeuvre.

Evaluation

1. Complete the student driver evaluation form as the lesson progresses. Do not, however, look down and fill in the form while the vehicle is in motion.
2. At the end of the lesson have the student driver initial the evaluation form.
3. Record presence and satisfactory performance of the student observer.
4. File the evaluation forms **daily**.

Notes:

Lesson 6

Review and Finish

Sessions (one to one)

One 60 minute session as driver.

Sequence Constraint

Following Lesson 5.

Overview

What You Do

1. Review areas of weakness or complete portions of lessons not previously finished.
2. Time permitting, offer optional lessons.
3. Check ride based on performance objectives for lessons 1-5 plus vehicle check.

Lesson Content

- performance objectives for lessons 1-5 are reviewed and checked for completion
- complete vehicle check

Learning Objectives

Performance Objectives (Do)

- Complete a vehicle check, with correction, until the student completes 100% of the check (one successful performance).
- Complete performance objectives for lessons 1-5.

Knowledge Objectives (Know)

- When and how often to carry out vehicle checks.
- Why a vehicle check is necessary.
- What to do about or how to remedy any deficiency detected.
- Knowledge objectives 1-5.

Attitudinal Objectives (Believe)

- Vehicle checks are an essential part of good driving.
- When a defect is discovered, remedy it before you go driving.
- You need your vehicle in good condition to respond to emergencies and to ensure that you do not get stranded.
- Student knows and demonstrates attitudinal objectives for lessons 1-5.

Rationale

The vehicle check is considered to be sufficiently important so take the time to ensure that this is done. The emphasis is on having the student actually DO the check. The background knowledge requirements can be handled in the classroom. This lesson provides the opportunity for the student to demonstrate mastery of all the tasks covered in lessons 1-5.

Teaching Techniques

Vehicle Check

- Involve the student in the vehicle check as much as possible. Use questions as much as possible. Let the student make errors. Guide the student to indicate why each check is necessary and what could happen if the defect is not discovered and remedied.

Instructional Aids

1. Develop and use student vehicle check-sheets.
2. Have a supply of rags and necessary fluids and spares.

Situational/Environmental Requirements

Vehicle Check

- Reasonable weather (precipitation, temperature) or a garage.
- Room for you and the student to move around the vehicle with complete protection from any moving vehicles in the vicinity.
- Student privacy. (Not in front of a crowd/peers at break.)

Activity Delineation

Vehicle Check

Instructor Activity

1. Find a safe location to carry out the vehicle check.
2. Supervise the student's vehicle check.
3. Question and give feedback on consequences of not remedying defect.
4. Question and give feedback on what to do to remedy the defect.

Lesson 7

Night Driving (Optional)

Sessions (two to one)

One 50 minute session as driver.
One 50 minute session as observer.

Sequence Constraint

Teach this lesson in sequence.

Overview

What You Do

1. Review the theory of driving at night in the city.
2. Demonstrate, while giving a commentary, search patterns, use of supplementary cues, and speed selection in the city.
3. Have the student driver drive in the city, describing what he/she is doing while driving and practising the following:
 - search patterns;
 - use of supplementary cues; and,
 - speed selection.
4. Have the student driver drive to the highway.
5. Review the theory of driving at night on the highway.
6. Demonstrate, while giving a commentary, search patterns, use of supplementary cues, speed selection, high/low beam use, meeting and overtaking, passing, and being passed on the highway.
7. Have the student driver drive on the highway, describing what he/she is doing while driving and practising the following:
 - search patterns;
 - use of supplementary cues;
 - speed selection;
 - high/low beam use;
 - meeting and overtaking; and,
 - passing and being passed.
8. Have the student driver drive back to base.

Lesson Content

City

- search patterns
- supplementary clues
- speed selection

Highway

- search patterns
- supplementary clues

- speed selection
- high/low beam use
- meeting and overtaking
- passing and being passed

Learning Objectives

Performance Objectives (Do)

1. Describe and adopt appropriate search patterns for driving in the city at night (four successful repetitions).
2. Identify and describe the use of supplementary cues while driving in the city at night (four successful repetitions).
3. Describe and adopt an appropriate speed for driving in the city at night, under varying light conditions (four successful repetitions).
4. Describe and adopt appropriate search patterns for driving on the highway at night (four successful repetitions).
5. Identify and describe the use of supplementary cues while driving on the highway at night (four successful repetitions).
6. Describe and adopt an appropriate speed for driving on the highway at night, under varying light conditions (four successful repetitions).
7. Describe and carry out high beam use, dimming the lights at the appropriate time (four successful repetitions).
8. Describe and carry out meeting and overtaking other vehicles using the appropriate techniques (four successful repetitions).
9. Describe and carry out correctly a passing manoeuvre (four successful repetitions).
10. Describe and carry out correctly a manoeuvre of being passed (two successful repetitions).

Knowledge Objectives (Know)

1. How to use search patterns for driving at night in the city.
 2. How to detect and use supplementary cues when driving at night in the city.
 3. How to select the appropriate speed when driving at night in the city.
 4. How to use search patterns for driving at night on the highway.
 5. How to detect and use supplementary cues when driving at night on the highway.
 6. How to select the appropriate speed when driving at night on the highway.
 7. How to determine when to use the high beams and when to dim the high beams when driving at night on the highway.
 8. How to meet and overtake another vehicle when driving at night on the highway.
-

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9. How to pass and be passed when driving at night on the highway.

Attitudinal Objectives (Believe)

1. Adjust your speed so that you can see 12 seconds ahead.
2. Maintain the same search patterns at night as you do during the day.
3. Have your headlights on high beam on the highway as much of the time as possible.
4. If you are going to use your headlights properly, make sure they are properly adjusted.
5. React as soon as you detect that something is there. Do not wait until you can clearly identify what is on the highway before acting.

Rationale

Young drivers in Saskatchewan are over-represented on the road at night. Clearly, young drivers will be driving at night, so they must know how to do it well.

This lesson comes at a time when the student driver should be driving well and only needs to apply driving techniques to the night time driving situation.

Many of the techniques used for driving at night apply equally well to low visibility conditions.

Teaching Techniques

1. Continued use of demonstration.
2. Continued use of adding to and modifying already existing skills:
 - visual search patterns
 - IPDE

Instructional Aids

1. Diagrams for night driving.
2. Flashlight.

Situational/Environmental Requirements

1. City location.
2. Highway location.

Activity Delineation

Review Theory of Driving at Night in the City

Instructor Activity

1. Discuss search patterns:
 - Basically the same as daytime search patterns.
 - The search pattern varies with the amount of light. With well lit streets you can drive as in the daytime, but must pay special attention to less visible pedestrians. This means double checking pedestrian crossings or situations where pedestrians might be.
 - Lights in the mirror can be confusing so you need to make more shoulder checks, particularly if it is raining.
 - Under reduced illumination, use the tail lights of the vehicle ahead, and of the vehicle several cars ahead to indicate where the road is.
 - Adjust speed so that you can see 12 seconds ahead.
 - At night, or under conditions of reduced visibility, **always** slow down as soon as you think you see something obstructing your path. Do not wait until you can clearly see what it is. You will not have time to stop.

Demonstration in the City

Instructor Activity

Demonstrate and give a commentary on night driving in the city, covering search patterns, use of supplementary cues, and speed selection.

Student Drives in the City

Instructor Activity

1. Have the student driver drive through the city, commenting on search patterns.
2. Have the student driver discuss the availability and use of supplementary cues.
3. Have the student driver select a speed and discuss the speed selection.
4. Have the student observer describe the proper

-
- search pattern.
5. Have the student observer discuss the availability and use of supplementary cues.
 6. Have the student observer discuss speed selection.

Student Drives to Highway

Instructor Activity

1. Have the student driver drive to a selected highway location.
2. Discuss search patterns, use of supplementary cues, and speed selection as the drive progresses.

Review the Theory of Driving at Night on the Highway

Instructor Activity

1. How far you can see ahead varies dramatically with the presence of street lights, moonlight, and star light.
2. The type of bulbs you have in your headlights dramatically affects how far ahead you can see.
3. Search patterns are similar to those on the highway in the day time; e.g., you look up and reference down to 12 seconds ahead even if you can not see clearly 12 seconds ahead.
4. It will probably be necessary to adjust the interior rear view mirror to the night driving condition to reduce glare.
5. Drive on high beam as much as possible.
6. Adjust your speed according to how far ahead the high beam illuminates. You need 12 seconds.
7. Dim your headlights when the vehicle approaching you is four seconds away.
8. Dim your headlights as you come within three seconds of a vehicle you are approaching or, if you have been passed, dim your headlights until the vehicle is more than three seconds ahead of you.
9. When you are overtaking a vehicle, have your headlights dimmed until the front of your car has passed the driver's position of the vehicle being overtaken. At this point, switch your headlights to high beam.
10. Use other vehicles on the road to give you an indication where the road is.

11. Use telephone poles and reflectors to give you an indication of the direction of the road.

Demonstration on the Highway

Instructor Activity

1. Demonstrate while giving a commentary, search patterns, use of supplementary cues, speed selection, high/low beam use when meeting and overtaking, passing and being passed.

Student Drives Highway

Instructor Activity

1. Have the student driver drive on the highway, commenting on search patterns.
2. Have the student driver discuss the availability and use of supplementary cues.
3. Have the student driver select a speed and discuss the speed selection.
4. Have the student driver use the headlights properly when:
 - meeting an oncoming vehicle;
 - overtaking a vehicle;
 - passing a vehicle; and,
 - being passed by a vehicle.
5. Have the student observer describe the proper search pattern.
6. Have the student observer discuss the availability and use of supplementary cues.
7. Have the student observer discuss speed selection.

Student Drives to Base

Instructor Activity

1. Discuss with the students night-driving activities.

Evaluation

1. Complete the student driver evaluation form as the lesson progresses. Do not, however, look down and fill in the form while the vehicle is in motion.
2. At the end of the lesson have the student driver initial the evaluation form.
3. Record presence and satisfactory performance of student observer.
4. File the evaluation forms **daily**.

Lesson 8

Manual Transmission I (Optional)

Sessions (one to one)

One 60 minute session as driver..

Sequence Constraint

As this is optional, it could be introduced any time after Lesson 6. However, since only two lessons have been allocated to this topic, it would be wise to introduce manual transmission once the student has mastered the rudiments of driving an automatic transmission vehicle..

Overview

What You Do

1. Drive your student to a quiet, straight road.
2. Demonstrate starting the vehicle, moving off on the flat, stopping, and engine shutdown.
3. Have the student driver start the vehicle, move off, stop, and shut down the engine.
4. Demonstrate shifting to higher gears.
5. Have the student driver shift to higher gears.
6. Demonstrate uphill start and downhill start.
7. Have the student driver start uphill and downhill.
8. If feasible, have the student driver drive back to base.

Lesson Content

- starting the vehicle
- moving off on the flat
- stopping
- engine shutdown
- shifting to higher gears
- downhill start
- uphill start

Learning Objectives

Performance Objectives (Do)

- Start the vehicle, shift to first gear, move off smoothly, stop the vehicle smoothly, and shut down the engine - all in the proper order (four successful repetitions).

- Shift from first through to high gear smoothly and at the appropriate time (four successful repetitions).
- Carry out and describe the sequence for an uphill start (four successful repetitions).
- Carry out and describe the sequence for a downhill start (two successful repetitions).

Knowledge Objectives (Know)

- How to start the vehicle properly.
- How to use the clutch and accelerator to move the vehicle.
- How and when to shift up.
- How to carry out an uphill start.
- How to carry out a downhill start.

Attitudinal Objectives (Believe)

- When moving off, you must hold the clutch for three seconds.
- Do not ride the clutch with your left foot.
- Always pause in the middle of a gear change.
- If the revs are right, all gear shifts should be smooth.

Rationale

The purpose of this lesson is to introduce the student driver to driving a manual transmission. The student should know how and when to carry out the various activities, and should have a moderate level of proficiency in executing the activities.

If there is a desire to improve the level of proficiency, this can be simply remedied by spending more time with the student driver and increasing her/his ability in the activities in this lesson.

By introducing the manual transmission at this point, it is presumed that the student driver already has the decision making and fundamental control components of driving well in hand. The student is then free to concentrate on clutch use and gear shifting.

Teaching Techniques

1. Demonstration.
2. Withdrawal technique.

Instructional Aids

1. Diagrams of how a clutch works.
2. Diagrammatic explanation of gears.
3. Sequences in the student driver notes.

Situational/Environmental Requirements

1. A quiet, straight, preferably long road.
2. A hill.

Activity Delineation

Drive to Location

Instructor Activity

1. Drive the student to location.

Demonstrate

Instructor Activity

1. Demonstrate starting the vehicle:
 - declutch with left foot;
 - shift to neutral;
 - turn key until the engine starts and then release; and,
 - remove left foot from clutch.
2. Demonstrate moving the vehicle off. The first thing to understand is the clutch. The job of the clutch is to gradually transfer the mass of the vehicle on to the motor. If the motor has to take the whole mass of the car at once, it will stall.

The way the clutch works is that one disc is connected to the motor, and another disc is connected to the drive wheels of the car. When you push the clutch down, you push these discs apart and the motor can run independently of the drive wheels.

As you bring the clutch up, the two discs come closer together until they reach the point where the disc is attached to the engine and begins to rub against the disc attached to the drive wheels. This is called the "friction point", and is the point at which the power of the engine begins to be transferred to the drive wheels.

To move a vehicle on the flat, you need to bring the clutch up until the friction point is reached and then hold it there for a while until the disc attached to the motor and the disc attached to the drive wheels are travelling at the same speed. Then you can take your foot off the clutch.

The procedure below assumes that you have done the appropriate checks and that you know how to enter a road and where to look. Unless otherwise mentioned, you have taken off the handbrake and the vehicle is ready to move.

In detail, the procedure for moving off is as follows:

- Press down lightly on the accelerator and hold your revs constant, at some point above idling.
 - Raise the clutch to the "friction point"; you will know that you have reached it when the vehicle begins to move forward.
 - Hold the accelerator and the clutch still; the vehicle will move slowly forward - count to three seconds.
 - Release the clutch completely; put your left foot in the bracing position against the firewall.
 - Accelerate.
3. Demonstrate stopping the vehicle. The clutch should be depressed when the revs are just above the normal idling speed. When driving in first gear, as soon as you take your foot off the accelerator, the revs will drop to about idling speed. So the sequence, when driving in first, is clutch first, then brake.

When driving in second or high, the usual sequence is brake first. When the revs drop to just above idling, declutch.

4. Demonstrate shutting down the vehicle. When you come to a stop, you will be in gear with the clutch and the footbrake depressed. To shut down, proceed as follows:
 - shift to neutral and release left foot from clutch;
 - engage handbrake;
 - switch off engine; and,
 - put car in gear (first if the car is facing uphill, reverse if the car is facing downhill).

Student Starts, Moves Off, Stops, and Shuts Down

Instructor Activity

1. Have the student driver start the vehicle.
2. Have the student driver move off.
3. Have the student driver stop.
4. Have the student driver shut down.

Once he/she is reasonably proficient in starting and shutting down the vehicle, the engine can be left running to practise moving off and stopping.

Demonstrate Shifting to Higher Gears

Instructor Activity

1. Demonstrate how to shift to higher gears.
Shifting up means changing to a higher numbered gear. This also means that the vehicle will be moving faster. You shift in sequence: 1, then 2, then 3, etc. When you move the gear lever, there are three parts to the action: shift from the gear you are in to neutral; pause in neutral; and shift to the new gear.

You will get smoother shifts if you shift when the vehicle has reached a constant speed, rather than when it is still accelerating.

To shift to a higher gear:

- ease off the accelerator;
- declutch;
- shift, pausing in neutral; and,
- release the clutch and accelerate lightly at the same time.

After a while you can tell when to change gears by the sound of your engine. There is one general rule: Low gears (small numbers) - low revs; high gears - high revs.

Student Shifts to Higher Gears

Instructor Activity

1. Have the student driver shift from first gear to high gear then stop.
2. Repeat this activity until the student driver has met the performance objectives.

Demonstrate Uphill Start and Downhill Start

Instructor Activity

1. Demonstrate uphill start:

The difficulty with starting uphill is that when you take your handbrake off, you roll back down the hill. You can not hold the car with your foot brake, because you need your right foot on the accelerator. You can get out of this situation in two ways: the first way is by using your handbrake.

- Pull the handbrake up a little and hold the handbrake fully on, but with the release button pressed down.
 - Press down lightly on the accelerator, slightly more than for starting on the flat and hold your revs constant.
 - Raise the clutch to the "friction point". You will know that you have reached it when you hear the revs of the engine drop.
 - Hold the accelerator and the clutch still; release the handbrake.
 - Accelerate a little more, then keep your revs constant.
 - Raise the clutch a small amount until the vehicle begins to move forward and hold the clutch and accelerator constant while you count to three.
 - Release the clutch completely; put your left foot in the bracing position against the firewall.
 - Accelerate.
- For small hills, you can start without using the handbrake:
- Put your right foot on the footbrake and push the pedal down.
 - Raise the clutch to the "friction point"; you will know that you have reached it when you hear the revs of the engine begin to drop.
 - Move your right foot from the brake to the accelerator.
 - Accelerate a little, then keep your revs constant.
 - Raise the clutch a small amount until the vehicle begins to move forward and hold the clutch and accelerator constant while you count to three.
 - Release the clutch completely; put your left foot in the bracing position against the firewall.
 - Accelerate.

2. Demonstrate downhill start:

- Start in second gear.

Student Starts on Hills

Instructor Activity

1. Have the student driver start uphill using the handbrake.
2. Have the student driver start downhill.

Instructor Drives Back to Base

Instructor Activity

Drive back to base. If you believe that the student driver is capable of doing so, have him/her drive back to base.

Evaluation

1. Complete the student driver evaluation form as the lesson progresses. Do not, however, look down and fill in the form while the vehicle is in motion.
2. At the end of the lesson have the student driver initial the evaluation form.
3. File the evaluation forms **daily**.

Manual Transmission II (Optional)

Sessions (one to one)

One 60 minute session as driver.

Sequence Constraint

Must follow Manual Transmission I.

Overview

What You Do

1. Have the student driver drive to the location.
2. Demonstrate downshifting when slowed.
3. Have the student driver downshift when slowed.
4. Demonstrate downshifting and slowing.
5. Have the student driver downshift and slow.
6. Demonstrate preparation for corners and curves.
7. Have the student driver prepare for corners and curves.
8. Have the student driver drive slowly and parallel park.
9. Have the student driver drive back to base.

Lesson Content

- downshifting when slowed
- downshifting and slowing
- preparation for corners and curves
- moving slowly and parking

Learning Objectives

Performance Objectives (Do)

- Downshift smoothly, when slowed (four successful repetitions).
- Downshift and slow smoothly (four successful repetitions).
- Downshift smoothly in preparation for a curve, with proper timing (four successful repetitions).
- Drive the vehicle slowly, riding the clutch for ten seconds, without fully engaging the clutch (two successful repetitions).
- Parallel park with good clutch control (four successful repetitions).

Knowledge Objectives (Know)

- How to downshift when slow.
- How to downshift when slowing.
- How to prepare for corners and curves.
- How to use the clutch to move slowly.

Attitudinal Objectives (Believe)

- You must slow down before downshifting, in preparation for a corner or curve.
- When the vehicle is slowed, you get a smoother change if you flick the accelerator in the middle of the change.
- Driving a manual transmission vehicle well means making smooth gear changes.

Rationale

Again, the aim of this lesson is to give the student driver an understanding of what he/she has to do and give some minimal proficiency in gear changing. If chosen, this lesson can be extended by giving the driver more practise, and by extending the types of parking and reversing situations in which the driver is given practice.

Teaching Techniques

1. Demonstration.
2. Withdraw from direct teaching.

Instructional Aids

1. Diagrams of downshifting.
2. Diagrams of preparation for a corner.

Situational/Environmental Requirements

1. Reasonably straight stretch of road on which few stops are required.
2. Stretch of road with corners or curves.

Activity Delineation

Drive to Location

Instructor Activity

1. Have the student driver drive to location reviewing what has been learned in the Manual Transmission I lesson.

Demonstrate Downshifting When Slowed

Instructor Activity

1. Downshift (shift to a lower gear) in two situations:
 - The first situation is where the vehicle has already slowed down, for example, on a hill, and the shift is to select a gear which gives more power.
 - The second situation is to prepare for slowing down, such as for going around a corner. In this case, changing down gives the power needed at a lower speed necessary for negotiating a corner.
2. Demonstrate downshifting when slowed. The procedure is as follows:
 - Declutch and release the accelerator.
 - Shift to the lower gear, pausing in neutral.
 - Release the clutch letting it off slowly around the friction point and move gently on to the accelerator.

You will get a smoother change if, while you are in neutral, you tap the accelerator.

Student Downshifts When Slowed

Instructor Activity

1. Have the student driver slow the vehicle, either by driving up a hill or by releasing the accelerator to the point that it is necessary to

shift to a lower gear.

2. Begin the downshifting in top gear and
 - downshift;
 - speed up and shift up to top;
 - slow the vehicle;
 - downshift; and,
 - repeat the procedure.
3. Downshift to lower gears, stopping at second.
4. Practise stopping the vehicle to shift to first.

Demonstrate Downshifting When Slowing

Instructor Activity

1. Demonstrate downshifting when slowing.
 - Brake gently and continuously while the vehicle is in a straight line;
 - Continue to brake and declutch;
 - Continue to brake and shift to the lower gear pausing in neutral;
 - Continue to brake and release the clutch, but release it very slowly around the friction point; and,
 - Move your right foot to the accelerator and move your left foot to the bracing position on the firewall.

Student Downshifts When Slowing

Instructor Activity

1. Have the student driver brake to slow the vehicle and downshift to a lower gear.
2. Begin the downshifting in top gear and
 - downshift;
 - speed up and shift up to top;
 - slow the vehicle;
 - downshift; and,
 - repeat the procedure.
3. Downshift to lower gears stopping at second.
4. Practise stopping the vehicle by shifting to first.

Demonstrate Preparation for Corners

Instructor Activity

1. Demonstrate and describe the selection of the gear appropriate for corners and curves.
 - For most vehicles, right angle corners should be taken in second.
 - Depending on the speed and the angle of the curve, the curve can either be taken in third or higher gear.

-
- It is important to begin to brake and downshift early so that the vehicle is slowed and the downshift is completed before the vehicle reaches the corner or curve.

Notes:

Student Prepares for Corners

Instructor Activity

- 1.Have the student driver prepare for right, right angle corner.
- 2.Have the student driver prepare for left, right angle corner.
- 3.If possible, have the student driver prepare for corners or curves that require downshifting to a gear higher than second.

Demonstrate Driving Slowly and Parallel Parking

Instructor Activity

- 1.Demonstrate and discuss riding the clutch, with minute movements to move the vehicle or hold it stationary.
- 2.Demonstrate fully declutching to let the vehicle roll down inclines.
- 3.Demonstrate clutch control when parallel parking.

Student Drives Slowly and Parks

- 1.Have the student driver drive the vehicle slowly forward, riding the clutch.
- 2.Have the student driver parallel park, riding the clutch to move the vehicle slowly, and declutching fully once the vehicle starts to roll.

Evaluation

- 1.Complete the student driver evaluation form as the lesson progresses. Do not, however, look down and fill in the form while the vehicle is in motion.
- 2.At the end of the lesson have the student driver initial the evaluation form.
- 3.File the evaluation forms **daily**.

Lesson 9

Ice Driving (Optional)

Sessions (twelve to two)

One session 6 hours at the site: 3 hours as driver and 3 hours as observer.

Sequence Constraint

This one day course can be given at any point after Classroom Lesson 11, although the current position is preferable. Ideally it should follow the session on Emergency Driving, although it may precede Emergency Driving. Given that students are practising driving, there are some benefits to delaying the introduction of this optional course until the students become more proficient in their basic driving.

Overview

What You Do

1. Students are assembled at the off-road location and each pair of students is allocated a vehicle.
2. Review the vehicle check and cockpit drill with special emphasis on seating position.
3. Carry out vehicle familiarization and warm up the drivers and the vehicles.
4. Carry out accelerating on ice.
5. Carry out 4-wheel lock on ice.
6. Carry out threshold braking on ice.
7. Carry out curve negotiation on ice.
8. Carry out emergency lane change on ice.
9. Carry out combination braking and steering exercise on ice.
10. Carry out skidding exercise.
11. Extricate a "stuck" vehicle.

Lesson Content

- acceleration
- braking
- curves
- emergency lane change
- combined braking and steering
- skidding
- extricating a "stuck" vehicle

Learning Objectives

Performance Objectives (Do)

The driving pair is to:

- (Review) Carry out an external vehicle check and complete the form.
- (Review) Carry out a cockpit drill, checking each other. Each will demonstrate proper seating position.
- (Review) Carry out a vehicle familiarization.
- Carry out accelerating on ice (four successful repetitions).
- Carry out 4-wheel lock on ice (four successful repetitions).
- Carry out threshold braking on ice (eight successful repetitions).
- Carry out curve negotiation on ice (four successful repetitions).
- Carry out emergency lane change on ice (four successful repetitions).
- Carry out combination braking and steering on ice (four successful repetitions).
- Carry out skidding exercise on ice (two successful repetitions).
- Extricate a "stuck" vehicle (once successfully).

Knowledge Objectives (Know)

- (Review) How to do a vehicle check, cockpit drill, and vehicle familiarization.
- How to accelerate on ice.
- How to brake on ice.
- How to negotiate curves on ice.
- How to do an emergency lane change on ice.
- How to do combination braking and steering on ice.
- How to recover from a skid on ice.
- How to extricate a "stuck" vehicle.

Attitudinal Objectives (Believe)

- When in trouble, shift to neutral.
- If you start to spin, lock up all four wheels.
- Seating position is critical.
- Left foot brace is critical.
- Seatbelt use is essential.
- You need proper footwear and clothing to drive properly.
- When you lock-up the wheels, the car will not roll over.
- Driving on ice requires gentle movements.
- Driving on ice requires the early starting of movements.

-
- Driving on ice requires considerable vehicle control and skill.
 - At all times, look where you want to go and steer there.

Rationale

About a quarter of all the crashes in Saskatchewan take place on ice. Ice driving demands a degree of delicacy and control of the vehicle greater than any other situation.

Once again, practising these techniques in a controlled, safe situation should change the current practice of obtaining experience on the roads and highways, at the cost of a considerable number of crashes.

Teaching Techniques

1. Demonstration.
2. Successive approximations.
3. Feedback on performance after each run.
4. Use of the radio to control movement of the vehicles.

Instructional Aids

1. Two-way radios.
2. Cones.
3. Sand and shovels.

Situational/Environmental Requirements

1. Ice area, ploughed for lane change, braking, and skidding.
2. Circuit with a variety of curves.
3. Area in which to get vehicles "stuck".

Activity Delineation

Transport Students and Vehicles to Off-Road Location

To be arranged.

Review Vehicle Check, Cockpit Drill, and Familiarization

Have students act in pairs to check each other.

Carry Out Warm-Up

Instructor acts as leader. Students follow through the activities. Change drivers and repeat warm-up.

Accelerating

Stress the following:

- left foot brace
- rest right foot against tunnel if there is one
- searching for traction
- gear selection
- testing surface for traction

Four Wheel Lock

Stress the following:

- seating position
- eye use
- left foot brace
- seatbelt use
- clutch/neutral
- high initial impact
- holding until stopped
- when to use the 4-wheel lock
- direction of vehicle, if spinning

Threshold Braking

Stress the following:

- seating position
- eye use
- left foot brace
- seatbelt use
- clutch/neutral
- high initial impact
- brake modulation
- human inability to modulate frequency
- when to use threshold braking
- recognizing surface types
- effective surface temperature on available traction

Curve Negotiation

Stress the following:

- brake in a straight line
- entry speed
- when to start the turn
- line of the curve (increasing the radius by flattening)
- slow down
- downshift (if manual transmission)
- turn the wheel
- balance the accelerator
- brush the inside of the curve

-
- unwind and accelerate to the outside of the curve

Emergency Lane Change

Stress the following:

- seating position
- eye use
- left foot brace
- seatbelt use
- clutch/neutral
- steering technique
- steer/countersteer/straighten
- creating stability
- entry speed
- early initiation
- small steering input

Combination Braking and Steering

Stress the following:

- seating position
- eye use
- left foot brace
- seatbelt use
- clutch/neutral
- braking technique
- braking in a straight line
- off the brake to steer
- steering technique
- steer/countersteer/straighten
- creating stability
- entry speed
- early initiation
- small steering input

Skidding

Stress the following:

- how to create left spin
- how to create right spin
- pendulum of weight transfer
- braking traction
- brake use in skid recovery
- accelerator use in skid recovery
- use of neutral in skid recovery
- search patterns in skid recovery
- steering in skid recovery
- lock-up in skid recovery
- vehicle direction when wheels are locked
- vehicle direction when wheels are rolling

Extricating "Stuck" Vehicles

Stress the following:

- equipment in vehicle
- personal equipment and condition
- inspection of vehicle and surroundings
- cleaning of wheels and chassis
- traction maximization skills - "rocking"
- "burning" traction
- use of gears
- wheel spin
- pushing
- when to quit

Evaluation

As this lesson is organized, all students will achieve the performance objectives. Record student attendance and achievement of those objectives.

Notes:

Lesson 10

Emergency Driving (Optional)

Sessions (two to twelve)

One session, 6 hours at the site: 3 hours as driver and 3 hours as observer.

Sequence Constraint

This one day optional course can be given at any point after Classroom Lesson 11, although the current position is preferable. Given that students are practising driving, there are some benefits to delaying the introduction of this course until the students become more proficient in their basic driving.

Overview

What You Do

1. Students are assembled at the off-road location and each pair of students is allocated a vehicle.
2. Review the vehicle check and cockpit drill with special emphasis on seating position.
3. Carry out vehicle familiarization and warm up the drivers and the vehicle.
4. Carry out 4-wheel lock braking exercise.
5. Carry out fine and coarse slalom exercise.
6. Carry out threshold braking exercise.
7. Carry out emergency lane change.
8. Carry out combination braking and steering exercise.
9. Carry out 2-wheel drop-off exercise.
10. Carry out ditch negotiation exercise.

Lesson Content

- 4-wheel lock
- fine and coarse slaloms
- threshold braking
- emergency lane change
- combination braking and steering
- 2-wheel drop-off
- ditch negotiation

Learning Objectives

Performance Objectives (Do)

The driving pair is to:

- (Review) Carry out an external vehicle check and complete the form.
- (Review) Carry out a cockpit drill, checking each other. Each will demonstrate proper seating position.
- (Review) Carry out a vehicle familiarization.
- Carry out 4-wheel lock at 40 km/h (four successful repetitions).
- Carry out two runs of the fine slalom without hitting any cones - reasonable speed and smoothness (two successful repetitions).
- Carry out two runs of the coarse slalom without hitting any cones - reasonable speed and smoothness (two successful repetitions).
- Carry out threshold braking at 60 km/h (four successful repetitions).
- Carry out emergency lane change at 40 km/h (four successful repetitions).
- Carry out combination braking and steering from 60 km/h (two successful repetitions).
- Carry out 2-wheel drop-off (two successful repetitions).
- Carry out ditch negotiation (four successful repetitions).

Knowledge Objectives (Know)

- (Review) How to do a vehicle check, cockpit drill, and vehicle familiarization.
- How to do a 4-wheel lock.
- How to drive a fine slalom and a coarse slalom.
- How to do a threshold brake.
- How to do an emergency lane change.
- How to do a combination braking and steering.
- How to drop two wheels off the pavement and return to the pavement.
- How to negotiate a ditch.

Attitudinal Objectives (Believe)

- When in trouble, shift to neutral.
- If you start to spin, lock up all four wheels.
- Seating position is critical.
- Left foot brace is critical.
- Seatbelt use is essential.
- You need proper footwear and clothing to drive properly.
- When you lock-up the wheels, the car will not roll over.
- You steer down the ditch.
- **It is socially acceptable to go into a ditch**

and have to be towed out. It is socially unacceptable to roll the vehicle because you wanted desperately to get out of the ditch.

Rationale

Many of the actions taken in an emergency situation, or a situation where the available time to act is of short duration, are contradictory to the actions required for normal, smooth driving. Primarily the difference is one of requiring greater speed of movement and greater magnitude of movement, executed in a calm fashion.

Most drivers have never stopped in an emergency from the speeds at which they drive. Most drivers perform very poorly for the first two or three emergency stops or emergency lane changes, partly because they panic. It is the intent of this lesson to get that panic and poor performance out of the student's system, under controlled and safe conditions. Therefore, the direct intent is to transfer the mistakes currently made on the roads and highways to the early part of this lesson.

Once the driver has completed the lesson, the student will have a better understanding of individual limits, the limits of the vehicle, and will ensure that these limits are not exceeded simultaneously.

Teaching Techniques

1. Demonstration.
2. Successive approximations.
3. Feedback on performance after each run.
4. Use of the radio to control movement of the vehicles.

Instructional Aids

1. Two-way radios.
2. Cones.

Situational/Environmental Requirements

1. Large area, free of wandering pedestrians.
2. Water or grass or snow - to protect the tires during the 4-wheel lock.
3. Drop-off area for the 2-wheel drop-off.
4. Ditch for ditch negotiation.

Activity Delineation

Transport Students and Vehicles to Off-Road Location

To be arranged.

Review Vehicle Check, Cockpit Drill, and Familiarization

Have students act in pairs to check each other.

Carry out Warm-Up

Instructor acts as leader. Students follow through the activities. Change drivers and repeat warm-up.

Four Wheel Lock

Stress the following:

- seating position
- eye use
- left foot brace
- seatbelt use
- clutch/neutral
- high initial impact
- holding until stopped
- when to use the 4-wheel lock
- direction of vehicle, if spinning

Fine Slalom

Stress the following:

- eye use
- left foot brace
- hand position
- small steering wheel movements
- constant acceleration
- rhythm/smoothness/precision
- wide approach creates larger angle
- weight transfer
- rear wheel cheat

Coarse Slalom

Stress the following:

- eye use
- left foot brace
- steering technique
- accelerator use
- wide approach creates larger angle
- weight transfer
- rear wheel cheat

Threshold Braking

Stress the following:

- seating position
- eye use
- left foot brace
- seatbelt use
- clutch/neutral
- high initial impact
- brake modulation
- human inability to modulate frequency
- when to use threshold braking

Emergency Lane Change

Stress the following:

- seating position
- eye use
- left foot brace
- seatbelt use
- clutch/neutral
- steering technique
- steer/countersteer/straighten
- creating stability

Combination Braking and Steering

Stress the following:

- seating position
- eye use
- left foot brace
- seatbelt use
- clutch/neutral
- braking technique
- braking in a straight line
- off the brake to steer
- steering technique
- steer/countersteer/straighten
- creating stability

Two-Wheel Drop-Off

Stress the following:

- accelerator use
- brake use
- steering
- achieving stability
- returning to the road
- emergency return to the road

Ditch Negotiation

Stress the following:

- eye use
- brake use
- accelerator use
- steering

- where to go
- returning to the road

Evaluation

As this lesson is organized, all students will achieve the performance objectives. Record student attendance and achievement of those objectives.

Notes:

Appendices

Appendix A

Templates for Assessment and Evaluation

In-Car mainly

Introduction to Highway Driving (Lesson 1)

Student Name _____ Date _____

Objectives	Yes	No
Performance Does the student consistently:		
1.accelerate smoothly to speed limit, hold a constant speed (plus or minus 10 km/h) for about five kilometres, then brake gently to a stop?		
2.describe to the instructor objects on the horizon (looking up), and describe the point 12 seconds ahead (referencing down)?		
3.keep the vehicle within the chosen lane, within the lane markers (continuously for last quarter of lesson)?		
4. estimate time to stationary objects? (within 2 seconds)		
Knowledge Does the student know:		
1.what to do with the accelerator to build up speed smoothly?		
2.what to do with the brake to stop smoothly?		
3.what to do with the steering wheel to steer smoothly?		
4.how to measure distance in seconds from a stationary object?		
5.where to look when "looking up"?		
6.how to measure following distance in seconds, and what the following distance should be?		
7.where to look when "referencing down"?		

Lesson Content

- Accelerator, brake and steering control
- Acceleration to speed, maintaining speed, deceleration and stopping
- Where to look: looking up and referencing down
- Steering control at speed
- Counting time: following distance and time to stationary objects

Teaching Points

1. "Smooth is beautiful."
2. Highway driving requires small, gentle, controlled movements.
3. You steer where you look.

External Vehicle Check and Vehicle Familiarization (Lessons 1 and 6)

Student Name _____ Date _____

Objectives	Yes	No
Performance Does the student consistently: 1.complete a vehicle check? (Practice until the student completes 100% of the check.)		
2.demonstrate familiarity with all of the controls so as to respond to the instructor's request for a control adjustment without looking at the control?		
3.complete the pre-driving check with correction until 100% of the check is complete?		
4.start the vehicle and shut down the vehicle with the correct sequences?		
5.set the vehicle in motion and stop the vehicle with the correct sequences?		
6.complete the fine steering exercise without moving hands from the wheel, and without being too close to the vehicle?		
Knowledge Does the student:		
1.know when and how often to carry out vehicle checks?		
2. know why a vehicle check is necessary?		
3.know what to do about or how to remedy any deficiency detected?		
4. know how to adjust each of the controls?		
5. know the sequence for pre-driving preparation?		
6. know how to start and shut off the vehicle?		
7.know the sequence for setting a vehicle in motion and stopping the vehicle?		
8. know where to place hands on the wheel for fine steering?		

Lesson Content

- Body- Under hood and under vehicle- Starting and shutting down the vehicle
- Lights- Familiarization with controls- Setting the vehicle in motion and stopping the vehicle
- Tires- Pre-Driving preparation- Simple steering exercise (nine and three)

Teaching Points

- 1.Vehicle checks are an essential part of good driving.
2. When a defect is discovered, remedy it before you go driving.
- 3.Your vehicle needs to be in good condition to respond to emergencies and to ensure you do not get stranded.
- 4.It is essential to be able to adjust the controls while looking straight ahead.
- 5.Preparations for driving the vehicle, starting the vehicle, shutting down the vehicle, putting the vehicle in motion, and stopping the vehicle, must all be done in the proper sequence.
- 6.Do not move your hands on the steering wheel when using the nine-and-three steering technique.

Homework Assignment

Practise counting against a watch until you can count to 30 within plus or minus 3 seconds without looking at the watch.

Driving Slowly (Lessons 1 and 2)

Student Name _____ Date _____

Objectives	Yes	No
Performance Does the student consistently:		
1. describe how to execute, and carry out the slow forward exercise within 150% of instructor's time?		
2. describe how to execute, and carry out the slow reverse exercise within 150% of instructor's time?		
3. describe how to execute, and carry out the three turning manoeuvres?		
Knowledge Does the student know:		
1. not to turn the steering wheel while the vehicle is stationary?		
2. when to turn the steering wheel quickly and when to turn it slowly?		
3. how to drive slowly, in forward and reverse?		
4. where to look when driving slowly in forward or reverse?		
5. when, and under which circumstances, to use each method of turning the vehicle around?		
6. understand "front end swing"?		

Lesson Content

- Forward straight lines and patterns- two-point turns into driveways/approaches
- Reverse straight lines and patterns

Teaching Points

1. Turning the steering wheel while the vehicle is stationary is harmful to the vehicle.
2. Driving slowly is difficult and requires considerable attention.
3. Reversing should never be faster than a walking pace (five to eight km/h).

Introduction to City Driving (Lesson 2)

Student Name _____ Date _____

Objectives	Yes	No
Performance Does the student consistently:		
1. accelerate smoothly to speed limit, hold a constant speed (plus or minus 5 km/h) for about one kilometre (if possible), then brake gently to a stop?		
2. describe to the instructor objects on the horizon (looking up), and describe the point 12 seconds ahead (referencing down)?		
3. keep the vehicle within the chosen lane, within the lane markers, using the correct steering technique (continuously for last quarter of lesson)?		
4. estimate time to stationary objects (within two seconds)?		
Knowledge Does the student know:		
1. what to do with the accelerator to build up speed smoothly?		
2. what to do with the brake to stop smoothly?		
3. where to look when "looking up"?		
4. where to look when "referencing down"?		
5. what to do with the steering wheel to steer smoothly?		
6. how to measure following distance in seconds, and what the following distance should be?		
7. how to measure distance in seconds from a stationary object?		

Lesson Content

- Accelerator, brake and steering control
- Acceleration to speed, maintaining speed, deceleration and stopping
- Where to look: looking up and referencing down
- Steering control at city speeds
- Counting time: following distance and time to stationary objects

Teaching Points

1. "Smooth is beautiful."
2. City driving requires greater steering input but this should still be smooth. Accelerating and braking still require small, gentle, controlled movements.
3. You steer where you look.

Introduction to City Driving - IPDE in the City (Lesson 2)

Student Name _____ Date _____

Objectives	Yes	No
Performance Does the student consistently: 1.describe and carry out a complete search pattern -- look up, reference down; sweep left, sweep right; look up, reference down; check the gap; look up, reference down; check left gate, check right gate; look up, reference down; check rear gate; look up, reference down; etc?		
2.alter position on the road -- behind trucks, vans, or within lane to optimize visual scanning?		
3.identify and explain gates?		
4. identify the status (open/closed) of all gates?		
5.identify and explain real hazards?		
6.predict outcome of real hazards?		
7.decide what to do as a response to real hazards?		
8.execute the decision for real hazards?		
9.identify and explain potential hazards?		
10. predict outcome of potential hazards?		
11. decide what to do as a response to potential hazards?		
12. execute the decision for potential hazards (if one occurs naturally)?		
13. carry out complete sequence of IPDE for real hazards?		
14. carry out as much of the sequence as is feasible for a potential hazard?		
Knowledge Does the student know:		
1.what a complete search pattern is?		
2. how to alter vehicle position to optimize search patterns?		
3.what a real interruption to the path is?		
4.what a potential interruption to the path is?		
5. what gates are?		
6.what Identify, Predict, Decide, Execute means?		
7. methods of inter-driver communication on the road?		
8. how to share the road with trucks, slow-moving vehicles, motorcycles, etc?		

Lesson Content

- Real interruptions to the path- Decision/Decide
- Threats of interruptions to the path- Execution/Execute
- Gates- Inter-driver communication
- Identification/Identify- Sharing the highway with other vehicle types
- Prediction/Predict

Teaching Points

- 1.It is essential to carry out a proper search pattern.
- 2.You can and must get your information at least 12 seconds before you need to act.
- 3.It is essential to know the status of your gates.
4. It is essential to practise IPDE as part of driving.
- 5.In the city you can use eye contact and the horn to communicate with other drivers, as well as lights, signals and vehicle position.
- 6.Other vehicle types have a right to use the road and have specific limitations and advantages.

Driving on Grid Roads (Lesson 3)

Student Name _____ Date _____

Objectives	Yes	No
Performance Does the student consistently:		
1.adopt an appropriate search pattern? (Each student is to say out loud where he/she is looking and why.)		
2.adopt an appropriate escape plan? (Each student is to say out loud where he/she is looking and why.)		
3.adopt an appropriate speed selection? (Each student is to say out loud where he/she is looking and why.)		
4.carry out normal braking and sharp braking?		
5.accelerate to start, slow down, accelerate again?		
6.negotiate curves and corners?		
7.drive in deep gravel and, if possible, mud (five minutes of successful driving)?		
8.manoeuvre around slow (farm) vehicles? (Say out loud what he/she is going to do and correctly execute a pass of a slow vehicle, if possible.)		
Knowledge Does the student know:		
1. how to do visual checks?		
2.how to determine an appropriate following distance?		
3.what the options are for leaving a grid road and which are the best options to use?		
4.how to select the speed for driving a grid road?		
5.how to brake on gravel?		
6.how to accelerate on gravel?		
7.how to drive curves and corners on gravel?		
8.how to drive in mud?		
9.what to do when meeting slow vehicles?		

Lesson Content

- Search patterns- Accelerator use- Mud
- Following distance- Curves and corners- Braking
- Escape plans - leaving the road- Deep gravel- Meeting slow vehicles
- Speed selection

Teaching Points

- 1.It is essential to drive slowly on grid roads.
- 2.It is critical to keep search patterns as far ahead as possible, all the time.
- 3.It is appropriate to let the vehicle wander in gravel.

Highway Driving (Lesson 3)

Student Name _____ Date _____

Objectives	Yes	No
Performance Does the student consistently:		
1.(Review) accelerate smoothly to speed limit, hold a constant speed (plus or minus 5 km/h) for about three km, then brake gently to a stop at a prespecified point?		
2.(Review) estimate time to stationary objects?		
3.(Review) describe to the instructor objects on the horizon (looking up), and describe the point 12 seconds ahead (referencing down)?		
4.(Review) keep the vehicle within the chosen lane, within the lane markers for one to two minutes? (This can be done simultaneously with maintaining following distance.)		
5.achieve and maintain a minimum of a three-second following distance for one to two minutes, if possible? (A total of one minute of successful following each time). Do in pairs.		
6.enter and exit the highway properly, verbalizing and carry out all the required checks and procedures?		
7.describe and adopt an appropriate position within the lane both in terms of lane position and following distance (one minute successfully)?		
8.execute a lane change, verbalizing what the sequence is as the action is performed?		
9.approach and pass through the traffic control device, if there is a traffic light in the vicinity, verbalizing what is being done while doing it?		
10.drive the highway for two to three kilometres, verbalizing and successfully carrying out a complete visual search?		
Knowledge Does the student know:		
1.how to measure following distance in seconds and what the following distance should be?		
2.how to enter and exit a highway?		
3.where to be in the lane and what the following position should be?		
4.how to make a lane change?		
5.how to respond to traffic lights?		
6. what constitutes a complete visual search pattern?		

Lesson Content

- Warm-up and revision of lesson- Lane position
- Following distance- Changing lanes
- Entering highways- Responding to traffic lights
- Exiting highways- Complete visual search patterns

Teaching Points

1. Timing is crucial.
2. It is necessary to get to the speed of the traffic on the highway reasonably quickly.
3. Signalling your intentions to other drivers is important.
4. A lane change should be gradual and smooth, and should be accompanied by increased acceleration.
5. It is necessary to position the vehicle so that the driver has good vision and so that vehicle position can be used to signal the driver's intention.
6. Stopping at a traffic light requires **very early** initiation of braking.
7. The time to the traffic light can be used to decide whether to stop or proceed.
8. Continuous use of a proper search pattern is essential.
9. Three seconds is the **minimum** following distance on the highway. Four of five seconds is better.

Knowledge Objectives

1. What is a complete search pattern?
2. How does one alter vehicle position to optimize search patterns?
3. What is a real interruption to the path?
4. What are threats of interruption to the path?
5. What are gates?
6. What does Identify, Predict, Decide, Execute (IPDE) mean?
7. What are the methods of inter-driver communication on the highway?
8. How does one share the highway with trucks, slow-moving vehicles, motorcycles, etc?

Lesson Content

- Real interruptions to the path- Prediction/Predict
- Threats of interruptions to the path- Decision/Decide
- Gates- Execution/Execute
- Identification/Identify- Inter-driver communication
- Sharing the highway with other vehicle types

Teaching Points

1. It is essential to carry out a proper search pattern.
2. You can and must get your information at least 12 seconds before you need to act.
3. It is essential to know the status of your gates.
4. It is essential to practise IPDE as part of driving.
5. To make sure other drivers see you on the highway, use lights, signals, and vehicle position to communicate.
6. Other vehicle types have a right to use the highway and have specific limitations and advantages.

Passing on Highways (Lesson 3)

Student Name _____ Date _____

Must be done in pairs of vehicles.

Objectives	Yes	No
Performance Does the student consistently:		
1.execute four passes, counting the time of the passes, and determine a passing time?		
2.build in a five-second safety margin to determine safe passing time?		
3.estimate the closing time of an oncoming vehicle within two seconds?		
4.make the passing judgment after comparing the estimated closing time with the safe passing time?		
5. execute, based on the passing judgment, four passing manoeuvres?		
Knowledge Does the student know:		
1.how to determine passing time?		
2.how to determine safe passing time?		
3.how to estimate closing time?		
4.how to make the judgment to pass?		
5. how to pass?		
6. how to determine the minimum sight time required for passing?		

Lesson Content

- Passing techniques- Passing practice
- Estimation of safe passing time- The passing judgment
- Estimation of closing time

Teaching Points

- 1.Time can be used to make the passing judgment.
2. It is necessary to practise estimating closing time if you have not driven on the highway recently.
- 3.If there is anything coming towards you, while passing, minimize the amount of time spent in the oncoming lane -- overtake and pass quickly.

Knowledge

- 1.Know how to enter and exit a road?
- 2.Know where to be in the lane and what the following position should be?
- 3.Know how to make a lane change?
- 4.Know what constitutes a proper visual search pattern?

Lesson Content

- Warm-up and revision of lesson- Lane position
- Entering the road- Changing lanes
- Exiting the road- Complete visual search patterns

Teaching Points

1. Timing is crucial.
2. It is necessary to get to the speed of all the traffic reasonably quickly.
3. Signalling your intentions to other drivers is important.
4. A lane change should be gradual and smooth, and should be accompanied by increased acceleration.
5. It is necessary to position the vehicle so that the driver has good vision and so that vehicle position can be used to signal the driver's intention.
6. Continuous use of a proper search pattern is essential.

Steering and Braking in the City (Lessons 4 and 5)

Student Name _____ Date _____

Objectives	Yes	No
Performance Does the student consistently: 1.(Review) accelerate smoothly to speed limit, hold a constant speed (plus or minus 5 km/h) for about one km (if possible), then brake gently to a stop?		
2.(Review) describe to the instructor objects on the horizon (looking up), and describe the point 12 seconds ahead (referencing down)?		
3.(Review) keep the vehicle within the chosen lane, within the lane markers (continuously for the lesson)?		
4.achieve and maintain a three-second following distance for one to two minutes, if possible? (A total of one minute of successful following each time. Do in pairs.)		
5.bring the vehicle to a smooth and gentle stop from the speed limit,with the front bumper within one metre of a prespecified object, for example, fire hydrant or telephone pole?		
6.with the vehicle moving, turn the steering wheel from lock to lock using the hand-over--hand technique? (Student driver must use hand-over-hand both to turn the wheel and to straighten the wheel out.)		
7.turn the steering wheel to manoeuvre the vehicle within the lane, using the nine-and--three steering technique? (one minute without moving hands on the wheel)		
8.negotiate corners? Student-driver is to verbalize the sequence headings slightly before each component of the sequence (four successful corner negotiations -- two left two right -- getting sequence right, steering hand-over-hand, taking the correct line through the corner, and looking in the right place).		
9.bring the vehicle to a sharp stop from the speed limit, with the front bumper within one metre of a prespecified object, for example, fire hydrant or telephone pole?		
Knowledge Does the student know:		
1.how to measure following distance in seconds and what the following distance should be?		
2.how to do normal braking -- begin early, apply light pressure, ease up on the brake as the vehicle comes to a stop?		
3.when to use hand-over-hand and when to use nine-and-three steering?		
4.what the sequence of corner negotiation is?		
5.what the line of a corner is and "slow in, fast out" means?		
6.how to perform slowing (braking) in a straight line?		
7.how much travel is in the brake pedal before braking begins?		
8.how to do sharp braking -- moderate initial impact to take out travel space? (Greater pressure and ease up on the brake as vehicle comes to a stop.)		

Lesson Content

- Warm-up/revision of lesson- Hand-over-hand steering
- Following distance- Corner negotiation
- Precision normal braking- Sharp braking

Teaching Points

1. Early, smooth braking is a sign of control and good driving.
2. Driving is building habits. (Good habits are just as hard to break as bad habits.) Build good habits so that when you need to do something "by instinct", the proper instinct is there.
3. Hand-over-hand and nine-and-three are the proper techniques to use for steering.
4. It is critical to know when your front wheels are straight and you do this through the use of proper hand positions on the steering wheel.
5. Brake in a straight line.
6. Be slow in and fast out of a corner.
7. Increasing the radius of a corner (by taking the appropriate line) reduces lateral acceleration.
8. The further you push down the brake, the shorter the stopping distance.

Parking (Lessons 4 and 5)

Student Name _____ Date _____

Objectives	Yes	No
Performance Does the student consistently:		
1. describe and carry out an angle park? (three successful repetitions)		
2. describe and carry out a right angle park using a double space, driving in and driving out?		
3. describe and carry out a right angle park forward (one left, one right)?		
4. describe and carry out a right angle park in reverse (one left, one right)?		
5. describe and carry out an uphill park with a curb?		
6. describe and carry out a downhill park with a curb?		
7. describe and carry out an uphill park without a curb?		
8. describe and carry out a downhill park without a curb?		
9. describe and carry out a parallel park?		
Knowledge Does the student know:		
1. how to perform:		
• angle parking?		
• right angle parking - forward and reverse?		
• hill parking - up and downhill?		
• parallel parking?		
2. how to select a parking spot and when to use each parking technique?		
3. how and when to angle the wheels?		
4. how to select parking spots where you can drive out rather than having to reverse out?		

Lesson Content

- Angle parking
- Right angle parking - forward and reverse
- Hill parking
- Parallel parking

Teaching Points

1. The aim of parking is accuracy, not speed.
2. You should drive out of a parking spot.
3. Parking is not difficult.

Night Driving (Lesson 7)

Student Name _____ Date _____

Objectives	Yes	No
Performance Does the student consistently:		
1.describe and adopt appropriate search patterns for driving in the city at night?		
2.identify and describe the use of supplementary cues?		
3.describe and adopt an appropriate speed for driving in the city at night, under varying light conditions?		
4.describe and adopt appropriate search patterns for driving on the highway at night?		
5.identify and describe the use of supplementary cues while driving on the highway at night?		
6.describe and adopt an appropriate speed for driving on the highway at night, under varying light conditions?		
7.describe and carry out high beam use, dimming the lights at the appropriate time?		
8.describe and carry out meeting and overtaking other vehicles using the appropriate techniques (with pairs of vehicles)?		
9.describe and carry out correctly a passing manoeuvre (with pairs of vehicles)?		
10.describe and carry out correctly a manoeuvre of being passed (with pairs of vehicles)?		

Lesson Content

City

- Search patterns
- Supplementary clues
- Speed selection

Highway

- Search patterns- High/low beam use
- Supplementary clues- Meeting and overtaking
- Speed selection- Passing and being passed

Teaching Points

- 1.Adjust your speed so that you can see 12 seconds ahead.
2. Maintain the same search patterns at night as you do during the day.
3. Have your headlights on high beam on the highway as much of the time as is possible.
4. If you are going to use your headlights properly, make sure they are properly adjusted.
- 5.React as soon as you detect that something is there. Do not wait until you can clearly identify what is on the highway before acting. (Watch for wildlife in the ditches also.)

Manual Transmission I (Optional) (Lesson 8)

Student Name _____ Date _____

Objectives	Yes	No
Performance Does the student consistently: 1.start the vehicle, shift to first gear, move off smoothly, stop the vehicle smoothly, and shut down the engine -- all in the proper order?		
2.shift from first through to high gear smoothly and at the appropriate time?		
3.carry out and describe the sequence for an uphill start?		
4.carry out and describe the sequence for a downhill start?		
Knowledge Does the student know: 1.how to start the vehicle properly?		
2.how to use the clutch and accelerator to move the vehicle?		
3. how and when to shift up?		
4.how to carry out an uphill start?		
5. how to carry out a downhill start?		

Lesson Content

- Proper gear shifting
- Uphill and downhill starts

Manual Transmission II (Optional) (Lesson 8)

Student Name _____ Date _____

Objectives	Yes	No
Performance Does the student consistently: 1. downshift smoothly, when slowed?		
2. downshift and slow smoothly?		
3. downshift smoothly in preparation for a curve, with proper timing?		
4. drive the vehicle slowly, riding the clutch for ten seconds, without fully engaging the clutch?		
5. parallel park with good clutch control?		
Knowledge Does the student know: 1. how to downshift when slowed?		
2. how to downshift when slowing?		
3. how to prepare for corners and curves?		
4. how to use the clutch to move slowly?		

Lesson Content

- Downshifting when slowed
- Downshifting and slowing
- Preparation for corners and curves
- Moving slowly and parking

Teaching Points

1. You must slow down before downshifting, in preparation for a corner or curve.
2. When the vehicle is **slowed**, you get a smoother change if you flick the accelerator in the middle of the change.
3. Driving a manual transmission vehicle well means making smooth gear changes.

In-Car Student Evaluation Form

Student Name _____

Address _____

School _____

Grade _____ Class # _____

Phone _____ Driver's License # _____

Date of Birth _____ Validation # _____

Completed Performance and Knowledge Objective:

Lesson # 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___

Instructor Signature _____ Date _____

Student Signature _____ Date _____

Completed Observer Activities

Lesson # 2 ___ 3 ___ 5 ___ 6 ___

Instructor Signature _____ Date _____

Student Signature _____ Date _____

Comments

Appendix B

General Templates for Assessment and Evaluation

Anecdotal Records in Reflective Discussion/Discussion

Student Name: _____

Date: _____

Activity: _____

1. Effective Communication Skills Comments:

Keys:

- makes eye contact
- listens attentively
- summarizes
- clarifies
- does not interrupt

2. Contribution Comments:

Keys:

- stays on topic *
- makes a positive contribution **
- contributes information gathered from others
- contributes own information

3. Attitude Comments:

Keys:

- respects all opinions
- disagrees in an agreeable way

*Record quality not quantity of response.

**Record evidence of positive student comments as opposed to negative "put downs" and "one-liners".

Adapted from *Wellness 10, A Curriculum Guide for the Secondary Level* (Saskatchewan Education, Training and Employment, 1993).

Assessing Group Presentations

Group Members: _____

Date of Assessment: _____

Title of Presentation: _____

Key: 1 = Poorly 6 = Thoroughly

The group members appeared to be prepared and organized.	1	2	3	4	5	6
Each member appeared knowledgeable about her/his particular section.	1	2	3	4	5	6
The group members worked together as a cohesive unit.	1	2	3	4	5	6
The group facilitated active participation from the remainder of the class.	1	2	3	4	5	6
Each group member demonstrated patience and helpfulness.	1	2	3	4	5	6
The group used a variety of techniques to present the topic/information/concept.	1	2	3	4	5	6
	1	2	3	4	5	6
	1	2	3	4	5	6

Positive components of the presentation:

Suggestions for improvement (content, style, etc.):

Adapted from *Business Education: A Curriculum Guide for the Secondary Level: Accounting 16, 26, 36.* (Saskatchewan Education, 1992).

Assessment of Cooperative Learning

_____ Individual _____ Pair _____ Group

Student Name: _____

Partner/Group Members: _____

Date: _____

Directions: Please meet with your group and use the rating scale below as a basis for discussing how effectively your group is working. Complete the rating scale and return it to your instructor.

Did your group:	Poorly					Extremely Well
• identify specific goals?	1	2	3	4	5	6
• make noticeable progress towards those goals?	1	2	3	4	5	6
• share information, ideas, and opinions with each other?	1	2	3	4	5	6
• make decisions that were based on the views of all members?	1	2	3	4	5	6
• listen with attention to each other?	1	2	3	4	5	6
• encourage each other to participate in the group activities?	1	2	3	4	5	6
	1	2	3	4	5	6
	1	2	3	4	5	6

Some suggestions for improving our group work next time:

Adapted from *Business Education: A Curriculum Guide for the Secondary Level: Accounting 16, 26, 36.* (Saskatchewan Education, 1992).

My Group Skills/Performance

Name: _____ Date: _____

Please circle the number that best represents your skill or performance in group activities.

Rating Scale
1 = Hardly ever 3 = Most of the time 2 = Some of the time 4 = All the Time

1. I have made it a point to listen as much as I talk. 1234
2. I try to look others in the eye when speaking to them. 1234
3. I try not to interrupt when others are speaking. 1234
4. I encourage others to participate in the discussion. 1234
5. I try to do my share when working on a group activity. 1234
6. I use "I messages" instead of "you messages", especially when expressing my feelings. 1234
7. I tell the group when something is bothering me. 1234
8. I try to respect others' feelings even when I disagree with them. 1234
9. I try not to be aggressive to get my way. 1234
10. I praise others when appropriate. 1234
11. I try to share my ideas and feelings. 1234
12. I try to cooperate more than compete with others. 1234

Complete the following unfinished sentences:

a) My two greatest strengths from the above list are: 1. 2.
b) The two skills I have to work on from the above list are: 1. 2.

Adapted from *Wellness 10: A Curriculum Guide for the Secondary Level*. (Saskatchewan Education, Training and Employment, 1993).

Report Assessment

Student: _____ Date: _____

Title: _____

	Yes	No	Comments
1. Completeness			
•Did the student answer all questions as they appeared in the assignment?			
•Did the student alter or substitute questions? If so, indicate which ones by number.			
•Did the student include an introduction and a conclusion?			
•Did the student include a title page or cover sheet?			
2. Writing Style			
•Did the student use:			
◦correct grammar?			
◦correct punctuation?			
◦correct capitalization?			
3. Format			
•Did the student format the report correctly?			
•Did the student include:			
◦appropriate top and bottom margins?			
◦multiple page headings?			
◦internal spacing?			
4. Proofreading			
•Is the report free of:			
◦spelling errors?			
◦typographical errors?			
5. Extra Work			
•Did the student provide an extraordinary amount of detail in his/her answers?			
•Did the student ask and answer additional questions?			
•Did the student include forms used in the workplace?			
•Did the student add pictures to the report?			
•Did the student include graphics on the title page?			

Adapted from: *Business Education: A Curriculum Guide for the Secondary Level: Accounting 16, 26, 36.* (Saskatchewan Education, 1992.)

Student Reference Manual/Portfolio Assessment

Student Name: _____ Date: _____

Class: _____

Attribute to be Evaluated	Scale				
	Very Poor	Poor	Average	Good	Very Good

Comments:

From *Business Education: A Curriculum Guide for the Secondary Level. Information Processing 16, 26, 36.* (Saskatchewan Education, Training and Employment, 1994).

A Student Self-Assessment Checklist for Problem Solving

Name: _____

Date: _____

Class: _____

Criteria	Yes	No	Comments
Problem clearly identified			
All relevant alternatives explored			
Examples of solutions examined			
All relevant information gathered			
All relevant information organized			
All alternatives evaluated			
Chosen alternative considered			
Other:various display techniques considered			

From *Business Education: A Curriculum Guide for the Secondary Level. Information Processing 16, 26, 36.* (Saskatchewan Education, Training and Employment, 1994).

Student Self-Assessment for Preparing and Conducting an Interview

Student Name: _____

Client Name: _____

Date: _____

	Yes	No	Date of Completion	Reminders
Did I prepare a list of questions in advance?				
Were my questions approved by my instructor?				
Did I make the necessary revisions to my questions?				
Did I phone the client ahead of time?				
Did I describe the purpose of the interview to the client?				
Did I explain to my client how and when the information is to be used?				
Did I make my appointment?				
Did I review proper interview techniques?				
Was I on time for my appointment?				
Did I use proper interview techniques?				
Did I prepare a summary?				
Did I prepare a written report?				
Did I prepare an oral presentation?				
Did I prepare a display?				

Adapted from *Business Education: A Curriculum Guide for the Secondary Level: Accounting 16, 26, 36.* (Saskatchewan Education, 1992).

Appendix C

Driver Education for Saskatchewan Youth*

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*Source:Saskatchewan Education, Training and Employment. (1993). *Driver Education for Saskatchewan Youth. Program Administration and Organization*. Available through the Learning Resources Distribution Centre. Document is under revision.

Appendix D

Sample Pre-Licensing Contract

I, (teenager) agree:

1. To be available three times per week for practice at times agreed to in advance.
2. To complete, on time, all the requirements of the driver education course.
3. To follow the content and sequence of the driver education course.
4. To carry out, while driving, any orders given by my parent.
5. Not to drive with the radio on, nor carry passengers.
6. Not to complain if anything goes wrong.

Signed _____ Date _____

I, (parent) agree:

1. To be available and make the vehicle available, three times per week for practice, at times agreed to in advance.
2. To organize the practice in the sequence given in the driver education course and not require my teenager to practice skills prior to coverage in the in-car portion of the course.
3. To follow the content of the driver education course and not try to change the way that my teenager has been taught to do things.
4. Not to shout.
5. Not to complain if anything goes wrong.

Signed _____ Date _____

We agree, that whoever breaks this contract must clean the other's shoes for two weeks (pay a fine of \$10.00, or clean the house).

(teenager)

(parent)

Appendix E

Sample Post-Licence Contract

I (Teenager) agree:

- 1.To practise my driving at least three times a week.
- 2.To drive in the way taught in driver education.
- 3.To carry out a vehicle check weekly.
- 4.To obey all traffic laws, particularly the speed limit.
- 5.Never to have the radio on for the first two months.
- 6.Never to carry passengers for the first three months.
- 7.Not to drive in rush hour during the first three months.
- 8.Not to drive at night for the first four months.
- 9.Not to drive when I am tired or upset.
10. **Never** to drink alcohol, or take any drugs, prior to driving.
11. To **always** wear my seatbelt.
12. If there is a breakdown or accident, to call my parents immediately.
- 13.If something does happen and I drink or use drugs, not to try to drive home. I will call my parents.

Signed _____ Date _____

I (Parent) agree:

- 1.To make the vehicle available at least three times a week at prearranged times.
- 2.To abide by the plan for my teenager to gradually increase the complexity of driving. I will not interfere with this.
- 3.To keep the vehicle that my teenager is driving in a well maintained condition.
- 4.To pay for the gas, insurance, and maintenance.
- 5.To respond calmly to any breakdown or accident.
- 6.To help my teenager out of any foolish situation and not raise the issue again, provided that my teenager does not drive.

Signed _____ Date _____

We agree, that whoever breaks this contract must clean the car for two months (pay a fine of \$25.00, or keep his/her bedroom immaculate for 2 months).

_____ (teenager)

_____ (parent)

Appendix F Black Line Masters (Instructional Aids)

Performance Evaluation Profile - In-Car

School: _____ Year: _____

Name: _____

Address: _____

Postal Code: _____

PIC#: _____ Birthdate: _____ Phone: _____

Restrictions: _____ Medical Status: _____

Observation Dates: Lesson # _____

Lesson 1 In-Car

Date Period Instructional Unit (if different from curriculum)

Instructor's Comments	
Pre-Drive	
Controls	
Slow Speed Manoeuvres	
"Look Up"	
Two-point Turn	
Distance Judgment	
Reference Down	
Student's Initials	Overall Evaluation:

Lesson 2 In-Car

Date

Period

Instructional Unit (if different from curriculum)

Instructor's Comments	
Speed Control	
Time/Distance	
IPDE	
Left Turn	
Right Turn	
Hand Position (9 & 3)	
Look Up/Reference Down	
Signal/Shoulder Check	
Student's Initials	Overall Evaluation:

Lesson 3 In-Car

Date

Period

Instructional Unit (if different from curriculum)

Instructor's Comments	
Highway Entry	
Search Patterns	
Lane Position & Change	
Curves	
Grid Roads	
Loose Gravel	
Passing	
Closing Time in Passing	
Student's Initials	Overall Evaluation:

Lesson 4 In-Car

Date _____ Period _____ Instructional Unit (if different from curriculum) _____

Instructor's Comments	
Lane Position	
Lane Change	
Visual Search	
Intersections	
Traffic Lights	
U-Turns	
Backing	
Parallel Parking	
Angle Parking	
L. Park	
Hill Parking	
Student's Initials	Overall Evaluation:

Lesson 5 In-Car

Date _____ Period _____ Instructional Unit (if different from curriculum) _____

Instructor's Comments	
Three Second Following Distance	
Gates (spaces) "look up"/"reference down"	
Monologue Driving	
Parking	
Intersections	
Following Distance	
"Smooth is Beautiful"	
Student's Initials	Overall Evaluation:

Lesson 6 In-Car

Date Period Instructional Unit (if different from curriculum)

Instructor's Comments	
Review	
Vehicle Check	
Simulate Road Test (if ready)	
Remediation Plan	
Student's Initials	Overall Evaluation:

Final Aggregate Evaluation

Written Evaluation